

Analysis of Student Social Interactions During the Covid-19 Pandemic (Case Study of D3 Management Student of Widyatama University)

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ABSTRACT

Social interaction is an important part of social life, because without social interaction there will be no common life. Therefore, social interaction is said to be the main factor in social life. With the COVID-19, students experience difficulties and a few obstacles in carrying out social interaction activities. This research is an experimental research with qualitative methods. By using a case study approach, this study aims to determine how the COVID-19 pandemic time affects student social interactions. This study took 146 respondents who were active students in the management department of the D3 study program class 2017 to 2020. The results showed 49 (33.6%) responses from 146 target respondents, which were tracked from active D3 study program management students, 5 respondents (3.42%) from students' class 2017, 17 respondents (11.7%) from class 2018 students, 20 respondents (13.7%) from class 2019 students, and 7 respondents (4.8%) from class students 2020.

Keywords

Social interaction, students, Covid-19

Introduction

Universitas Widyatama is one of the leading private universities in Bandung, West Java. Precisely on Cikutra Street No. 204A Bandung, West Java. Universitas Widyatama is a merger of the Bandung College of Economics (STIEB), the Bandung College of Language Sciences (STIBB), the Bandung Widyatama High School of Technology (STTW), the High School of Visual Communication Design (STDKV).

Universitas Widyatama, or often abbreviated as Utama, began with the establishment of the Bandung Accounting Institute (IAB) in March 1973 and until now Widyatama University has five faculties, namely: Faculty of Economics, Faculty of Business & Management, Faculty of Engineering, Faculty of Language, and Faculty of Visual Communication Design.

In addition, Universitas Widyatama also organizes Diploma III Management Program (D3). During the Covid 19 pandemic, all universities including Widyatama University conduct online teaching and learning activities, resulting in social interaction of each student being hampered due to online teaching and learning activities.

Social interaction becomes an important thing for students to communicate with other students, where individual behavior is to influence, change, or improve the behavior of other individuals or vice versa. Good social interaction can be seen by the existence of cooperation and communicating with each other directly. Cooperation will be created if students find a problem in the learning process. Therefore, the ability to interact socially will make it easier to encourage student learning motivation.

Literature Review

Social interaction is a dynamic relationship that brings people together with people, groups with groups, and people with human groups. The form is not only cooperative, but also in the form of action, competition, strife and the like (Basrowi, 2015). Communication is something that is needed so that people can meet their basic needs, namely physical needs, security needs, social needs (being part of a group), the need to be appreciated, and the need for self-actualization (Woods, 2016).

The impact of covid-19 is also experienced by students. Online lectures are chosen as a solution in conventional lecture activities that cannot be applied due to social restrictions. Research on

online learning in the Biology Education Study Program of the Faculty of Teacher Training and Education (FKIP) of the University of West Sulawesi (Unsulbar) is known that students already have basic facilities needed to follow online learning so as to encourage the emergence of self-reliance and motivation to be more active in learning. Distance learning minimizes crowds as a concrete step to implement health protocols in order to prevent the transmission of Covid-19 (Firman & Rahayu, 2020).

In order to accelerate the handling of Covid-19, the government issued Government Regulation No. 21 of 2020 containing Large-Scale Social Restrictions (PSBB). In this Government Regulation, the so-called "PSBB" refers to the restriction of certain activities of citizens in areas suspected of being infected with Covid 19 to prevent the possible spread of Covid 19.

Large-scale Social Restrictions include at least school and workplace holidays, restrictions on religious activities, and restrictions on activities in public places or facilities. Circular Letter of the Minister of Education No. 4 of 2020 concerning the Implementation of Education Policy in the Emergency Period of the Spread of Coronavirus Disease 2019 (Covid 19) explains that the learning process from home is carried out through online / remote learning. For Universities, in accordance with the Circular Letter of the Director General of Higher Education Kemdikbud About Learning During the Covid 19 Pandemic Emergency period dated March 23, 2020 urges all universities to manage learning from home that can be done in various forms of positive activities in the form of online and offline learning, or learning activities based on the spirit of free learning: independent campuses, such as project based learning, humanitarian volunteers, or research relevant to efforts to contain the spread of the Covid 19 outbreak.

Methodology

Research method used in this research is by using qualitative method of case study approach. By taking secondary data from questionnaire results given to university students Widyatama. The subject of this study was an active student majoring in D3 management of Widyatama university with a total of 146 respondents. The number taken is active students of D3 management class of 2017-2020. This method of active student research uses data collection method through questionnaires that are shared online through google form and assisted by social media to share questionnaires.

In the implementation of the search for respondents to conduct this research through several stages:

- a. Analysis of subject data search problems.
- b. Coordinate with D3 management study program to obtain active student data majoring in D3 management of Widyatama university.
- c. Designing data collection methods to the subject.
- d. Validates data collection methods based on information obtained from point A and point B.
- e. Exposure of results to related parties.
- f. Prepare the final result report.

