

Is Information Making Sense in Decisions, and Will Changes in Standard Behavior: Focus Pandemic

Teguh Purnomo

Universitas 17 Agustus 1945 Banyuwangi

Purnomo_teguh@untag-banyuwangi.ac.id

Abstract

The pandemic period due to COVID-19 resulted in all changes in activities in human-human relations in any activity, be it socio-economic, cultural, or educational (Yuniarto et al., 2021). This study focuses on whether there are changes to new standards of behavior for information on COVID-19 and whether there are changes to new standards of behavior for awareness of COVID-19. This research was a qualitative technique that sampled teachers and students at the early childhood education level using a purposive sample design technique carried out in Srono sub-district. Collecting data using interviews and field observations. The results of the study show that new behavioral changes in awareness of COVID-19 also result in changes in new standards of behavior for awareness of COVID-19. The conclusion of the study shows a good relationship between information, awareness, and behavior formation in response to the covid-19 pandemic.

Keywords

Innovation; e-government; local government; good government



I. Introduction

The covid-19 pandemic feels constant until now with a quality period of more than 2 years since the covid virus was discovered in Wuhan and declared to have entered Indonesia in March 2020 (Febriyanti, 2021). To this day it has not been given the status of completion, this is marked by the policy of the government by issuing large-scale social restriction regulations (PSPB), social distancing restrictions, closing social places, closing schools and offices if there are victims of COVID-19, providing hand washing facilities. in public places, distributing masks, limiting social events when there is a large gathering of people, and limiting government agendas that cause large gatherings of people (Kompas, 2022) (Admin, 2022). Such conditions provide direction for the information that has been developed so far that the status of being on alert for the pandemic is by campaigning for health protocols. Even now, each region is given the freedom to determine the emergency status of the number of people affected by COVID-19. Such campaigns are carried out through social media, the internet, health centers, local governments, and schools. The development of the condition and distribution of Covid is easily monitored on the websites of the government and regional health offices, and how to get information about health protocols is easily obtained on social media (Covid-19, 2021; Propinsi, 2022).

The condition of information about covid can be quickly obtained on social media or the internet which is easily accessible via smartphones or computers owned by the community so that everyone's awareness of the development of the reality of covid to how to adapt to the situation and has the potential to change responses and behavior for prevention to limit the transmission of covid-19 (Bernacer et al., 2021a; Xing Zhang, Xiaoyang Ding, 2020). Information that is always found on social media is that the

COVID-19 virus is transmitted through the air, direct contact with patients through handshakes, crowd activities, and an unclean environment (Rini et al., 2020). Such rules have an impact on social life, including in the world of education, there are conditions of restrictions so that parents and teachers have experienced a period during which the learning process takes place unreal, only using the internet and video conferencing technology. Likewise, the activity of using masks and washing hands is an early part of adapting to such a covid environment (Security, 2022).

For the Early Childhood Education environment itself, the pattern of limiting the implementation of education carried out in the home environment is a form of virtue so that activities can run normally is an opportunity for parents (Dr Fidesruin, 2020). The educational experience during the Covid-19 period gave its meaning, and the participation of parents and children became great (Sinaga, n.d.). The experience of parents educating their children at home and being an educator has caused problems such as complaints that material is difficult to teach to children, cannot focus on material because they are busy, children do not focus on material, parents do not know how to solve children's emotional problems. This problem raises the situation that the conditions of the restrictions at home leave a problem learning model for parents, that the learning process required from online learning cannot be carried out. (Utami, 2020; Wardani & Ayriza, 2020). This is difficult for parents to carry out the online education process, giving their children their direction on school guidelines, while children think they are not in school at home. Children understand that covid is very dependent on parental protection, so their parents are the main holders of the pattern of balance between education and also how to maintain family guarantees to stay healthy. The teacher feels the impact that children's learning activities aim to limit the spread of covid while carrying out the teaching and learning process. (Covid- et al., 2022). When learning is carried out using technology, the learning process has not occurred because the child feels that there is no interaction pattern in it to make learning, education must be oriented to everyday interactions. (Ningsih et al., 2021). Here it is seen how the pressure gives negative and positive meanings. Negative pressure will lead to despair and complacency can even be a contradiction without understanding and conflict, while the positive side will provide new understanding and new understanding in the dynamic process between organizational units for synergy. The purpose of this study is to look at personal understandings and beliefs that give direction to behavior consistency, and secondly to see how changes in environmental situations change and form new standards of behavior. The campaigns that have been carried out by the government such as using masks, maintaining distance, limiting activities, washing hands, work at home are campaigns to prevent the covid-19 virus, which are considered important to controlling the spread of the virus (Admin, 2022). Consistency of behavior must be accompanied by the understanding of each individual. Such individual understanding is believed to be based on knowledge obtained from continuously available information about the prevention and handling of COVID-19 (Bechler, Christopher J;Tormala, Zakary L; Rucker, 2021). The initial quality of learning becomes the basis for the development of cognitive and social learning (Andriana Aubert, Silvia Molina, Tinka Schubert, 2017).

