



REVIEW ARTICLE

STUDENT NEEDS DURING THE COVID-19 PANDEMIC BASED ON ABRAHAM MASLOW THEORY

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ABSTRACT

During the COVID-19 pandemic, the economic conditions of all countries in the world experienced a decline, including in Indonesia. This has an impact also in the field of education so that the initial education pattern is face-to-face turned online. It also definitely affects the needs of students, especially in matters relating to Abraham Maslow's theory. This study aims to determine the changing needs of students during the COVID-19 pandemic in accordance with Abraham Maslow's theory of needs. This study uses a descriptive qualitative approach by examining behavior, perceptions, motivations, actions, and others as well as describing in the form of words and language, in a special natural context and by utilizing various natural methods. The research was conducted by interviewing students who took part in online internships. The findings of this study are that students prioritize self-actualization needs over other needs such as physiological needs, the need for safety, the need for belonging and affection as well as the need for appreciation. Of course, this finding is quite surprising because students are willing to do internships by working professionally without being paid. Students want themselves to be productive during the COVID-19 pandemic by participating in internships that are not required by their universities. This study has limitations on students who are participating in work internships during the covid-19 pandemic. This research can be further developed in the future to be wider in the scope of students and in different conditions. The originality of this research lies in the object of research, namely students who are participating in work internships during the pandemic, which is very new during the covid-19 pandemic. Meanwhile, the method used must also comply with the applicable health protocol.

KEYWORDS

Abraham Maslow Theory, Student, Internship

1. INTRODUCTION

Since the Corona Virus Disease 2019 (covid-19) from the city of Wuhan, China began to spread to various countries quickly in early 2020 which resulted in many countries struggling to overcome the virus. More than 126,000 in 123 countries spread across Asia, Europe, the United States to South Africa have been infected with COVID-19 in less than three months (Setyvani Putri, 2020). The World Health Organization (WHO) represented by the Director General of WHO, Tedros Adhanom Ghebreyesus on the evening of March 11, 2020 at the WHO office in Geneva, Switzerland officially declared the status of COVID-19 as a pandemic. WHO further said that this is not just a public health crisis, this is a crisis that will touch every sector so every sector and every individual must be involved in the struggle. This shows that the consequences of this pandemic will not only affect the health sector but will affect other sectors as well.

The spread of COVID-19 in Indonesia was confirmed on March 2, 2020, which infected 2 Depok residents who were tested positive for COVID-19. Not long ago, on March 15, 2020, 117 cases were confirmed. Of course, the President immediately responded to limit community activities to prevent the spread of COVID-19 from spreading further. On March 31, 2020, President Joko Widodo signed Government Regulation No. 21 of 2020 concerning large-scale social restrictions in order to accelerate the handling of the corona virus disease 2019 (Covid-19) (Wikipedia). With

this regulation, it is possible for local governments to restrict the movement of people and goods into and out of their respective areas after obtaining permission from the Minister of Health. Restrictions that can be made at least include holidays from schools and workplaces, reducing religious activities, and limiting activities in public places or facilities.

In response to the above, the Minister of Education and Culture (Mendikbud) Nadiem Anwar Makarim issued Circular Letter Number 4 of 2020 concerning the Implementation of Education in the Coronavirus Disease (Covid-19) Emergency Period and also the Secretary General of the Minister of Education and Culture, Ainun Na'im who issued a Circular Number 15 of 2020 concerning Guidelines for Organizing Learning From Home in an Emergency Period for the Spread of Corona Virus Disease (Covid-19) which is used as a guide for all levels of education to conduct distance learning or online (Kemendikbud, 2020). With the implementation of distance learning, of course many parties are forced to adapt to the situation. Students to students are required to follow unusual learning patterns. In this study, students were chosen to be the object of research because students were considered to be more prepared to face changes in education patterns compared to their lower education age. Researchers will examine the needs of students who take part in online internships during the covid-19 pandemic, especially those related to Abraham Maslow's theory of needs which allows for changes in the Covid-19 emergency and with the application of distance learning.

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2. LITERATURE REVIEW

2.1 Abraham Maslow's Theory of Needs

In 1943, Abraham Maslow introduced the psychological theory "A Theory of Human Motivation" in the scientific journal *Psychological Review*. In the hierarchy of needs, Maslow has an understanding that the needs at lower levels must be met or at least sufficiently met before the needs at higher levels become motivating (Hidayat, 2011). In Maslow's theory of needs, when the basic needs are met, the next need becomes dominant. From a motivational point of view, the theory says that even if no need is completely satisfied, a need that has been essentially satisfied is no longer motivating (Robbins, 2009). The level of needs according to Maslow is divided into five levels of basic needs, namely: physiological needs, the need for safety, the need for belonging and affection, the need for esteem and the last need for self-actualization (Hidayat, 2011). Maslow stated that humans tend to meet the needs at the lowest level first before meeting the needs at the next level.

2.2 Physiological Needs Physiological

Needs are the needs to physically maintain life, such as the need for food, drink, shelter, sleep and oxygen (clothing, food, shelter). This need is a very basic need because without the fulfillment of this need, humans will find it difficult to survive (Feist, 2010).

2.3 Need for Safety

The next need is the need for safety which includes physical safety, stability, dependence, protection and freedom from threatening forces such as crime, war, terrorism, disease, fear, anxiety, danger, riots and natural disasters. This includes psychological needs that threaten mental conditions such as not being ridiculed, not humiliated, not stressed and so on (Feist, 2010).

