



# The Phenomenon of Changes in Student Behavior During Large-Scale Social Restrictions

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DOI: [10.31004/obsesi.v7i3.4845](https://doi.org/10.31004/obsesi.v7i3.4845)

## Abstract

The impact of Large-Scale Social Restrictions in Indonesia currently has a major impact on behavioral changes that occur as a result of the Covid-19 pandemic. This study aims to analyze the phenomenon of changes in student behavior during Large-Scale Social Restrictions (PSBB) in the RA Kartini Cluster. The method used in this research is a qualitative method with the type of case study research. With the research subject, 7 teachers and 6 students in grades I-VI in the RA Kartini Cluster. The results of this study indicate that the impact of Large-Scale Social Restrictions that occurred in the RA Kartini Cluster was a change in student behavior such as changes in Discipline, Honesty, Social Care, Communication and Religious behavior. Based on the findings of this study, it can be concluded that the impact of Large-Scale Social Restrictions on student behavior occurs because of learning policies that make students feel less interested in learning as a result of various behavioral changes in the RA Kartini Cluster.

**Keywords:** *behavior change; distance learning; efective learning*

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Received 15 March 2023, Accepted 18 June 2023, Published 18 June 2023

## Introduction

Large-scale social restrictions, a regulation issued by the Ministry of Health (Kemenkes) in order to accelerate the handling of COVID-19, is expected to be obeyed by the public, especially in the education environment (Afnan et al., 2020; Casta et al., 2021; Sulasih, 2020). The establishment and enforcement of the Large-Scale Social Restrictions (LSSR) policy has had a major impact on social activities and interactions. As a result, restrictions on community mobility outside are reduced. All activities are carried out from home. Including in the field of education. Learning is not allowed face-to-face at school but is done at home (Kultsum et al., 2022; Maesyaroh et al., 2020).

In accordance with Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period of Covid-19 Spread (Kemendikbud, 2020) (Kemendikbud, 2018, 2020), where the circular letter explains that the learning process is carried out at home through distance learning. The distance learning policy has many problems that arise, especially parents and teachers (Đurišić & Bunijevac, 2017).

The effectiveness of the implementation of the Large-Scale Social Restrictions policy in the school environment as a response to emergencies in public health has been carried out to reduce the spread of covid 19, but when this policy was established, it did not consider the

impact that would occur on the educational environment, especially the impact of changes in student behavior (Andriani, 2020; Karim et al., 2020, 2022; Karim & Hartati, 2020)

During face-to-face learning, student behavior is disciplined behavior such as being present on time, submitting assignments on time, and taking attendance on time (Winskel et al., 2019). In addition, honest behavior where students work on test questions without the help of parents and directly supervised by the teacher. Face-to-face learning makes students' social care where during face-to-face learning fosters care for fellow students between students through tasks given by the teacher (Danielle et al., 2012). Students' communicative behavior is also good, they are more respectful and communicate using polite words. Face-to-face learning makes students diligent in waking up early to perform morning prayers and so as not to be late for school (Tratnik et al., 2019).

Regarding about theory of behavior change, its mean kind of grand theory before: The Transtheoretical Model, It emphasizes that individuals progress through different stages of change, including precontemplation, contemplation, preparation, action, and maintenance. The model highlights the importance of tailoring interventions to an individual's readiness to change and identifies key processes that contribute to successful behavior change, such as self-efficacy, decisional balance, and social support. (Prochaska, J. O., & Velicer, W. F., 1997)

Social Cognitive Theory (SCT) developed by Bandura posits that behavior change is influenced by reciprocal interactions between personal factors, environmental factors, and behavior itself. The theory emphasizes the role of observational learning, self-efficacy beliefs, and outcome expectations in shaping behavior. According to SCT, individuals learn from observing others and use cognitive processes to evaluate their own capabilities and the potential outcomes of their actions, which in turn influences their behavior. (Bandura, 2012)

The Theory of Planned Behavior (TPB) by Ajzen proposes that behavioral intentions are determined by an individual's attitudes toward the behavior, subjective norms, and perceived behavioral control. Attitudes refer to an individual's positive or negative evaluations of the behavior, subjective norms capture the influence of social pressure and normative beliefs, and perceived behavioral control relates to an individual's perception of their ability to perform the behavior. According to TPB, these factors collectively influence an individual's intention to engage in a particular behavior, which in turn predicts their actual behavior. (Ajzen, 1991). Then, Behavior Change is need a long processes until the subject take a self decision for change or not.

