
The Impact of Covid-19 Pandemic to the Formation of Students Skill Dimension in Elementary School

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ABSTRACT

This research is motivated by throughout pandemic the teachers were not yet forming the skill dimension of students. This research intends to elucidate the effect of Covid-19 pandemic in establishing student's skill dimension and the effort of teacher in forming student's skill dimension at SDI Lenang Neros. This study uses qualitative approach and case study method. The subjects of the research are grade IV teachers, the Principle, and six grade IV students. Data collection technique used an interview with document study. Data analysis technique were data reduction, data presentation, and take a conclusion or data verification. The result of this research pointed out that Covid-19 pandemic had an impact on the formation of student skill dimensions at SDI Lenang Neros. The impact of Covid-19 pandemic on the formation of student skill dimensions namely the low ability of writing, reading, drawing, dancing and the ability of measuring. During pandemic the effort of teacher in the formation of student psychomotor not yet maximized. Teacher had not used the platform online learning such Zoom, YouTube, learning video and WA to support the formation of student skill dimensions. The presented subject was only in the form of assignments and theory without practicum activity. Grounded on research findings could be concluded that Covid-19 pandemic had an impact on students' skill dimension that is lacking of motor activity obtained by the students.

Keywords: Upshot of Covid-19, Skills forming, Lenang Neros SDI Students

ABSTRAK

Penelitian ini dilatarbelakangi selama pandemi guru belum membentuk dimensi keterampilan siswa. Tujuan penelitian ini untuk menjelaskan dampak pandemi covid-19 dalam membentuk dimensi keterampilan siswa dan upaya guru dalam membentuk dimensi keterampilan siswa di SDI Lenang Neros. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Subyek penelitian yaitu guru kelas IV, kepala sekolah dan 6 orang siswakesel IV. Teknik pengumpulan data menggunakan wawancara, dan studi dokumen. Teknik analisis data yakni reduksi data, penyajian data dan penarikan kesimpulan atau verifikasi data. Hasil penelitian menunjukkan pandemi covid-19 memberi dampak terhadap pembentukan dimensi keterampilan siswa di SDI Lenang Neros. Dampak pandemi covid-19 pada pembentukan keterampilan siswa yakni rendahnya kemampuan dimensi keterampilan siswa seperti kemampuan menulis, membaca, menggambar, menari dan kemampuan mengukur. Selama masa pandemi upaya guru dalam membentuk ranah psikomotorik siswa belum maksimal. Guru belum menggunakan platform pembelajaran online seperti zoom, youtube, video pembelajaran dan WA untuk mendukung pembentukan dimensi keterampilan siswa. Materi yang disajikan hanya dalam bentuk tugas dan teori tanpa ada kegiatan praktikum. Berdasarkan temuan hasil penelitian dapat disimpulkan pandemi covid-19 memberi dampak pada dimensi keterampilan siswa yaitu tidak ada aktivitas motorik yang diperoleh siswa.

kunci: *Dampak Covid-19, Pembentukan Keterampilan, Siswa SDI Lenang Nero*

INTRODUCTION

The successful education is not only measured by cognitive dimension but rather also of affective balance, and psychomotor (Santika, 2020). Preliminary data from SDI Lenang Neros teachers explained that they had difficulty in forming skills dimensions during the

pandemic. According to the teachers, the formation of the skill dimension must have direct interaction between the teacher and students because it is done through performance activities. During the pandemic, competitions involving student skills were cancelled. Teachers at SDI Lenang Neros did not yet have ability to use various learning platforms that can present material on the dimensions of student skills with adequate network support. This is relevant to the research fallout of Daheriet al (2020) that during learning from home, teachers cannot do online learning because they do not master various online learning platforms.

