

## ANALYSIS OF G-MEAD HUMAN SELF DEVELOPMENT STAGE ON THE APPLICATION OF ONLINE LEARNING IN SMAS NUSANTARA BUNGAH

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### ARTICLE HISTORY

**Received** : 23-10-2020

**Revised** : 18-10-2020

**Accepted** : 17-11-2020

### KEYWORDS

*G-mead;  
Self development;  
Application of online  
learning;*

### ABSTRACT

This policy means that all activities must change their orientation, that is, they may not go through face-to-face, including teaching and learning activities at various levels of education, both formal and informal. Teaching and learning activities continue, but must take advantage of-based media online or whatever form it takes as long as it is not face-to-face with the intention of avoiding the transmission of Covid-19 in Indonesia. This research is a type of qualitative research. The data analysis technique used in this study is a qualitative descriptive technique with critical theory studies supported by the stages of child development in the rationalization of technology as a scalpel. This research was conducted at SMAS Nusantara Bungah, which has implemented-based learning methods online during the pandemic. Therefore, macro and micro solutions are absolutely necessary to avoid the possibility of something worse happening. At the macro level, the government must immediately issue a new policy regarding a more humane learning model by providing supporting facilities and infrastructure. Then at the micro level, an intense dialogical relationship is needed to make the best use of technology between teacher-parents and teacher-students to solve grassroots problems.

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### INTRODUCTIONS

Corona Virus Disease 2019 or Covid-19 was declared a pandemic by the World Health Organization (WHO) on March 12, 2020. Indonesia as a country too contracted by the pandemic, covid-19 Indonesia must make decisions so that everything activities continue. However, the emergence of Covid-19 is not playing deep its spread, counting within a week can infect tens to hundreds of people Indonesia. Therefore, the President of the Republic of Indonesia issued a policy of work, study and worship from home (Secretariat of the Indonesian Cabinet, 2020). This policy means that all activities must change their orientation, that is, they may not go through face-to-face,

including teaching and learning activities at various levels of education, both formal and informal. Teaching and learning activities continue, but must take advantage of-based media online or whatever form it takes as long as it is not face-to-face with the intention of avoiding the transmission of Covid-19 in Indonesia. This policy actually has a meaning to protect the safety of the nation's generation.

The Minister of Education and Culture of the Republic of Indonesia issued Circular Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Spread of Corona Virus Disease (Covid-19) point 2, namely the learning process from home is carried out with the following conditions:

- a. Learning from home through online / distance learning is implemented to provide meaningful learning experiences for students, without being burdened with demands to complete all curriculum achievements for grade promotion and graduation;
- b. Learning from home can be focused on life skills education, including regarding the pandemic Covid-19;
- c. Activities and learning assignments from home can vary between students, according to their interests and conditions, including considering gaps in access / learning facilities at home;
- d. Evidence or the products of learning activities from home are given qualitative feedback from the teacher, without being required to give a quantitative score.

Problems faced by students in online-based learning activities are a challenge during this pandemic. This is more due to the capabilities of the children who are students, especially in early education and elementary school levels. In using online-based electronic devices even with supervision or assistance from parents in obtaining access to education online, it is certainly different when compared to the levels of students in secondary school or in higher education. . As well as for students who are in areas with inadequate network and technology facilities. Even for students at the secondary education level, this refers to the many misuse of gadgets by children which ultimately leads them to criminal acts or psychological disorders due to gadget addiction (Dorothy and Jerome, 2012: 215).

At the secondary and tertiary education levels, online is implemented with various ways by educators to anticipate a pandemic that occurs. But that implementation considered not optimal and

shows that there is still unpreparedness among educators for adapt to digital climates. The application of online learning demands readiness for both both parties, be it from educational service providers or from the students themselves. Online learning does require responsibility, independence and persistence personal, because no one controls but himself. They have to download and reading material, answering quizzes, or questions and submitting assignments independently.

The simplest example is the method of using the WhatsApp group facility as the method. The teachers assign assignments to students via the teacher's WhatsApp group and parents or their respective class groups. Tasks are given daily according to the eye schedule lessons that day and the hours that have been determined by the teacher. Students study the material given independently then carry out tasks which are then reported on the same day. The next day the materials and assignments will change again. If you want to hold virtual face-to-face can take advantage of the Google Classroom application or Zoom or other media.