Questionnaires that we provide to active students majoring in management D3 Widyatama university with the number of respondents targeted from 146 respondents but that we have successfully tracked is as many as 49 respondents or 33.6% of the target.

In this study, students were asked to answer a number of questions made using google form. These competencies include critical thinking, internet capabilities, communication skills, adaptability and analyst capabilities.

The number of respondents in this study can be seen from the table below.

Recapitulation of respondents

| No. | Class of (Management D3) | Target Respondent | Tracked | Untracked |
|-----|--------------------------|-------------------|---------|-----------|
| 1 | 2017 | 21 | 5 | 16 |
| 2 | 2018 | 39 | 17 | 22 |
| 3 | 2019 | 48 | 20 | 28 |
| 4 | 2020 | 38 | 7 | 31 |
| | Total | 146 | 49 | 97 |

Reasons some respondents cannot be tracked:

- No response from personal social media conversations
- Contact from social media has been changed
- Could not get info about social media contacts from respondents

From the data obtained through questionnaires shared with respondents tracked as many as 49 respondents showed that the analysis of social interaction of students majoring in management D3 Widyatama university.

Here are the results obtained from questionnaires taken through google form:

Results and Discussion

Results of student case study class of 2017

| No. | Statement | Number of Respondents | A | B | C | D | E |
|-----|--|-----------------------|---|---|---|---|---|
| 1 | Difficulty interacting with other students | 5 | | | | 3 | 2 |
| 2 | The existence of online lectures makes my learning activities more efficient | 5 | 2 | 2 | 1 | | |
| 3 | Submission of lecturers in online lectures is easier to understand | 5 | 2 | 1 | 2 | | |
| 4 | Online lectures make me saturated for not interacting directly | 5 | | | | 1 | 4 |
| 5 | With the Covid 19 has resulted in the loss of the function of non-academic organizations on campus | 5 | | | 2 | 2 | 1 |

Results of student case study class of 2018

| No. | Statement | Number of Respondents | A | B | C | D | E |
|-----|--|-----------------------|---|---|---|----|---|
| 1 | Difficulty interacting with other students | 17 | | | 2 | 10 | 5 |
| 2 | The existence of online lectures makes my learning activities more efficient | 17 | | 5 | 6 | 6 | |
| 3 | Submission of lecturers in online lectures is easier to understand | 17 | 4 | 6 | 7 | | |
| 4 | Online lectures make me saturated for not interacting directly | 17 | | | 4 | 9 | 4 |
| 5 | With the Covid 19 has resulted in the loss of the function of non-academic organizations on campus | 17 | | | 2 | 11 | 4 |

Results of student case study class of 2019

| No. | Statement | Number of Respondents | A | B | C | D | E |
|-----|--|-----------------------|---|----|----|----|---|
| 1 | Difficulty interacting with other students | 20 | | | | 15 | 5 |
| 2 | The existence of online lectures makes my learning activities more efficient | 20 | 2 | 8 | 10 | | |
| 3 | Submission of lecturers in online lectures is easier to understand | 20 | 8 | 11 | 2 | | |

| | | | | | | |
|---|--|----|--|---|----|---|
| 4 | Online lectures make me saturated for not interacting directly | 20 | | | 12 | 8 |
| 5 | With the Covid 19 has resulted in the loss of the function of non-academic organizations on campus | 20 | | 9 | 7 | 4 |

Results of student case study class of 2020

| No. | Statement | Number of Respondents | A | B | C | D | E |
|-----|--|-----------------------|---|---|---|---|---|
| 1 | Difficulty interacting with other students | 7 | | | | 5 | 2 |
| 2 | The existence of online lectures makes my learning activities more efficient | 7 | | | 5 | 2 | |
| 3 | Submission of lecturers in online lectures is easier to understand | 7 | 1 | 4 | 2 | | |
| 4 | Online lectures make me saturated for not interacting directly | 7 | | | 1 | 4 | 2 |
| 5 | With the Covid 19 has resulted in the loss of the function of non-academic organizations on campus | 7 | | | | 5 | 2 |

*Notes:

- A = Strongly Disagree
- B = Disagree
- C = Quite Agree
- D = Agree
- E = Strongly Agree

Conclusion

During the COVID-19 pandemic, there has been little impact in life, in the form of psychological distress that can affect mental health. In the midst of the COVID-19 pandemic, all universities conduct online teaching and learning activities. To prevent depression from occurring, one of the things that can be done is to maintain social interaction with the closest people, both friends and family. One way, by utilizing technology. Even in the COVID-19 pandemic, which can also be called during this crisis, optimism can still run, especially in terms of carrying out social interactions by communicating through the internet network. The concept of online teaching and learning activities during the physical distancing period of the COVID-19 pandemic shows that social interactions can still be attempted even without intense face-to-face.

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