During the pandemic, students were given the task of summarizing material or completing questions in student books. Student enthusiasm for learning decreases because of the monotonous learning model, doing assignments, submitting the task, and doing it repeatedly until an undetermined time limit. In online learning, many tasks are given to students so that they start to feel pressured, especially since the tasks given do not pay attention to affective aspects. cognitive and psychomotor balance, Nurcholis & Istiningsih (2021). Learning during the pandemic became unenthusiastic for students who were good at the psychomotor domain in the form of performance learning or practicum. Students who were able to master many skills become extinct because there is no face-to-face meeting, Aji (2020). Students become lazy to study because they only complete assignments without practicum activity

Numerous relevant studies explicated the impact of the pandemic on the skills of students. Gularso et al (2021) research fallouts explained that online learning had an impact on language creativity and communication skills which decrease. This study only discussed reading skills without reviewing all dimensions of student skills during the pandemic. Further research results Muthmainnah et al (2021) lucidated that the Covid pandemic had an impact on creativity skills in students' extracurricular activities. These extracurricular activities include scouting activities, sports, arts and so on. During a pandemic these activities were not carried out effectively because there were no face-to-face activities for practicum activities. Research conducted by Fahmy et al (2021) research on the impact of the Covid-19 pandemic on students' reading interest. The results of the study explain that the ability of students' reading skills is classified as low. This causes low motivation and feelings of pleasure when reading at home. The difference in the results of this study only discusses the dimensions of writing skills and does not discuss all dimensions of student skills. The results of research by Widanti et al (2021) the psychomotor abilities of students at the Muhammadiyah Elementary School, Purworejo Regency, are in the good category with a percentage of 78%. The results of the research both discussed the dimensions of skills, but the description of the contents of the dimensions of skills in this study is different from the relevant research.

Grounded on the fallout of relevant research, it can be concluded that learning during the pandemic had an impact in the formation of student skill dimensions. Reviews of previous research results only discussed one or part of the suggested skill dimensions (Widoyoko, 2014). This study examines the impact of the pandemic on the formation of skills dimensions that have not been studied by previous researchers. What is novel in this study is the discussion of the overall dimensions of skills. Whereas in previous studies only discussed some of the dimensions of skills such as reading and writing skills, art and communication

Overcoming the foretold predicament, teachers must prepare their selves design learning using online learning technology. Many platforms in learning technology which

could be used by teachers such, WA, zoom, google classroom and you tube. Through online learning teachers could design learning which can be practiced by the students during at home. The intention was in order for learning process still carrying out in the midst of spreading out the Covid-19 pandemic (Mansyur, 2020). At the context of elementary school, the current curriculum is 2013 curriculum. Learning at 2013 curriculum cognitive domain forming, affective and psychomotor were carried out equally either implemented in teaching material or learning (Kemendikbud 2013). This was crucial in order for producing students who were not only rich of knowledge but also rich in affective and their psychomotor. Likewise, was revealed Santika (2020) successful education is not only measured by cognitive dimension but rather also of affective balance, and psychomotor. Skill dimension forming in subject at elementary school can be measured from playing activity, singing, dancing, reading, speaking, measuring, drawing, running, jumping etc. Psychomotor aspect is the aspect which connected with physic activity of students such jumping, running, painting, hitting, dancing, etc. Widoyoko (2014).

Motoric skill for elementary school students needed to be developed, in order to continuously carrying out activities in accordance with their development level, (Istiqomah & Suyadi, 2019). Schools, in this case teachers need to facilitate the motoric development of students properly. This is very important in order for student's talent and interests can be fulfilled. According to Winingsih et al (2020) the efforts of school in facilitating skills development of students are: (a) schools design skill lessons which are beneficial for the development of children's life, such typing, sewing, drawing, and other forms of skills, (b) schools provide gymnastic or sports lesson to students of the same type in accordance with the age of students, (c) The schools need to recruit (appoint) teachers who have expertise in the fields mentioned above, (d) The schools provide facilities and infrastructure related to the student's skill. The facilities and infrastructure prepared by the school are in accordance with the talents and interest of each student. The educational context during the Covid-19 pandemic in schools should continue to improve student's skills. The school as a whole a medium of interaction between students and teachers to improve skills and compassion for students (Sari et al 2021).