Based on the results of pre-research with the siblings of one of the students in the RA Kartini Cluster, there are changes in student behavior such as changes in disciplinary behavior, honest behavior, social caring behavior, communicative behavior, and religious behavior in students. Where initially the learning process was carried out normally and met directly face to face, but currently only distance learning can be done.

The implementation of large-scale social restrictions has resulted in one educational institution requiring the implementation of remote work and learning activities using internet technology for teachers and students participating in learning. (Shadiqien, 2020; Siregar, 2016) The implementation of this system also automatically encourages education actors to implement online learning. Teachers and students are forced to be ready for the implementation, even though so far some schools have never done online learning. (Ng & Peggy, 2020; Simatupang et al., 2020)

Findings of this study is display an change behavios on children special need in RA Kartini Cluster. Based on the background of the above problems and observations in the field, it is important to conduct in-depth research on 0changes in student behavior during Large-Scale Social Restrictions. Thus, researchers hope to find out the impact of Large-Scale Social Restrictions on the phenomenon of changes in student behavior in the RA Kartini Cluster. Because changes in student behavior during social restrictions are very worrying, the role of teachers is needed to always supervise the activities carried out by students during the pandemic.

## Methodology

This research used a qualitative approach because the data collecting and analysing with qualitatif data, while the research method used by researchers is descriptive method (Flick, 2013), while the type of qualitative research used in this research is a case study. Case study is a method for collecting and analyzing data regarding a case. Basically research using a case study approach aims to find out about something in depth from an entity and obtain a complete description. Data from case studies can be obtained from observation, interviews and documentation (Cresswell, 2014). So in this study, researchers will use a qualitative method with a collective case study research type to reveal about the self-concept and the impact behind changes in student behavior due to the Large-Scale Social Restrictions policy, by understanding and interpreting the views and events of the research subjects in order to explore changes in student behavior in the RA Kartini Cluster, Jombang District, Cirebon Regency, Indonesia. This research is begin from February 2022 until August 2022. The data used in this article are data obtained from observation, interviews and documentation. Data collection using purposive sampling (Sugiyono, 2017b). The research subjects were 7 teachers and 6 students of grades I-VI in the RA Kartini Cluster. The stages in conducting qualitative research using a case study approach of this research is on figure 1.