With this feature, teachers can also monitor student attendance and activity. Government through The Ministry of Education and Culture (Kemendikbud) RI is also working together to provide online learning applications, including Google Indonesia, Smart Class, Microsoft, Quipper, Ruangguru, Zenius and so on.

Various kinds of problems that are likely to arise more due to the application of learning methods during a pandemic with all its updates require extra concentration from the parties involved in it; both the government, teachers, parents and students themselves. The phenomenon that infects students with online-based learning models at the secondary education level needs to be analyzed more deeply.

## **THEORETICAL STUDY**

### **GH Mead's Human Self-Development Stage**

In the book mind, self, and society, Mead explains the stages of self-human development. The assumption of using Mead's thinking in addition to using a scalpel of critical social theory is that this study is associated with a micro-level discussion that is more focused on the development of the learning process of students. That is, the emphasis in this analysis lies in the individual actions of students caused by the application of online-based learning models. The stage of self-human development is explained by Mead (in Damsar, 2015: 40), namely when a human is born he does not have a self. The human self develops gradually through interactions with other people.

Human self-development takes place through several stages, namely the first stage of the play stage, a child learns to take the perspective of others who are considered in accordance with the needs of his life and see himself as an object. Second, the game stage of a child not only knows the role he plays but also the role that other people have to play with whom he interacts with and the three stages of the generalized other, at this stage a child controls his own behavior according to the general roles impersonal. The complexity of the stages of human self-development that starts from childhood is very interesting to discuss. This is where education has an important meaning for children to begin to form their own identity. From education, children are taught how to socialize, impart knowledge, and build their own character. Therefore, it determines also what type of education is chosen, so that it can eventually form a child's identity.

#### **MATERIALS AND METHODS RESEARCH LOCATION**

This research is a type of qualitative research. Qualitative research prioritizes the depth of appreciation of the interaction between concepts being studied empirically (Semi, 2012: 11). So that the results of qualitative research cannot be separated from the subjectivity of the researcher. As stated by Semiawan (2010: 7) that the results of qualitative research are strongly influenced by the views, thoughts and knowledge of researchers. The data in this study are primary data which are data obtained directly from the source (Siswantoro, 2005: 63). Primary data in this study were interviews with a number of informants, namely parents and students themselves. The reason for choosing both of them is that they are directly affected by policies related to the application of online-based learning methods during the pandemic, so that the reality that occurs is more valid to be tested for objectivity. In addition to interviews, primary data was obtained by observing a number of junior high school students who were affected by the application of learning methods during the pandemic. Then completed with literature study from reference sources related to theory, research methods, and other supporting written evidence. The data analysis technique used in this study is a qualitative descriptive technique with critical theory studies supported by the stages of child development in the rationalization of technology as a scalpel. This research was conducted at SMAS Nusantara Bungah, which has implemented-based learning methods online during the pandemic. However, the results of this study can be used as a broader critique of the learning model which of course has the same characteristics and systems as the research focus studied.

## RESULTS AND DISCUSSIONS

Effectiveness of learning is influenced by communication between teachers and students and is also supported by fellow students, namely communication between students and students. Online-based learning does have intense communication if developed, but humans as social creatures still need face-to-face communication dimensions directly. For students, direct communication between teachers and students can significantly influence learning development because a teacher can see the

development of students directly and actually. The social interactions that occur in the classroom also affect the social abilities of students. The weakness of teacher-student communication here can be covered by parental supervision and also the ability of parents in learning materials. However, parents also have limited time and even knowledge. al it creates new obstacles for the learning development of students. The effectiveness of online-based learning is influenced by the level of ability in mastering technology to optimize the learning process. In this case, a teacher must have insight and technological expertise before determining the chosen online learning method. The choice of learning methods should and should ideally involve audio and visual because students still need audio-visual educational directions so that learning is like it was before the pandemic, namely students can see and listen to their teacher's directives directly and actually (Sudarsana et al., 2020: 67 ). Audio-visual online learning, for example via zoom meeting or google meet is the right choice, but the drawback is that a large enough internet quota capability is required. If this is repeated every day and for a long period of time, it will definitely have a negative impact, especially for middle to lower middle families and also affected by Covid-19. The results of the observations from the research environment show that the method used by the teacher is not always online based, meaning that students are given the task to work on the questions in the book given by the teacher and the parents supervise. This means that not every day online learning is done. So actually the teacher also has limitations in using online-based learning technology or it can also be interpreted that the families of students also have limitations in online-based learning.