This research reminds teachers to always innovate in designing learning during Covid-19, in order to be able to shape the dimensions of student skills. The research objectives are: (1) to describe the influence of the Covid-19 pandemic in determining students' psychomotor domains. (2) Describe the efforts made by the teacher in forming the psychomotor domain of students at SDI Lenang Neros throughout the Covid-19 pandemic.

METHOD

The used type of investigation is descriptive qualitative research. Qualitative research is research that explores and comprehend the meaning of individuals or groups of people who come from social problems (Creswell 2016). This research was conducted at SDI Lenang Neros. North Kota Komba District, East Manggarai Regency, Academic Year 2021/2022. The subjects of this study were grade IV teachers (MJ), school principals (MT) and grade IV elementary students (ME, NI, KR, SS, MM, AS). Six elementary students were proportionally selected with good, medium and low abilities. Data collection techniques used interviews and document studies. The research instruments were interview guides, and documentation guidelines such as student assignments, student handbooks and evidence of student work in the form of products.

Data analysis technique used the process of data analysis suggested by Milles and

Hubberman (1992), namely data reduction, data presentation and took a conclusion or data verification (Sugiyono, 2020). Data analysis began with data collection through interviews and document studies, then data reduction was carried out which aimed to simplify the data obtained and remove unnecessary data. After the data was reduced, then the presentation of research data. The last step was taking conclusions which aimed to make conclusions from research data so that definite conclusions were obtained. Checking the validity of the data used in this study was a triangulation technique triangulation source and method. Data were obtained from an interview with grade IV class Teachers, the principal and grade IV elementary students, the compare with the findings of students' work document study. Triangulation is a data validity checking technique that utilizes something other than the data for checking purposes or as a comparison of some data (Iskandar, 2009). This research was conducted within two months. The interview questions referred to the dimensions of student skills, namely limb movement, reading and writing, art. measuring and communication, the following is a grid of interviews.

Table 1. Interview instrument grid table

Variable	Sub variable	Indicator
Student skill	Creativities	The impact of pandemic to the capability of student to be creative such write poem, interview activity, sketch, composing story, create a play.
	Limb movement	The impact of pandemic to the capability of student in moving their limb body locomotor such running, walking, jumping and creeping.
		The impact of pandemic to the capability of student in moving their limb body non locomotor such shaking head, bowing, swinging arms and rotating hands.
		The impact of pandemic to the capability of student in moving their limb body in manipulative such throwing ball, catching ball, kicking ball and reflecting ball.
	Reading and writing	The impact of pandemic to the capability of student in reading alphabets activity/ words and writing alphabets/ words.
	Art	The impact of pandemic to the capability of student in dancing activity, singing and drawing.
	Measuring	The impact of pandemic to the capability of student in measuring activity by using standard and non-standard measuring.
Communicating	The impact of pandemic to the capability of student communicating activity, reporting assignment outcome at the moment of submitting their task at school.	

Source: modified from (Widoyoko 2014)

RESULTS AND DISCUSSION

Psychomotor is a domain related to the aspects of skill which involve the function of nervous system and muscles. According to Nurwati, (2014) that psychomotor domain consisted of preparation, process, and product. The three foretold should be in hand in hand. Furthermore Azmi et al (2017) psychomotor domain is an aspect which involve the skill of student or knowledge process which more grounded on the development of mental process through some muscle's aspects and skill. This domain can be seen in student's work (Sugiarti, 2018), which had done repeatedly (Nurtanto & Sofyan, 2015), in order to rise up positive stimulation in learning for students (Rizqia et al 2019). Hereunder the explanation of research

result of covid-19 pandemic's impact in forming skill dimension at SDI Lenang Neros.