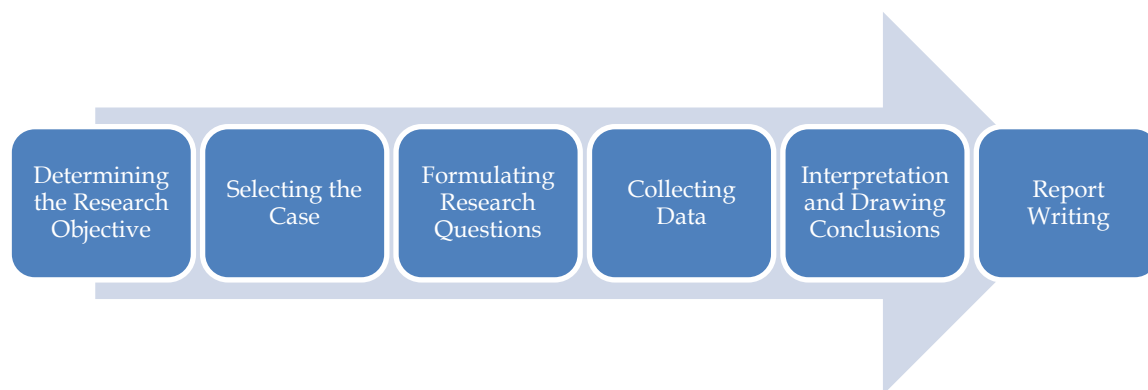


Figure 1. Stages in conducting qualitative research with case study Approach

Table 1. Research Instrumen

No.	Variable	Indicator	Sub Indicator	Item
1.	Large-Scale Social Restrictions	Large-Scale Social Restrictions Policy	School steps in making policies after LSSR	1, 2
			Duration of teaching and learning activities during LSSR	3
			Implementation of exams during LSSR	4, 5
			Provision of assignments during the LSSR	6
		Sosial Distancing Physical Distancing	The media used for the implementation of the LSSR	7, 8
			School From Home (SFH)	9, 10, 11,
			Stay in home	12
			avoid physical contact	13
			Health protocol while at school	14, 15, 16, 17
2.	Perilaku	Teacher response to student behavior	Teacher response to student behavior before LSSR	18
			Teacher response to student behavior during LSSR	19
		Behavior Change	Changes in student behavior that are visible to the teacher	20, 21, 22, 23, 24, 25, 26
			The teacher's attitude towards changes in student behavior	27, 28, 29
		Student behavior expected by the teacher	Teacher expected student behavior before the LSSR	30, 31, 32
			Teacher expected student behavior during LSSR	33, 34, 35

Source: Conducted 2021

The analysis technique used by researchers is the analysis technique of Miles and Huberman (1984) (Miles & Huberman, 2016). This technique is carried out interactively, continuously and is more focused during the process in the field along with data collection (Sugiyono, 2017) (Cresswell, 2014). Miles and Huberman's qualitative data analysis technique is shown in the following interactive model (Sugiyono, 2017a). Data collection was carried out by recording all data objectively and as is in accordance with field observations and interviews. Data collection was obtained through observation and interviews with students and teachers. While the completeness of research data researchers obtained from books and photographs in the field. After the data is collected, the researcher then checks the completeness and clarity of the data obtained, so that the data obtained is valid data. In data reduction, the results of interviews with research informants were sorted by researchers in such a way. The researcher grouped the data first and then analyzed field data which is important and can support research on behavior change. The results of the data that the author sorted out were then grouped based on the formulation of the problem. Presentation of data is done after the researcher has reduced the data used as report material. The results of data reduction have previously been grouped by researchers and then processed and analyzed (Guthrie, 2014). Then present the data in a form that is easy to understand. The final step in qualitative analysis according to Miles and Huberman (1984) in Sugiyono (2017), is to draw conclusions and provide verification. Conclusions in qualitative research are new findings that have never existed before or have existed but have not been studied.

## Results and Discussion

The observation, interviews and documentation instrument yielded the data that the phenomenon of changes in student behavior due to the impact of Large-Scale Social Restrictions on Education is deeply felt. During the Covid-19 pandemic, the Indonesian education system underwent a change, the impact of the change was that learning, which was originally face-to-face at school, became at home using offline learning and online learning. It doesn't stop there as a result of Offline Learning and Online Learning, many students are less interested in learning because they play too much at home. With learning at home raises changes in behavior that are felt by teachers and parents of students. The phenomenon of behavior change is currently being responded quickly by teachers and parents. The changes in behavior that occur in students are as follows; discipline behavior, honest behavior, social caring behavior, communicative behavior and religious behavior.

### Disciplined Behavior

Based on the results of teacher interviews at the RA Kartini Cluster regarding changes in student discipline behavior during Large-Scale Social Restrictions. The researcher asked teachers at SD Negeri 1 Bojong Wetan whether there was a change in student discipline behavior during Large-Scale Social Restrictions, yielding answers a) There was no change in student behavior, students remained disciplined, b) Students were not disciplined because now many are at home so it is rare studying and doing assignments, doing assignments when told by parents, c) Disciplinary behavior of students is reduced, d) Discipline behavior of students is reduced, e) There is no change in student behavior, students remain disciplined as when taking and submitting assignments on time, f) Students are not disciplined because when studying at home they are always considered holidays and students lack guidance from their parents, but for grade 1 students are still guided by their parents, taking and collecting assignments with the help of their parents.