Online-based learning in certain cases can cause problems for students, namely the emergence of laziness to read books. This happens because of the role of communication tools that can download books without having to pay more. In addition to this, students with minimal supervision will easily think of them to do their assignments or work by copy and paste. Whereas in the world of education, major crime is an act of plagiarism. Then the weakness of online-based

learning is its distance, so that it can cause students to be more individualistic and distance themselves as social beings (Switri, 2019: 20). From the

explanation above, it can be understood that online-based learning is not ideal for high school level students because there is no direct and continuous supervision from the teacher as is the case in class. The lack of teacher-student communication greatly affects learning development. The spirit of online-based learning is its own learning method. Many cases occur in the field that online learning is not fully implemented due to factors of mastery of technology by educators and the economic ability of students' families in taking online-based learning. So, online learning is actually a complement to learning and cannot be used as the main weapon in improving the learning development of students.

The learning process is not normal (different from before) due to various factors that can potentially cause stress to students. Students at the primary to secondary school levels are a golden period in developing academic abilities. So, students must be kept away from things that hinder academic development such as pressure or stress, discrimination, and bullying (Ariobimo, 2008: 8-10). Learning during the pandemic is one of the abnormal factors in the learning process because it can cause psychological problems for students. Psychic problems arise because the learning pattern is dominated by the assignments given by the teacher. Learning assignments that were never done like the normal learning process before the Covid-19 pandemic. Tasks that accumulate in the assignment book and it is not known how long online-based learning will end are big questions that are on the burden of students and their parents. The social atmosphere with friends at school is also a thing that is missed. Basically, the atmosphere at school is something that is missed because humans are created as social beings. The longer people confine themselves at home to survive the Covid-19 pandemic, in the end, at some point people want to leave their homes to enjoy real life. Meanwhile, the discovery of a vaccine for Covid-19 has not yet found a bright spot.

Online-based learning for a long time and social life with a locked outside world makes students lose their enthusiasm for learning. Loss of enthusiasm for learning during a pandemic occurs because of two factors, namely monotonous online-based learning methods, namely continuous assignment and tends to be unleded turning between the teacher and the student causes students to become bored. Thus, the position of

technology, which in this case is the mobile phone as the main supporting tool in the online-based learning process, is in the position of "process" and "result". It is said that this process

is caused by the existence of parties who can master the technology (teachers) to provide learning techniques that are the real intention. These powerful parties have the ability to take advantage of and have the objectives of utilizing this technology, but students will never know for sure the real purpose of the learning method. Students only know that if they are able to do the homework given by the teacher well, they will get perfect scores and vice versa. Technology in this case has really become a tool that "suppresses" freedom of learning. The actual time can be shared with other activities outside of school assignments such as playing, socializing, studying, and having sufficient rest to be eroded by the endless homework assignments that are always being chased by the latest collection deadlines. In this position, this result is associated with students who do not have power over technology mastery, so they tend to easily accept and agree to all kinds of assignments. The domination of technology as an increasingly influential force in controlling the life of humanity and humanity has been referred to by a number of philosophers at the end of this century as a symptom of technocracy. Modern man's habit of living "hand in hand" with technology is almost an addiction.

The cellphone that is meant to expedite the distance learning process is misused for games, chat, and the use of other features that are increasingly timeless. It is not an exaggeration to state that technology and technocracy will undoubtedly bring about changes in the lifestyle of humans and modern society. If this is the case, then it is also not wrong to state that the domination of technology and technocracy will continue with the emergence of a new culture that creates new values which tend to be the reference for modern human behavior in various patterns of interaction with one another.