(1) The impact of pandemic to the ability of student's creativity

Talking about creativity has multivarious views. According Ramdini & Mayar, (2019), creativity is a person's ability to produce something new, both in the form of ideas and concrete works that are relatively different from what already exists. Creativity is a very important element in encouraging students to develop creative activities in learning, Sarly & Pebriana, (2020); Putri et al (2021). Creative product is thing created by people in the form of ideas, responses or more to real products such as poetry, drawings, or responses to open questions or issues, (Kurniati et al 2022). Creative material in elementary schools is internalized in Indonesian language content. Creative mater at elementary school internalized in Indonesian, PJOK, and SB&P. The contents of the material include writing poetry, conducting interviews, drawing, making stories and making game tools such as Stilts, Tops and so on. The Covid-19 pandemic has had an extraordinary impact on the formation of students' creative abilities. The fallout of the interview with (MJ) explained that material measuring students' creative abilities had not been taught to students at all. The impact is that students do not have the ability to compose poetry, conduct interviews, draw pictures, and make game tools according to basic competencies bills. The same thing was expressed (MT), During the pandemic it had an impact on disproportionate presentation of material to students. The material only emphasizes the formation of knowledge domains, while skills are not practiced. The results of interviews with ME, NI, KR, SS, MM, AS obtained information "while at home students only do assignments in student books. There is no practical activity of conducting interviews, making poem like when at school. Students want to make games like there is in student books, but is constrained because there is no teacher guidance. The predicaments experienced by students above have not been made by the teacher. The results of interviews with (MJ) and (MT) the efforts made were limited to providing motivation to students when submitting assignments at school. There has been no significant effort so that the skills dimension can be fulfilled. Schools do not yet have a learning platform that has been mastered by teachers at school. The results of the interviews were strengthened by the results of a study of students' work documents while at home. The shown below is the fallout of students' task to measure creativity skill throughout learning from home.

Ayo Berlatih

Salah satu kewajiban manusia adalah menjaga lingkungan alam. Apa yang terjadi jika manusia tidak melaksanakan kewajiban tersebut? Carilah jawaban pertanyaan tersebut dengan bertanya kepada narasumber di sekitarmu. Kamu dapat bertanya kepada orang tua/mu, bapak/ibu guru, atau orang-orang lain di sekitarmu.

Buatlah laporan hasil wawancaramu seperti contoh dalam kotak berikut.

LAPORAN HASIL WAWANCARA

Tanggal Wawancara :

Data Hasil Wawancara :

No.	Nama Narasumber	Pertanyaan	Jawaban
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Lingkungan memiliki peran yang sangat penting bagi kehidupan manusia. Sebagai warga negara yang baik, masyarakat harus memiliki kepedulian yang tinggi terhadap kelestarian lingkungan hidup di sekitarnya sesuai dengan kemampuan masing-masing. Hal ini merupakan salah satu perwujudan pelaksanaan kewajiban kita sebagai warga negara.

Subtema 1: Kekayaan Sumber Energi di Indonesia 27

KERJAKAN TUGAS DI BAWAH INI SELAMA DI RUMAH

Tema/ Sub tema : Tema 9 kekayaan Negeriku/ sub tema 1 kekayaan sumber energy di Indonesia

Kelas : 4

Pembelajaran : 4

Mata pelajaran : PPKn dan Bahasa Indonesia

Nama siswa : Aprilia Kaldi

LAKUKAN KEGIATAN WAWANCARA DI RUMAH

Tanggal Wawancara : 11 April 2022

Data hasil wawancara :

No	Nama Narasumber	Pertanyaan	Jawaban
1	Birenes Inti 4	Apa Berikat Budi bagi manusia	untuk makan
2	Ferdinand Turu 3	Bagaimana manusia memanase	stop
3			
4			
5			

Picture 1: basic competencies 4 Indonesian Lesson Material and the Fallout of Students Work while at Home