The researcher also asked questions regarding changes in student discipline behavior to teachers at SD Negeri 1 Bojong Lor, yielding answers a) The disciplinary behavior of low grade students was good because low grade students were still under the supervision of their parents, b) There was a change in student discipline behavior, while at school students are diligent, but during distance learning at this time many students do not collect assignments



on time, c) Students remain disciplined, students collect their assignments on time, d) Students remain disciplined, students take assignments on time at 09.00 WIB, e) There is a change disciplined behavior of students, but when told to come to school to take student assignments there is still a sense of discipline, f) Students remain disciplined in collecting and picking up assignments on time, for the collection of notes assignments a maximum of 1 week, while for remote teaching material assignments (BAJJ) maximum 2 days limit.

Based on the results of interviews regarding changes in students' disciplinary behavior towards teachers at SD Negeri 2 Bojong Lor, yielded answers a) There was no change in student discipline behavior, students remained disciplined because the teacher always reminded students every day to take assignments at 08.00 WIB, assignments for lower grades were taken by parents and for the upper class to take it themselves, b) There was a change in student discipline behavior, c) There was a change in student discipline behavior, d) There was a change in student discipline behavior, e) During the pandemic, students' disciplinary behavior changed, as a result of playing too much at home, even though during face-to-face learning at school the student's behavior is still obedient and manageable, f) There is no change in student discipline behavior, because students only go to school briefly so they are not monitored, students rarely attend so there is very little attendance for discipline, g) There is a change in behavior student discipline, when face-to-face students enter at 07.00 but during a pandemic take assignments from 08.00 to 09.00 just take assignments.

Furthermore, based on the results of interviews regarding changes in student disciplinary behavior towards teachers at SD Negeri 2 Bojong Wetan, the answers a) There has been a change in student discipline behavior, when face-to-face students are disciplined, currently students are always undisciplined so they are not polite, for example, students greet their teacher such as greeting friends, b) There was a change in student discipline behavior, c) There was a change in student discipline behavior, students who were face-to-face when asked to please respond quickly but during a pandemic it became difficult, d) There was a change in student discipline behavior because currently there are many students at home and are often late to collect assignments, e) There is a change in student discipline behavior because Large-Scale Social Restrictions do not use disciplinary rules like at school, hours are also flexible, different from when face-to-face at school students are more disciplined in following the rules, f) There is a change in student discipline behavior such as students do not go to school in uniforms and do not wear masks.

After conducting interviews with teachers in the RA Kartini Cluster about changes in student disciplinary behavior that occurred according to the teacher's statement there were various changes in student disciplinary behavior. The results of interviews and observations conducted with students in the RA Kartini Cluster showed that changes in student disciplinary behavior occurred during Scaled Social Restrictions Big. Based on the results of interviews and observations that researchers conducted at the RA Kartini Cluster, it can be presented that changes in student discipline behavior during Large-Scale Social Restrictions are as follows:

### **Students On Time Attend Learning With Teachers During Home/Offline Learning.**

Based on observations of grades I, II, III, IV, V, and VI in the RA Kartini Cluster, learning is only at home and there is no Online Learning (Online) which is like zoom but via whatsapp for assignment notifications, almost all schools in the Cluster RA Kartini only gave assignments. This is in line with the results of student interviews which revealed that there was no Online Learning, because they only took assignments and did it at home.

So that students in the RA Kartini Cluster have lost their disciplinary behavior during the Large-Scale Social Restrictions. This change occurred because during face-to-face meetings at school students were not late every day, on average at 07.00 WIB the students had arrived. Whereas for now there is only taking assignments, there is no learning that teaches students to respect time, apply discipline and obey school rules.