II. Review of Literature

2.1 Golden age

The social and emotional development of a person starts from the age of zero until death occurs. The character who pays attention to the importance of the role of human development divides human development into 6 stages, namely the first prenatal period,

the second infancy, the third early childhood, the fourth middle period and the end of the fifth child is adolescence, the sixth is adulthood where this period is divided into three periods, namely early, middle, and late adulthood. In the range of the division of stages, it is seen the importance of early childhood for further development. The basic reason that childhood development is important is that at this time children begin to understand environmental and family standards, and children learn to understand what they want from their environment and family. No less important is that this period is the basis for preparing children to enter elementary school (Jahja, 2011).

The critical period for the personality structure of adulthood lies in childhood, the pre-school age where children with current experiences become the basis for the formation of personality in themselves in the future. Interest in learning is formed when it is still early in childhood (Wardani & Ayriza, 2020).

Activities in early childhood education (PAUD) are an important range for the formation of the next child's growth and development and are educational stimuli for the continuation of children entering the elementary school period. In addition to preparing children to enter the world of formal education, the age of paud forms children with discipline, honesty, and various other positive things. Children who have education in paud have better communication skills than those who do not have paud (Alawiyah & Masruroh, 2020).

2.2 Behavior environment model

Behavior environment model emphasizes social relations and individual conditions. Individual development is influenced by the environment (Zitzmann et al., 2021), where the role of the environment is emphasized by the role of parents, the role of teachers, the role of peers, the role of older brothers, and the role of interaction with leaders in the environment will direct the pattern of behavior that shapes a person's personality (Hurlock, 2001). In the school environment, it is emphasized that environmental conditions play an important role in the learning process and its achievements (Maxwell et al., 2017). The knowledge formed is experiential and dynamic, so that the interactions in it are meaningful (Wang & Degol, 2016).

School education is generative, namely the act of creating something meaning from what is learned. This is where it is understood the importance of the process in education, namely direct interaction is interpreted by students and teachers. Students are not passive but will build their own knowledge obtained from the teacher and the environment in this view a person will achieve his own knowledge and build his own knowledge when interacting with his social environment (Rokeach, 1969). Humans are social creatures, where humans depend on and need other individuals. Social relations in question can be in the form of relationships between individuals with one another, as well as between groups and individuals. In interaction, symbols can also be used, namely symbols that are interpreted as something whose value or meaning is given to those who use it. The process of social interaction is when humans act on something on the basis of the meaning that something has for humans. Based on these conditions, the value order is actually the result of social interaction that is built into a shared symbol function in the existence of individuals with other individuals or individuals with groups (Hurlock, 2001).

2.3 Value theory in behavior

Values are an important element in people's behavior (Mubako et al., 2021). In this pattern of standard behavior the results of personal discipline, attention to the rights of others, obedience to rules, attention to others and help (Dr. Franz Magnis Suseno, 1987). One's decision making is the result of one's values (Fritzsche, 1995). Values that come

from religion, that value can be seen in the visible behavior of religious and non-religious people (Rokeach, 1969). Culture gives meaning to the values that are carried out by individuals, so that the cultural context gives meaning to the values of one's behavior (Roccass, 2010).

Student achievement is also influenced by individual values (Fatoki, 2014). Compliance with rules, obedient behavior is the fruit of values in the organization that give meaning to the organization (O'Relly, Charles. A: Chatman, 1986).

III. Research Method

This research was carried out using a qualitative method aimed at obtaining correct data from the condition of the phenomenon, drawing logic and conducting inductive studies based on data from the beginning of the pandemic until it took a year during this pandemic (Eisenhardt, 2021). Data from case study research uses a purposive sample using questionnaires, observations and direct interviews in the field, namely children with early childhood education and their parents.