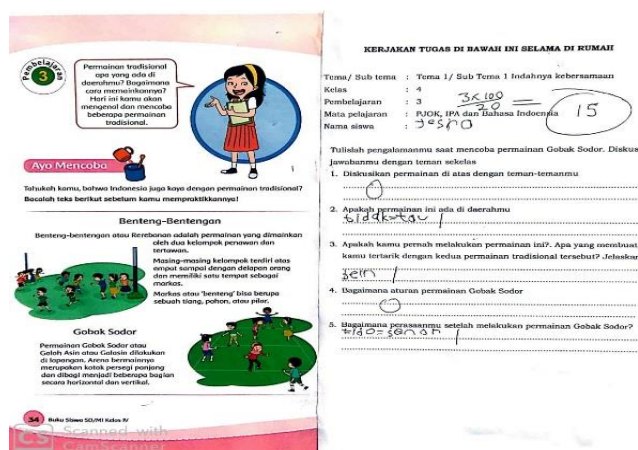
The foretold document is one of the interview mater activities, but the students just asked to work on the questionaries, without practicing interview activity. Grounded on the foretold predicament could be summed up that learning throughout covid-19 pandemic gave an impact to the forming skill domain in students creativity capability. There were no lesson mater demands students to do the practicum activity. Lacking of forming skill domain on creative activity, causes students to lack of enthusiasm in learning at home. The students simply asked to record without practicing.

The fallouts research of Arifa, (2020) elucidated that throughout pandemic, student activities at home only completed assignments to record or summarize books, without carrying out practical activities such as basic competencies 4 requires from student books. This problematic has an impact on the low creativity abilities of students in elementary schools. There are four factors that influence student creativity including, first, providing mental stimulation in both cognitive and personality aspects as well as psychological atmosphere. Second, creating a conducive environment that will make it easier for children to access whatever they see, hear, and play for the development of their creativity. Third, teacher participation in developing children's creativity, meaning that when we want creative children, creative teachers are also needed to provide stimulation or stimulation to children. Fourth, the role of parents in developing children's creativity Ramdini & Mayar, (2019). Observing the views above, it is very clear that during a pandemic, creative teachers are needed so that students' creative abilities are fulfilled even though learning is not through face-to-face.

(2) The impact of the pandemic on the ability to move the limbs

The ability to move the limbs is internalized in PJOK subjects. Presentation of the material requires teacher assistance and guidance. During the pandemic activities to measure limb movement were not practiced by students while at home. The results of interviews with class teachers (MJ), during a pandemic the activities carried out by students at home were not structured, because there was no teacher guidance. Jumping, running, soccer games and manipulative activities are not practiced. The same thing was conveyed (MT), while studying from home the teachers did not carry out practical activities to measure students' limb movement abilities because the teachers were not able to use online learning platforms properly.

The same thing was expressed by ME, NI, KR, SS, MM, AS that during a pandemic you could not run or jump according to the student books. Our parents asked us to stay at home for fear of contracting the corona virus. Overcoming the above problems there has been no teacher effort. The teacher only recommends to parents to help students complete the assignments in the student book, even though basic competencies bills measure the dimensions of skills. The results of interviews with MJ, MT and students were strengthened by the results of the study of student documents. In the student book p. 34 class IV learning 3 asked students to play the Sodor game. Students are only given the task of solving problems without any practicum. The shown below is the fallout of students' task to measure the skill of parts of the body throughout learning from home.



Picture 2: basic competencies 4 Traditional game material and the fallout of student work while at home

Grounded on the foretold data above, it can be concluded that throughout the Covid-19 pandemic it had an impact on the ability to move students' limbs. Materials that show gross, fine and manipulative motor activities are not practiced at all while studying at home. The results of learning motor skills in elementary school students required basic skill experience (locomotor, non-locomotor and manipulative), Yudanto, (2010) Rismayanthi, (2013). Children must learn to do simple movements before connecting to more difficult ones. Before mastering a movement skill, children must be given the opportunity to do exercises. Furthermore, the results of the study Jauhari et al (2020), show that there are obstacles in the implementation of physical education and sports learning, especially when doing practicums. The results of research by Mocanu et al (2021), plained that during the Covid 19 pandemic, students became bored, had difficulty concentrating, were anxious, tired, and their involvement was not very active in participating in the learning process because there was no physical activity such as running, jumping, etc. Learning physical education that is carried out online makes students not take it seriously. Besides that, students also miss learning activities that are usually carried out face-to-face because of practicum activities with the teacher, Kim et al (2021). The results of Utama & Indahwati's (2022), research xplained that the learning of Physical Education, sport and Health in madrasas throughout the Kediri Regency experienced a significant impact due to the Covid-19 pandemic. Learning that is carried out online makes teachers and students experience problems in implementation because there is no physical activity, students are only asked to complete assignments without any practicum.