**Students are on time to fill in absences during home/off-the-network learning.**

Based on observations of grades I, II, III, IV, V, and VI in the RA Kartini Cluster, the timeliness of filling in absences can be seen from the collection of assignments. This is in line with the results of student interviews which revealed that there were absences, but were absent only when collecting assignments. In the RA Kartini Cluster the implementation of absence accuracy can be seen from the collection of assignments, this is because at this time it is difficult to meet with students, besides that to carry out Online Learning (Online) the constraints are on smartphones, not all students have smartphones so that changes in student discipline occur.

**Students are on time for taking assignments during home/off-the-network learning.**

Based on the observations of class I, II, III, IV, V, and VI students in the RA Kartini Cluster. Currently learning is done at home. Students are given assignments and then work on them at home. Students usually take assignments to school at 08.00 WIB and assignments are usually taken for lower grades by their parents while those for high grades are taken by themselves. This is in line with the results of student interviews which revealed that they took assignments on time at 08.00 WIB. In this case the disciplinary behavior of students changes. When face-to-face, the average student comes to school at 07.00 WIB. Whereas currently students take assignments to school free of time and there are also those who don't take their assignments at all. So that during Large-Scale Social Restrictions students don't value time, the application of discipline decreases and they don't obey school rules.

**Students are on time to collect assignments during home/off-the-network learning.**

Based on the observations of class I, II, III, IV, V, and VI students in the RA Kartini Cluster. Currently learning is done at home. The learning process is only given assignments, such as students doing assignments given by the teacher at school, students doing assignments must be on time which indicates time discipline students. However, during Large-Scale Social Restrictions, it was found that many students were not doing the assignments given by the teacher on time and when collecting assignments, most students were late to collect them, even though in this case they were required to be on time because it had been scheduled, for example, twice a week students had to submit assignments and at 08.00 WIB collect their assignments. There are students who are on time and students who are not on time in collecting assignments. This is in line with the results of student interviews which revealed that students were not on time because they had not finished working on them and played more so they did not do the assignments from the teacher. While interviews with students who are on time to collect assignments once a week and assignments collected every day.

In this case the disciplinary behavior of students changes. These changes are because students do not complete assignments given by the teacher at school on time, which indicates that students are not disciplined in time. However, there are still students who are disciplined, for example, there are still students who are on time, such as continuing to collect Remote Teaching Materials (BAJJ) assignments every 1 week and doing other assignments given by the teacher.

**Honest Behavior**

Based on the results of teacher interviews at the RA Kartini Cluster regarding changes in students' honest behavior during Large-Scale Social Restrictions. The researcher asked teachers at SD Negeri 1 Bojong Wetan about the question whether there was a change in students' honest behavior during Large-Scale Social Restrictions, yielding answers a) There was a change in students' honest behavior, some students were honest and some were dishonest, for students who were lazy to do assignments especially since grade 1 students are the ones who write and do their parents' assignments, b) There is a change in the honest behavior of students, some students are honest and some are dishonest, students are lazy to

do assignments especially grade 1 and 2 students are the ones who write and do their parents' assignments, c) When students are asked to do their own assignments or are assisted, surely students will answer honestly with the help of their parents or see answers to their friends, d) Students when asked to do their own assignments or are assisted, surely students will answer honestly with the help of their parents or see answers to friends, e) There is a change in the honest behavior of students, students work on assignments assisted by their parents, their parents do it, but not all students are just a few, the teacher must know that students are dishonest, which ones are done alone and which are done by their parents, but the teacher always telling and giving advice to students to do it themselves, f) The honest behavior of each student is different, because during a pandemic doing assignments via smartphone or Google made it dishonest, current learning is less effective in students' honest behavior.

The researcher also asked questions regarding changes in students' honest behavior towards teachers at SD Negeri 1 Bojong Lor, yielding answers a) Grade 1 students' honest behavior still persists, for example students who can read do their own work, but students who cannot read their parents will asking the teacher via whatsapp as if there were questions that were not understood enough, b) There was no change in the honest behavior of students because when students were asked who was doing the work the students would answer that it was done and assisted by their parents, c) There was a change in the honest behavior of students, some students were honest in doing the assignments, students will say if they are doing the assignments themselves and some are assisted by their older siblings, d) There is a change in students' honest behavior and there is no change in students' honest behavior in working on the questions given, e) There is no change in honest behavior students in doing assignments, students are honest if asked who did the work, students will answer assignments done by older siblings and parents, there are some students looking for answers on the internet and in groups with friends in doing assignments, f) There is a change in students' honest behavior seen from students' writing while doing homework, so that changes in students' honest behavior can be seen.