IV. Result and Discussion

4.1 Results

Data from interviews from parents and teachers can be classified in coding, themes and real conditions (Hsieh & Shannon, 2005), to understand phenomena associated with environmental context into narratives to conclude cause and effect (Hoshmand, 2005; Reuber & Fischer, 2022; Welch et al., 2011). Groups of parents and teachers are grouped into 3 themes looking at the pandemic, namely

Table 1. code and interview theme (January 2021) parents see the condition of the covid-19 pandemic

code	Theme	phenomenon	Value purpose
Many lives The one who died seems healthy Age is not a criterion Even rich conditions still hurt The situation is not clear Doctors/nurses only have victims	Covid 19 is difficult to cure	Remembering the location of information on social media by saving links. Save the progress of the number of patients on social media portals	Health important
If one is sick, the other victim can't come out office closed Market is temporarily closed online school living in a pandemic is even difficult income is not clear	Surrender to the situation	Holiday social activities, such as recitations, social gatherings	Health important
More expenses	The stress of the	Pay attention to the	Maintance and

School is closed but the road is mandatory The market is closed, the need is even more Even the kids have a snack	pandemic on personal conditions	intake of food stored at home more, snacks add more style.	support member
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Table 2. Interview (January 2021) teacher sees the covid-19 pandemic

Code	theme	phenomenon	Value purpose
School told to close Online media has to be done Adding expenses The situation is not clear how long Given orders with no solution	the teacher gave up on the situation	The school does not appear students. Teachers stay in school	Health important
Schools are closed physically Using wa . media Using assignments and being given a video	The obligation to teach continues	Purchase internet data package Making study videos	Maintenance and support member
Obey government rules Limiting physical contact Healthy life is more important Educational targets will be adjusted later	Obey the rules for life is more important	Leave handshake Revitalize trash cans, bathrooms, toilets, make hand washing stations	Maintenance and support other Health important

Table 3. Interview (January 2021) parents look at the health protocol

Code	theme	phenomenon	Value purpose
The sick is an outsider who is all isolating If the flu is normal, actually If you stay home, what can you do, kid? Just lazy to go to the health center now It's hard to just go to the village office	Difficult adaptation	Reserve medicine at home Reserve a mask Parents often scold their children The child does not do the work, the book is empty.	Maintenance and support member Health important
The environment is getting dirty all activities in the house Children get lazy if there are no school activities Just play, you have to be alert	The challenge of keeping family members healthy	The trash can is full, the garbage officer has a minimum frequency of collection	Maintenance and support member

Table 4. Interview (February 2022) healthy protocol teachers and parents

Code	Theme	phenomenon	Value purpose
Sick doesn't need school The environment is kept clean Vaccines are a must for every individual	Maintaining healthy	Absence records for each child Vaccine card Using a mask Trash cans, hand soap, toilets are ready	Maintenance and support member
Class alternating entry Call the health department	Road education conditions Oral and dental examination	Each class has a maximum of 7 Health protocol implemented	Health important

Table 5. Result from Knowing The knowledge about Covid-19

Theme	Student's parent	Teacher
Knowing the knowlegde about covid-19	All knowing about covid asseing questionare result 100%	All knowing about covid asseing questionare result 100%
Knowing health rules protocols	All knowing about protocol asseing questionare result 90%	All knowing about protocol asseing questionare result 90%
Supporting factors in health care: wash hand, distance position, sport, food	Knowing health care : wash hand result 100%, distance position 70%, food 70%, sport 70%	Knowing health care : wash hand result 100%, distance position 100%, food 70%, sport 70%
Environtment assessment:rubbish bin, hand washing facilities, eat and drink.	Knowing environtment facilities:rubbish bin 100%, hand washing 70%	Knowing environtment facilities:rubbish bin 100%, hand washing 100%

