

PROBLEMS OF LEARNING PLANNING IN THE TIME OF THE COVID PANDEMIC 19

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ABSTRACT

This paper discusses learning planning during the COVID-19 pandemic. The purpose of this paper is to provide an overview of the solutions to the problems of learning planning during the COVID-19 pandemic and the ability of educators to formulate learning plans during the COVID-19 pandemic. The study's findings indicate that future learning and planning are crucial. The COVID-19 pandemic requires the ability of an educator to involve parents, pay attention to environmental conditions and the habits of students in their homes. Learning plans that involve parents as supervisors for each student in carrying out learning activities independently Likewise, with the environment and habits of students at home as a form of appreciation for the psychology of the development of students, learning planning can arouse interest and challenge the curiosity of every student towards learning.

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1. INTRODUCTION

Along with the development of civilization, which has implications for various sectors of human life, it is necessary to always keep abreast of developments (Shennan & Sear, 2021; Panov, 2020).

Education is one of the main sectors in passing on the civilization of knowledge from one generation to the next (Sharipov, 2020; Ganiev et al., 2021). Therefore, education is expected to be able to always adapt to the conditions of the development of civilization.

The presence of the COVID-19 pandemic in 2020 had an impact on educators, especially in the learning process (Aji, 2020; Assunção Flores & Gago, 2020; Carrillo & Flores, 2020; Lassoued et al., 2020; Rapanta et al., 2020; Sari et al., 2021; Tan, 2021). Because all face-to-face activities have been prohibited through regulations issued by the government.

Learning plans must be systematically arranged and meet curriculum achievement standards to ensure the continuity of learning activities (Rayburn et al., 2020; Sarwa, 2021). This includes distance learning activities using virtual and non-virtual approaches (Tubagus & Kom, 2021; Redlinger & Shao 2021). However, in its implementation, there are many obstacles in the field. including the failure of educational institutions and educators to explore learning planning during the pandemic.

Based on this, this paper will present a discussion on learning planning during the COVID-19 pandemic, which necessitates taking advantage of technological developments. The formulation of the problem in this paper is (1) how is learning planning during the COVID-19 pandemic? (2) What is the ability of educators to prepare learning plans during the COVID-19 pandemic? This paper aims to provide an overview of solutions to the problems of learning planning during the COVID-19 pandemic and the ability of educators to prepare learning plans during the COVID-19 pandemic.

2. METHOD

This study tries to describe the phenomenon of learning planning during the COVID-19 pandemic. Therefore, the type of research used in reviewing, tracing, managing, and presenting data is qualitative research. So, the data presented has a level of credibility that can meet the requirements of scientific studies.

The research was carried out by tracing various literature facts that were juxtaposed with phenomena that occurred during the COVID-19 pandemic from the beginning of 2020 to the end of 2021 (Mbunge, 2020; Pramana et al., 2021).

3. DISCUSSION

3.1. Learning Planning During The COVID-19 Pandemic

Planning is the first step that becomes the determinant in achieving the goals of an activity program. Without careful planning, the systematic implementation of activities will be chaotic (Szulanski, 2001; Hatch & Clark, 2021). Therefore, every activity program requires a plan that becomes a concept map that has a charge on the systematic implementation of activities.

Planning in learning aims to encourage and maximize learning activities. So that the message conveyed in a subject can be accepted by every student during a pandemic,

Learning planning is an effort to arrange systematic and subject-oriented orientations that can encourage and increase the learning motivation of each student (De Bruijn & Leeman, 2011; Mewald & Mürwald-Scheifinger, 2019; Gudkova et al., 2019). Therefore, every educator in designing learning must understand the differences of each student, including environmental, family, and economic background, parental education, and the students' habits at home.

The living environment has an influence on student learning activities during the pandemic. Because the environment can encourage students' motivation in learning activities, so that students can carry out learning activities independently based on the social situation in their environment (Mayanto et al., 2020).

Families are also a major factor in encouraging and supervising student learning activities during the pandemic (Simms et al., 2020; Oddo et al., 2021). Because family support in learning activities during the pandemic is not just ordering their children to study, but economic support related to learning media that will be used, such as Android, quotas, and networks, is very much needed.

The educational background of students' parents also contributes to learning activities, especially in guiding and supervising their children in doing independent tasks at home during the pandemic (Kayyis et al., 2020; Bubb & Jones, 2020; Singh et al., 2020). Knowledge of the educational background of students' parents can be a medium of interactive communication between parents and educators in creating an effective and

efficient learning atmosphere. So, that parents and educators can work together to develop the independence of students in learning activities.

Based on this, every educator must pay attention to the economic conditions of students and the educational background of students' parents in an effort to maximize learning activities during the pandemic.

The habits of students at home are one of the most important parts that every educator must understand in preparing lesson plans. Because students' habits at home have a large influence on each student's independent learning activities, the learning plan can be adapted to the habits of students, which allows a pleasant learning atmosphere and they will not feel pressured by the learning activities that have been designed.

3.2. The Ability of Educators to Prepare Plans During The COVID-19 Pandemic

In essence, learning planning is the engineering flow of learning programs that are arranged and strive to approach the daily habits of students. so that students do not feel uncomfortable participating in learning activities. Efforts to present social engineering in preparing students as mandated by Law No. 20 of 2003 require every educator to have the competence to compose and plan lessons for the realization of a fun learning implementation.

Educational planning must also consider the stages that are adapted to the psychological development of students ([Istiqomah & Maemonah, 2021](#); [Harisnur, 2021](#)). Learning plans must have content that is able to challenge the creative thinking power of each student. so that the interests and curiosity of students are challenged to explore the lessons that will be presented by educators.

Basically, education must be hard because every student is prepared to face unpleasant zones and life challenges in the future ([Hadgraft & Kolmos, 2020](#); [Simamarta et al., 2020](#)).

The necessity of educating a student to face the challenges of life that will be lived in the future is an inseparable part of learning planning. Therefore, educational content planning must be hard, firm, challenging, and future-oriented. So that it will produce alumni who are ready to face the challenges of the times in terms of technology, science, and morals ([Kameoka et al., 2004](#); [Jarvenpaa & Välikangas, 2020](#); [Tubagus & Kom, 2021](#)). This is the main challenge that must be included in lesson planning.

Learning planning is essentially a fundamental part of efforts to achieve learning effectiveness and efficiency ([Kay, 2001](#); [Hidayat & Asyafah, 2019](#); [Lapitan Jr et al., 2021](#)). Therefore, learning planning is organized systematically by considering the needs of the determinants of education, three educational centers, the psychology of student development, and learning content that is oriented to the development of technology and science in the future. This is an inseparable part of an effort to maximize the learning planning process.

4. CONCLUSION

Learning planning during the COVID-19 pandemic must pay attention to the student's environment, family, economic ability, parents' educational background, and student habits at home. So that interactive communication can be carried out between parents and educators when escorting and supervising students when carrying out learning activities at home.

The ability of educators to prepare learning plans during a pandemic must be improved by paying attention to learning content that is oriented to the development of civilization in the future and the behavior of students.

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