Based on the results of interviews regarding changes in students' honest behavior towards teachers at SD Negeri 2 Bojong Lor, the answers are a) Student honesty in behavior according to the teacher has a percentage of 70% -80% because students are afraid of being scolded, so the task is done by the parents, but said they do it themselves, the teacher knows that students are dishonest in terms of writing, parents instead of ordering their children to make it difficult to write to their own parents, b) There is a change in students' honest behavior, some students do assignments and some don't do assignments, c) There is a change honest behavior of students, some students do assignments and some don't do assignments, d) There is no change in students' honest behavior, when studying at home doing assignments if students understand then they will do it themselves, but may ask parents or older siblings if there is which is difficult with the condition that students write on their own, e) There is no change in students' honest behavior because honest students are assisted in doing assignments, f) When honest in learning, caring parents must be helped, but if the parents don't care, what will happen to their children, g) There is a change in the honest behavior of students, but not all students, of course there are students who do it themselves and there are students whose work is done by their parents.

Furthermore, based on the results of interviews regarding changes in students' honest behavior towards teachers at SD Negeri 2 Bojong Wetan, the answers are a) Honest behavior of students. it is easier to meet face to face with students, b) There is a change in students' honest behavior, when students are asked whose assignments they are doing, the teacher will definitely know students who are honest and dishonest, c) Students' honest behavior persists, students when asked why assignments if not done students will say lazy, so for honest behavior students are still there, not too significant for changes in behavior

### **Students Speak According to Words and Deeds While Studying at Home**

Based on the observations of class I, II, III, IV, V, and VI students in the RA Kartini Cluster. Currently learning is done at home. All students in the RA Kartini Cluster said according to reality. If students have not done or forgot to do the assignment, students will tell the truth to the teacher. Students have an honest nature in doing the assignments given by the teacher and finish on time. However, there were several answers from respondents who had an assessment that there was a change in honest behavior and even decreased during the learning process at home. This is in line with the results of student interviews which revealed that students who said according to reality were students doing their own assignments. In this case the honest behavior of students changes. This change was due to the dishonest nature of the students, namely when they were given assignments by the teacher instead of the students doing it themselves, besides that students became lazy and did not understand the material and assignments given by the teacher.

### **Students Doing Assignments Without Opening Books**

Based on the observations of class I, II, III, IV, V, and VI students in the RA Kartini Cluster. Currently learning is done at home. So like it or not students have to do their assignments at home, but when doing their assignments all students don't do their assignments and cheat on each other. And even during exams, students sometimes work alone and sometimes copy their friends and even look at books because they are not monitored like face-to-face learning. The reason they cheat from friends and books during exams is because there are questions they don't understand because what we know is learning done at home so that students do not get material explanations from the teacher directly. This is in line with the results of student interviews which revealed that students opened books because there were things they did not understand, there were questions that were difficult and a lot of material that had not been explained so they needed to look at the book during the test. In this case the honest behavior of students changes. These changes are due to the current situation where students do not understand the assignments given by the teacher so that many students commit fraud in doing assignments or tests.

### **Students Doing Assignments Without Searching for Answers on the Internet**

Based on the observations of class I, II, III, IV, V, and VI students in the RA Kartini Cluster. Currently learning is done at home. Learning at home currently makes students complain because there is a lot of material that students do not understand. So that even during exams students do not do it alone but are assisted by their families or looking at the internet. The reason they cheat looking at the internet is because there are questions they don't understand because what we know is that currently learning is done at home so students don't get material explanations from the teacher directly. This is in line with the results of student interviews which revealed that every test looked at the internet because they had not been studied, because there were no difficulties in the book, and they did not understand the questions given by the teacher. In this case the honest behavior of students changes. Many students cheat in tests, like many students who look at Google because they complain that they don't understand the questions given by the teacher.