a. Information about covid-19

The findings in this study show that information about COVID-19 is easy to obtain from social media (58%) and peers (80%). Obtaining information is only a negative side that is problematic (Table 1) for meeting the needs of parents of children, meaning that information on COVID-19 creates a negative side for both parents and teachers, health protocol activities are seen as mandatory (Table 2). Parents complain about the limited nature of information, while parents believe that all of life is a problem that needs to be faced (table 3), not avoided (pandemic puts psychological and cognitive pressure on). The covid pandemic has made problems between children and parents more complicated and cannot be solved because of the limited skills that exist today (table 3). The finding of problems regarding handling information is still ambiguous (Banyuwangi, 2022) , this is clear because the symptoms of covid felt by respondents have many variations so that early detection of covid is still difficult. This is the readiness of self-detection is still very difficult to do clearly. The age of the parents (90%) is in the early adulthood range, while (10%) is in the middle to adult age range. Although the portion is small, the middle and adult age ranges, but in the discussion group parents their arguments have an impact on early adulthood.

b. Awareness

Covid-19 causes a sense of resignation for parents (table 1) because it causes various obstacles and problems because parents do not have the ability to direct the education provided online, it's just that with clear information parents feel more aware of the dangers of normal interactions with conditions. friends with influenza symptoms need to change not to meet as a preventive measure. It was found that there was a conscious pattern to limit children and parents being present when influenza came (90% stated that they were sick and did not need to go to school) (Table 3). This is believed to minimize the risk of direct interaction with virus transmission. It is also found here that there is an awareness that this pandemic is not clear, so it takes self-discipline in equipping oneself when dealing with other people.

The role of educational institutions Early childhood education encourages a climate of prevention is very important here (90%). Parents and students are conditioned at school to obey school rules, so at least the rules are socialized and obeyed together to create healthy environmental goals (80%). The teacher socializes that the main thing is to be healthy and pattern new behavior by limiting classes, the relationship pattern is made aware that each contributes to maintaining health together by protecting the environment together and bringing the health office to monitor the quality of health (table 4)

c. Behavior and changes

Parents and teachers are now found to be increasingly aware of self-discipline so that maintaining personal hygiene is a priority, limiting themselves from situations that are felt to be unhealthy, especially interactions with other people and also having an impact on awareness of using masks during social gatherings. This can be seen when children with coughs and colds will ask for permission not to come to class, as well as class teachers will ask permission if they have coughs and colds that are not present at school (table 4), class capacity is also maintained so that there is sufficient distance between children in class interactions. Classes are limited in number, which is a maximum of 7 children. The introduction of health benefits as a common goal becomes the main goal and a healthy life target must start from the healthy behavior of each parent, student and teacher. The value of a healthy life is the focus of a clear goal so that it raises a commitment to healthy behavior

At the school, it also appears that at least the environment is cleaner, the school yard is neatly arranged, trash cans are ready for every school member's activities, and a new awareness has emerged as the teacher's obligation to continuously monitor garbage and toilet cleanliness. Setting up tools and methods for maintaining visible cleanliness, such as washing soap, keeping a face-to-face environment with students at a distance, monitoring the condition of the waste so that it does not cause environmental problems. Planned activities for leaving school are also carefully scheduled and planned so that it appears how the arrangements to continue to apply health protocols are prioritized

4.2 Discussion

The value building owned by each individual in the organization forms a pattern of behavior (Fatoki, 2014) and interactions between individuals in the organization (Somaskandan et al., 2022) . The existing value building can be obtained from the background of the individual who forms individual differences in the organization. Sometimes and often these values will collide in the interpretation that individuals have (Schein, 2010) . This happened when he first understood the condition that health is actually a priority in his activities during a pandemic, he really realized so that the building

of behavior was directed at a healthy quality of life, it was early to see how healthy life was made a standard for every interaction between individuals, marked by having to wash hands, use hand sanitizer, use masks in social activities.

Changes in behavior for this new value do not occur immediately (Rini et al., 2020). In the early environment, it was felt that wearing a mask was not a necessity because it was seen that the quality of the environment did not appear to be sick. There was turmoil when it was stated that the condition that masks were required to be used was a requirement when meeting people in normal conditions, such as at the market, at the village office, while in houses of worship, schools which were considered to be environmentalists who were known for their healthy status, there was no need to wear masks because of the belief that life is alive, healthy is already on the line by God for humans.