(3) The impact of the pandemic on students reading and writing ability

Learning at elementary schools with reading and writing literacy development mater is one of the materials mastered by students before going further to next level. Reading and writing is the key to learn all the knowledge, including information and daily instructions which give a great impact for life (Pendidikan & dan Kebudayaan, 2017). Writing and reading skills as one aspect of language skills in the final stages are mastered by students, because students can write and read well if a series of stages of aspects of language skills have been mastered by students (Kusmalasari et al 2021).

The fallouts of the interview with (MJ), throughout Covid-19 the ability to read and write

the grade IV students considered low, there were still students who could not read, writing and speaking. The guidance was not optimal because there was no direct learning. The students cannot speak when they were asked by the teacher. An Interview with (MT), while studying from home students did not have the basic skills of reading and writing. While at home there was rarely time to read because there was no parental and teacher assistance. The results of an interviews with students grade IV (ME, NI, KR, SS, MM and AS), the students rarely to have reading time at home, it was different when they were at school they were still do reading and writing activities, because there was teacher guidance. When we are at home, we spent more time to play and much more when the teachers did not give us assignments as it were learning offline. Low ability of reading and writing throughout Covid-19 pandemic was influenced by the lack of teacher's effort. The results of the interview (MJ), the teachers were only provided reading books and assignments for students to do at home and asked parents to accompany their children's learning at home. There has been no attempt by the teacher to facilitate the formation of students' writing and reading abilities through online media. Based on the information above, it can be concluded that during the Covid-19 pandemic it had an impact on students' writing and reading skills at SDI Lelang Neros.

Some relevant research fallouts included the research of Nurcholis & Istiningsih (2021), during the COVID-19 pandemic, the learning process was disrupted, the impact was that some students at Butuh Temanggung Elementary School the students did not able yet to read and write, student learning outcomes had not yet reached the KKM. Research's results Fahmy et al (2021), elementary school students' interest in reading during the COVID-19 pandemic decreased. Students tend to consider reading activities normal. Reading duration didn't take long to read and the students' reading motivation was mixed with other motivations, only because it wasn't purely of her own volition. The Covid-19 pandemic had a direct impact on students only in learning to read and write, Khalil et al (2020); Ratonuman et al (2021); Sunarti et al (2021). The results of (Hadyanti, 2022) research had many impacts on learning to write early during the Covid-19 pandemic in class II, such as the large number of students who did not have initial writing skills because there was no training from the teacher.

(4) The impact of the pandemic to an artistic capability

Art skills internalized in SB&P content. Cultural arts and crafts are one of the subjects at the elementary level which provide opportunities for students to be creative according to their level of development. Above and beyond of that, it was able to foster students' love for Indonesian arts and culture. A love for cultural arts will lead to children's interest, creative and appreciation of Indonesian cultural arts (Mareza, (2017). Throughout the pandemic, the teacher did not present art material to students. The fallouts of the interview with (MJ) elucidated that basic competencies 4 material in SB&P subjects was not given to students through practicum at all. The effect was that students who have an interest in learning this material became lazy to study. In an Interview with (MT), students who has abilities in the arts complained that they should be conducted face-to-face. However, the school still adheres to the rules issued by the government. Furthermore, the outcomes of interviews with students explained that they were lazy to study at home because there was no practicum. Students have a passion for learning when they are given space to channel their talents through dancing, sing and drawing activities. The results of the interviews were strengthened by document evidence of the

following results of student activities at home. The shown below is the fallout of students' task to measure the arts skill throughout learning from home.