### **Students Doing Assignments Without Helping Parents**

Based on the observations of class I, II, III, IV, V, and VI students in the RA Kartini Cluster. Currently learning is done at home. Learning that is applied to elementary schools is a learning system at home with the help of guidance from parents. So that full teacher control at school is now given to parents. Implementation of learning to run effectively and efficiently there must be good coordination from teachers and parents, parents have a greater responsibility because learning is fully carried out at home even though like that teacher control is needed. However, there are still many parents who do not care about their children's



learning at home and do not monitor whether their children are doing their assignments or not, besides that there are students whose work is done by their parents because children are lazy and play a lot with friends, many parents complain about students who given the task is not done but parents and older siblings who do the job. So that many children say dishonestly with teachers and many students do assignments not seriously and some even don't do them. This is in line with the results of student interviews which reveal that students do their own work because parents do not understand the assignments given by the teacher, besides that the answers can be seen on Google.

In this case the honest behavior of students changes. There was a change in honest behavior and even decreased during the learning process at home. Students are not honest, that is, when they are given daily tests by the teacher, they are not students who do it themselves, but are assisted by their parents or get answers from Google. Actions like that are done because children want to get good grades.

The discussion section of this research shows that the Large-Scale Social Restriction Policy makes social change not only have a positive impact on student learning, but also a negative impact. For an educator/ teacher, knowledge about social change and education as well as the various dynamics of social change is needed as an anticipatory and responsive effort to these changes which are expected to have a positive impact on the learning process (Idi, 2011; Habók & Nagy, 2016).

The impact felt during Large-Scale Social Restrictions does not only affect social change but has an impact on changes in student behavior, Behavior is a response from oneself to an object or object around it (Notoatmodjo, 2014; Andriani, 2020). Factors that influence changes in student behavior, namely because they are forced, which means that behavior changes due to coercion, both internal and external. Such as being pressed by a situation, changes in the environmental atmosphere, or because of rules. This forced change arises as a form of stimulus response to survive following the environment, circumstances and existing rules. As in the current pandemic situation, behavior change may begin because of a compulsion, because circumstances that are different from before force a person to adjust behavior. Even these changes also arise as a result of new habits. Behavioral changes found in students affected by large-scale social restrictions on learning are such as changes in discipline, honesty, social care, communicative, and religious behavior (Agbota et al., 2017; Njoroge, 2013).

Based on the research findings, the phenomenon of behavior change in students is caused by various factors, one of which affects changes in student behavior, namely because of the tendency of students to get bored with learning at home and full teacher control at school is now given to parents (Ayertei, 2018). The implementation of learning will run effectively and efficiently there must be good coordination from teachers and parents (Wang et al., 2018). During Large-Scale Social Restrictions parents have greater responsibility because learning is now carried out at home. In this case, it triggers changes in behavior towards students which becomes a phenomenon of changes in student behavior (Kizilcec et al., 2017).

The phenomenon of behavior change encountered during Large-Scale Social Restrictions is the phenomenon of changes in disciplinary behavior. According to the Ministry of Education describes discipline as an action that shows orderly and obedient behavior to various provisions and regulations (Dikdasmen, 2016b, 2016a; Kemendikbud, 2018). Changes in student discipline behavior during home learning occur changes. These changes occur because students in doing the assignments given by the teacher are not on time, which indicates that students are not disciplined in time. The learning process makes learning activities at home less conducive. Learning that is not conducive makes students less interested in doing assignments/learning. Apart from the learning process, students are very disciplined in following health protocols in preventing the spread of the corona virus by washing hands and wearing masks (Soehner & Ryan, 2011).

Changes in honest behavior that students have during Large-Scale Social Restrictions have changed. Honest behavior is behavior based on efforts to make himself a person who can always be trusted in words, actions, and work (Febrianshari et al., 2018). Students have an honest nature in doing the assignments given by the teacher, but there is a dishonest nature of students, namely students when given assignments are not students who do their own work but are done by parents and when the students' answers are seen on Google. Students take these actions because students want to get good grades (Darling-hammond, 2000).