Changes began to appear when figures were presented, whether they were religious leaders, people who were believed to have the truth of their opinions, began to emphasize the healthy element as a priority first so that the quality of the pandemic could be overcome. Changes in knowledge began to be instilled by environmental leaders that the element of togetherness would have a big impact when fought together, by using health standards as a part of social life. Within the environment, facilities were built to support personal hygiene, such as washing hands with soap. In class there is a limitation on the number of attendance to ensure the distance between individuals in the class. This interaction reconstructs the building of new knowledge and the process of self-learning (Somaskandan et al., 2022), acting together creates the quality for conditions that are felt to be important for the recovery of conditions that have been experienced together that this pandemic limits interactions into unhealthy patterns, leaving the status of problems. For conditions marked by complaints from both parties, both parents and teachers were affected when they had to self-isolate.

Forming a new commitment to oneself is not easy (Pitt et al., 1995). Changes in behavior to be healthy are stated by changes in facilities in the environment, such as the provision of public handwashing places, campaigns for healthy protocols from the village, provision of infrastructure facilities that are starting to be limited to opening and closing their work operations, information on direct victims due to the virus which ultimately forms a continuous commitment to maintain conditions healthy.

In the classroom situation, there is a rhythm of how contradictory values become a new understanding that due to the pandemic it provides an uncomfortable situation, the interaction process is limited so that the social burden is very high on each individual which results in new problems, namely conflict and pressure on family problems, resources used to be difficult and very limited risk. Feeling the normality of life is a shared feeling. This is where a change in the way of viewing the healthy protocol has a positive impact that leads to a normal recovery.

Such a good idea to drive a process of feedback and mutual support that to be healthy it must work together and give new strength in a common way to keep the environment normally healthy. A healthy environment is a hope that must be worked on together, this is a learning outcome process that ultimately forms the rhythm of togetherness (Bernacer et al., 2021b). This appears to be a sense of awareness to keep together (Suratana et al., 2021) healthy so that if there is a sick child they will not be allowed to enter the social environment, it can be seen in the class that there is a change when there is a cold and cough, they will be aware of waiting until they are healthy before joining the class, the teacher also did not force to enter. On the teacher's side there was a process of limiting the crowd and the quality of the school environment, it seemed that the cleanliness of the classroom environment and sterilized urinals. This is different from when before the

pandemic there were already places to wash hands and the attitude of the teacher to monitor continuously from the beginning of entering the morning activities until going home by checking the temperature, limiting the number of students in each gathering activity.

V. Conclusion

Media information is data obtained by individuals that have an impact on individuals (O'KEEFE & REID-NASH, 1987). Information media has an influence on individuals in the form of forming personal opinions, fear, rejection, or denial of existing information, often changing individual attitudes and behavior. Media information also has an influence on the order of individual values and will change the interaction of values in existing individuals so as to shape how individuals interact in their social environment. The planting of value information occurs from a person starting from children to adults (Dr. Franz Magnis Suseno, 1987). This is where the learning process occurs in individuals in the order of values used in life anywhere.

The individual learning process is a culture that appears in a certain context. Individuals will learn the value of clear demands in the context in which interactions occur in the environment. This is where the role of parents, educators, and leaders will give meaning to how the building of the interaction process brings the results of the value building that occurs (Dr. Franz Magnis Suseno, 1987; Rokeach, 1969). Culture will lead to clear behavior in the order of interaction. Individuals in this case are not passive in accepting these cultural values but the meaning is that there is an interaction of values that are actively accommodated in the individual person to become the desired outcome in the real behavior of each individual in the context of the organizational environment (Noor et al., 2020). Here it can happen that individuals are able to predict the expected value of what behavior is expected to occur when in an organizational environment (O'Relly, Charles. A: Chatman, 1986). It is clear that the rationalization of individual values against the demands of expectations in behavior in the organizational environment even though the conflict of values occurs within shows that the dynamic quality of cultural values in the learning process of each individual creates a shared culture so that cultural goals in the organizational environment occur.

Commitment is the main thing so shared values always occur. Individuals are expected to be consistent, commitment is expected to show shared behavior so that organizational goals are created properly. New things happen when the interaction between the commitments of each individual in the organization creates a new shared culture (Somaskandan et al., 2022). It can be seen that each teacher and parent creates a condition of shared values to become their respective commitment to building personal quality improvements before interactions occur in the environment. The commitment building is manifested by the presence of physical facilities to support the consistency of easy-to-achieve goals. This commitment affects the productivity of organizational goals. This is where the ultimate goal is that the positive benefits will be received by each member.

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