The image shows a student's worksheet and completed assignment. The worksheet is titled "KERJAKAN TUGAS DI BAWAH INI SELAMA DI RUMAH" and contains a music score for "Yomko Rambe Yomko" by Ayo Bermany. The student has handwritten answers to four questions:

1. Amati! laka lagu "Yomko Rambe Yomko". Identifikasi ritme ritmik nada dari ritme lagu di atas. Apa yang kamu temukan?
 Allegretto
2. Nyanyikan lagu "Yomko Rambe Yomko" bersama gurumu sesuai dengan tempo yang tertera di atas. Bagaimana perasaanmu?
 Allegretto
3. Kita dapat pula mengubah tempo lagu yang dinyanyikan. Bagaimana bila tempo lagu itu dipercepat?
 Allegretto
4. Apa makna yang terkandung dari lagu "Yomko Rambe Yomko"?
 Allegretto

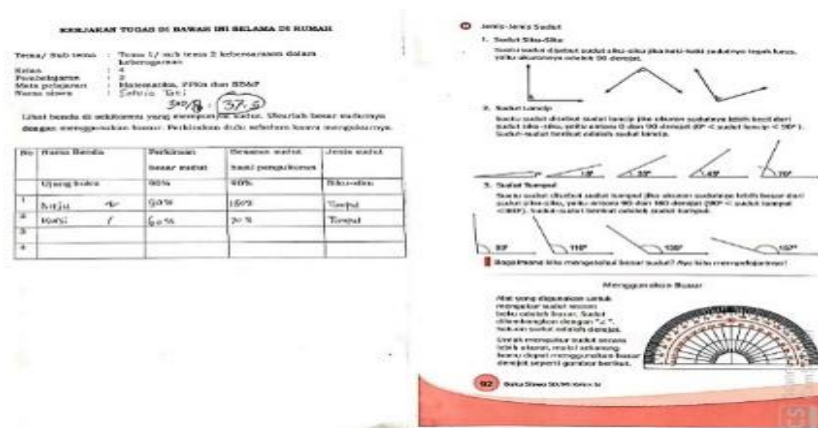
Picture 3: basic competencies 4 singing material and the results of student work while at home

The contents of the foretold lecture document require students to do singing activities, but students were asked to complete the questions without practicum. The results of interviews and studies of student activity documents show that the formation of artistic abilities has not been carried out by the teacher through practicum. The impact was that students who have artistic abilities become lazy to learn. The outcomes of Desyandri (2016), enquiry displayed that art education in elementary schools has not run optimally and is more oriented towards mastering intellectual abilities alone. Responding to the foretold predicament, teachers are required to be innovative so that artistic abilities in students are still formed. The same thing was explained by Desyandri et al (2021). Art learning requires elementary school teachers and students to always be creative in improving student learning processes and outcomes. The results of Amanudin (2022), research elucidated that the implementation of art learning during the pandemic had an impact on students. The learning process is carried out through Coherence videos with lecture and discussion methods. Presentation of lecture without practicum activities or products produced by students after learning. The presentation of material to measure artistic ability in learning does not only complete assignments in books, but emphasizes some projects until the final outcome is obtained in the form of a product or art student's work Astuti et al (2021).

(5) The impact of the pandemic on students' measuring abilities

The material for measuring ability is internalized in mathematics. Learning mathematics is a science that uses reason and has a structured plan involving thoughts and activities in developing problem-solving skills (Wandini, 2019). The intended activity is that students are directly involved in mathematical activities such as taking measurements, adding numbers using number line practice by making fellow students as number lines. During a pandemic, students' activities in understanding math material were limited. The results of interviews with (MJ), the level of students' understanding of the measurement material, both standard and non-standard units, was very low. This material required practicum because it requires assistance from the teacher. Interview with (MT), during face-to-face students' enthusiasm for learning mathematics was quite good. After learning from home, self-understanding on material

measurements was very low. Students are not familiar with standard unit measurements apert CM, M, KM etc. Likewise, for non-standard unit material Interviews with students showed that I did not understand the measurement material. Parents at home did not understand the material when we asked them for tires. Teachers should continue to work closely with parents so that children's learning problems are not raised during a pandemic. The results of the study (Divan et al 2021), explain that when students are at home the teacher continues to try to always communicate with parents. This effort is important so that students still use time to complete assignments while studying at home. The fallout of the interviews is supported by the results of the study of the assignment documents. The shown below is the fallout of students' task to measure the measurement skill throughout learning from home.