Changes in online-based learning methods by providing continuous independent assignments are a new problem for students. This certainly has an impact on the pattern of self-concept formation from face-to-face learning methods directly to online methods. Borrowing Mead's concept of self-concept, there are important things that deserve to be analyzed, namely the reciprocal relationship between oneself as an "object" and oneself as a "subject". The self

as an object is designated by Mead with the concept of "me". Self as a subject who acts is indicated by the concept of "I". "I" is an aspect of self that is non-reflective. It does not include memories of past actions or anticipation of the future. The meaning is that the self as the acting subject ("I") exists only in the present second. However, once an action is carried out, the memory of that action becomes part of the "me" in the self-concept (Johnson, 1986: 18). Mead also

mentioned that in shaping his self-concept, he will take the perspective of others and see himself as an object. For that, he goes through three stages of self-development, namely the play stage, game stage, and generalized other (Wirawan, 2012: 126). The three phases will be experienced directly by everyone, including students. Each student will undergo the three phases of self development gradually according to age levels. However, the problem here is not in the aspect where the self is positioned as a subject or object. Both are the same and are related to each other, only what needs to be further explored is the proportion between oneself as a subject "I" and self as an object "me". The process of forming self-concept proportionally is when there is a balance between self as a subject and object. In the process of implementing online-based learning methods during the Covid-19 pandemic, which seems to have been carried out monologue from teacher to student by giving continuous independent assignments, is the starting point for inequality in the process of forming self-concepts.

Ideally "me" which is a self-organization containing the attitudes of others as a guide for excessive behavior. Students will feel haunted by endless house chores, even though the homework is not a pure wish but an activity given by the teacher. Thus, students who want to be free by bringing up the subject side of themselves are increasingly eroded, the socialization process with peers, neighbors, and relatives becomes eroded by just being confined in a room. There is no dialogical relationship between teacher-parents or teacher-students with this activity, only numerical values that serve as benchmarks, not in the process of being (becoming) constantly looking for an existence. What have been done by students so far is the result of mere reality construction from other people. They are driven, regulated, and then shaped by other subjects by making use of technology, to be more precisely the object of technology. Saving words, online-based learning methods by giving independent assignments to students without being

accompanied by a dialogical relationship between teacher-students and parents are the embodiment of "modern bank" style education with the teacher as the "subject" and the student as the "object". If this is not resolved immediately, students will only become robots controlled by remote technology. Changes in distance learning methods through online-based media, if analyzed critically, are indeed human efforts, which as stated by Sindhunata (1982) in her book "The Dilemma of Rational Human Business" points to a superior product of rational humans. Rational here means that it is acceptable to the sense of the modern human perspective. That is the big question, to the point that to borrow the term Sindhunata it is a human effort "irrational rational",

rational actually irrational. It is irrational because it turns out that there are other things that have a more severe impact than just consuming it. Learners have lost the real world.

## CONCLUSION

The massive spread of the virus has forced the government to implement a number of health protocols, including the call to learn from home. The concept of learning from home requires that the parties involved in the teaching and learning process (teachers and students) maximize technology in the form of online-based distance learning. However, one thing that becomes an obstacle in the application of online-based learning is the presence of technology (handphone) addiction by students to be misused outside the interests of learning. In addition, the bank-style education trap has ensnared the learning process in which teachers position themselves more as “subjects” and students as “objects” who just accept orders from their teachers through continuous independent assignments with a number of deadlines for final collection. This condition is not very good in the process of child development. The aim of education in general must remain directed at the formation of a person with a liberating, humanist and democratic mentality instead of making him a person who is controlled by remote control of learning technology. Therefore, macro and micro solutions are absolutely necessary to avoid the possibility of something worse happening. At the macro level, the government must immediately issue a new policy regarding a more humane learning model by providing supporting facilities and infrastructure. Then at the micro level, an intense dialogical relationship is needed to

make the best use of technology between teacher-parents and teacher-students to solve grassroots problems. The logic of thought that is built is that efforts to maintain survival are the main thing and that survival can do the fulfillment of the right to education.

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November Vol.9 No. 2 Tahun 2020 <https://ejournal.unibabwi.ac.id/index.php/sosioedukasi/index>

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