After changes in honest behavior are found in home learning, namely changes in social care behavior caused by Large-Scale Social Restrictions, but there is not much change in students' social care behavior. Students still interact and still care about their peers, with the pandemic and Large-Scale Social Restrictions making students' concern for friends and the surrounding environment increase (Hawrysz & Foltys, 2016; Ichsan et al., 2019). By getting used to clean living, it is an increase in concern experienced by students during the co-19 pandemic. According to Febrianshari et al. (2018) social care is an attitude and action that always wants to provide assistance to other people and communities in need.

From the increase in students' social care behavior, it is not accompanied by students' communicative behavior in learning during the co-19 pandemic, because students rarely meet and meet face to face with teachers and friends directly during learning on Large-Scale Social Restrictions. Even at school, students only come to take assignments and immediately return home, so that changes in communicative behavior in students are strongly felt because students rarely chat with teachers and friends due to Large-Scale Social Restrictions in the school environment felt by students, According to Febrianshari et al (2018) Friendly/communicative nature is an action that shows a sense of pleasure in talking, getting along and cooperating with others.

In daily life and in learning, Large-Scale Social Restrictions affect changes in students' religious behavior. Religious behavior in students during the covid-19 pandemic has increased, many students are aware that during the pandemic and Large-Scale Social Restrictions maintaining health is not enough, therefore increasing religious behavior is also an important part of the covid-19 pandemic. There is no change in students' religious behavior because of good parental control during the learning process at home. Parents who have good time management have a big effect on changes in children's behavior. According to Febrianshari et al. (2018) religion is an attitude and behavior that is obedient in carrying out the teachings of the religion it adheres to. The purpose of instilling religious values is to develop personality, character that is reflected in personal and social piety among all school /madrasah residents. Changes in students' religious behavior because the learning system at home is different from the face-to-face system. The face-to-face learning system begins with prayer in contrast to learning at home where teachers mostly directly give assignments by indirectly reducing students' religious behavior habits (Ibrahim et al., 2016). The limitations of this research are that research is conducted only with a qualitative approach, with small subjects, limited indicators, and a short time.

## Conclusion

Based on the results of the study, it can be concluded that the implementation of the Large-Scale Social Restriction that occurred at Gugus RA Kartini is to fulfill educational rights and priorities that result in various learning policies, such as offline learning (Indonesian: Pembelajaran Luar Jaringan, online learning (Indonesian: Pembelajaran Dalam Jaringan, group learning (Indonesian: *Pembelajaran Rombongan Belajar/Rombel*), and face-to-face learning but still complying with strict health protocols. In its practice, offline learning is considered effective for now because it covers all learning policies implemented in Gugus RA Kartini. Likewise, the habits and phenomena faced by students during the Large-Scale Social Restrictions changed student behavior, including discipline, honesty, social care, friendship/communicative and religious behavior in the RA Kartini Cluster. The new learning policy

implemented in Gugus RA Kartini as a result of the Large-Scale Social Restriction impacts the student learning behavior, in which some are positive but some also are negative. The new habits and phenomena faced by students of Gugus RA Kartini during the Large-Scale Social Restriction change their behaviors in terms of discipline, honesty, social care, communication, and religious behaviors. Therefore, the researchers concluded that the Large-Scale Social Restriction that occurred in Gugus RA Kartini was considered to have a great impact on learning and changing student behavior. The implication of this research is that Currently there is a phenomenon of behavior change due to Large-Scale Social Restrictions in the RA Kartini Cluster, the role of teachers and parents is very much needed to prevent changes in behavior that are not good for students. The teacher must pay more attention to students so as to minimize indications of changes in behavior that occur in students during learning, besides that the teacher must also provide advice and always remind students to have good behavior even though learning is done at home. Parents must also always supervise and control student behavior when learning at home, in order to prevent changes in the behavior of phenomena that occur in students.

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