Picture 4: basic competencies 4 measurement material and the fallouts of student work while at

Grounded on the measurement material document, the students are asked just to complete the task without any guidance to take measurements. There is no teacher's effort so that measurement material can be done through practice either through the WA application or other media. Teachers should be able to find information and creativity using online learning technology, (Putri et al 2020). Impact of the COVID-19 Pandemic on Online Home Learning: An Explorative Study of Primary Schools in Indonesia jurnal internasional. This is in line with the research of Rachmadyanti et al (2022) eachers are still trying to carry out online learning through various platforms, such as WA, zoom or google classroom. Based on interview data and documentation, it was concluded that during the Covid-19 pandemic, standard and non-standard measurement materials were not carried out with practicum. Students only complete assignments and questions in books. Some research results are relevant to this research, namely Melani et al (2022) research online-based mathematics learning in class V SDN Sudimara 13 experienced obstacles in presenting material during Covid-19 with more theory while activities practicum-based activities such as carrying out standard and non-standard measurement activities are not taught to students. The results of Wiryanto, (2020), research stated that the process of learning mathematics in class V cannot be applied effectively and optimally. Teachers and students cannot give feedback in a timely manner, children's understanding of a material is less in-depth because there were no instructions or examples through practical activities.

(6) The impact of the pandemic on students' communication skills

The ability to communicate in elementary school students needs to be developed. This is important considering that basic competencies 4 in each subject measures the formation of speaking competence, in addition to reading, writing and listening competence. The fallouts of the interview with (MJ) throughout the Covid-19 pandemic had an impact on communication skills. This is because there were no face-to-face activities where students were given space to report their assignments and write according to basic competencies requirements. Interview with (MT), explained that communication material was difficult to provide during the pandemic because students had to be at home and there was no face-to-face meeting with the teacher. Interview with students, most students were afraid and fall when they collect assignments, because the teacher asked them to be accountable for what has been done. Students couldn't convey what the teacher asked and preferred to be silent. Overcoming the foretold predicament, the efforts made by the teacher, namely, providing 10-20 minutes let students talked when they were submitting their assignments at school. This activity is not effective because it kept the distance and the duration of time was insufficient. Grounded on the fallouts of the interview above, throughout the pandemic period it had an impact on the formation of communication skills in students at SDI Lenang Neros. This is in line with the outcomes of Nguyen (2017), research the development of children's speech while in elementary school during online learning had a lot of impact on students' abilities to interact with friends and teachers. Students cannot communicate directly like when face to face if they experience difficulties during learning. Furthermore, the research results of Gularso et al (2021) explained that besides showing an increase in children's abilities, the results of the study also showed a decrease in children's abilities while carrying out online learning during the COVID-19 pandemic. The decline in the ability of Rejodadi Public Elementary School students was found the ability to think, mathematical, language, technology, communication, physics, worship, and etcetera.

CONCLUSION

The spreading of covid-19 had brought impact to the forming of skill dimension of students at Lenang Neros SDI. There was no motoric activity during the carrying out of lesson mater throughout Covid-19 Pandemic. Learning became boring when there was no interaction with teachers and amongst students. The students who have good motoric capability became lazy in learning. Throughout pandemic, the endeavor of teachers in forming skill dimension not yet maximize. The teachers only give assignments without any practicum activity. In the moment the students submitting their tasks at school their teachers review the students' fathoming to read and write without showing the sample on how to read and write correctly. The teachers did not use online learning platform such zoom, YouTube or other media which are able to give subject matter based on practicum during learning from home. There was no effort of teachers to cooperate with parents to do the webinar training of using learning apps so that the subject matter which grounded on practicum will still be given even though throughout the pandemic.

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