Safety in the physical sense includes safety in the workplace and safety from and to the workplace. This physical safety is like safety and protection from the dangers of work accidents by providing insurance and implementing OHS (Occupational Health and Safety) procedures, as well as providing transportation for employees. Meanwhile, psychological safety is also important to get attention. This psychological safety is like humane and fair treatment, guarantees for the continuity of their work, guarantees for their old age when they are no longer around, etc. (Siagian, 2012).

2.4 The Need for Loving and Love This

Need for belonging and love includes the urge to be needed by others so that they are considered members of their social community. Forms of fulfillment of these needs such as friendship, the desire to have a partner and offspring, the need to be close to the family and interpersonal needs such as the need to give and receive love (Feist, 2010).

2.5 Need for Respect

This need includes the need and desire to be respected, valued for one's achievement, recognition of one's ability and expertise factor and one's work effectiveness (Sunyoto, 2010). Maslow divides the need for self-esteem/respect into two sub-groups, namely self-respect and respect from others. The first sub includes the desire of individuals to gain competence, self-confidence, personal strength, adequacy, achievement, independence, and freedom. All of them imply that individuals want and need to know that they are able to complete all tasks or challenges in their lives. The second sub covers, among others, achievements. In this case the individual needs appreciation for what he does. This award can be in the form of praise, recognition, certificates, merits, prizes, compensation, incentives, prestige (authority), status, reputation, etc. (Koeswara, 1995).

2.6 Self-Actualization Needs

The last level of Maslow's basic needs is self-actualization, namely the need to prove and show oneself to others. At this stage, a person develops as much as possible all his potential. Self-actualization needs are needs that do not involve balance but involve a continuous desire to fulfill potential (Hidayat, 2011). Maslow describes this need as the desire to become more and more fully one's self, to be whatever one is capable of (Goble, 1987). Self-actualization is related to the process of developing one's true potential (Sunyoto, 2010).

2.7 Understanding Students

Students are individuals who are studying at the tertiary level, both public

and private universities or institutions at the same level as universities. Students themselves are seen as having a high level of intelligence, intelligence in thinking and planning in action (Papilaya, 2016). A student is someone who is in the process of gaining knowledge or studying and is registered to be undergoing education at one of the forms of higher education consisting of academics, polytechnics, high schools, institutes and universities (Hartaji, 2012)

2.8 Definition Internship

According to Law Number 13 of 2003 Regarding Employment, apprenticeship is defined as part of a job training system that is held in an integrated manner between training in training institutions and working directly under the guidance and supervision of instructors or more experienced workers/labor, in the process of producing goods and/or services in companies, in order to master certain skills or expertise. According to Danim who stated, "internship is a learning technique that involves individual observation on work and determining feedback to improve performance or correct errors" (Sari, 2014). Another opinion from Martanto, quoting from "Internship is a training method that occurs in the workplace and is generally in the form of technical skills training and focuses more on increasing productivity quickly" (Johnson, 1992; Sari, 2014). Meanwhile, according to Gault et al (2010) stated that "academic internships are a bridge to link the theory and practice by taking part in supervised and scheduled work". scheduled.

3. METHODOLOGY

3.1 Location Research

The research location was conducted at the "Charity and Social Media Insani Foundation", which is located at Wage Village, Taman District, Sidoarjo Regency, East Java Province, Indonesia. The location was chosen because the "Charity and Social Media Insani Foundation" has an apprentice workforce with active student status and is spread throughout Indonesia.

3.2 Research Population and Sample

The population in this study were interns who were active students from various universities throughout Indonesia, which at the time of this research were 256 students. According to Arikunto (2012) if the population is less than 100 people, then the total sample is taken, but if the population is greater than 100 people, 10-15% of the total population can be taken. Based on the data above, this research was conducted with a sample of 28 students in semesters 3-7 with the age of 19-30 years, following is the data of the respondents of this study (Appendix).

3.3 Research Method

This study aims to find and describe the needs of students who take part in online internships during the covid-19 pandemic, especially those related to the theory of needs from Abraham Maslow. This study uses a descriptive qualitative approach by examining behavior, perceptions, motivations, actions, and others as well as describing in the form of words and language, in a special natural context and by utilizing various natural methods. The research was conducted by means of written interviews with students who took part in online internships by utilizing Google Form technology. In addition, interviews were also conducted via chat or telephone to collect data.

4. RESULTS AND DISCUSSION

Based on the results of the study there are several results as follows:

Respondents' needs during the COVID-19 pandemic:

- 35.7% of respondents needed self-actualization media to channel their abilities and develop their potential,
- 32.1% of respondents needed a sense of safety and were free from psychological, physical and health disorders,
- 25% of respondents needed physiological needs such as clothing, food and shelter are met,
- 3.6% of respondents need appreciation,
- 3.6% of respondents need love.

Respondents' motivation to participate in internships:

- 82.1% of respondents want to channel their abilities and develop their potential,
- 14.3% of respondents want to be rewarded with praise, recognition, certificates, incentives etc.,
- 3.6% of respondents want to find friends or partners.

Needs that must be met before other needs are met:

- 71.4% of respondents choose physiological needs such as clothing, food and shelter,
- 28.6% of respondents choose the need to feel safe and free from psychological, physical and health disorders.

Needs that must be met after the first need is met:

- 57.1% of respondents choose the need for safety and freedom from psychological, physical and health disorders,
- 28.6% of respondents choose physiological needs such as clothing, food and housing are met,
- 7.1% of respondents choose self-actualization needs to channel abilities and develop potential,
- 7.1% of respondents chose the need for esteem.

Needs that must be met after the second need is met:

- 46.4% of respondents chose the need for self-actualization to channel their abilities and develop potential,
- 42.9% of respondents chose the need for affection,
- 7.1% of respondents chose the need for appreciation,
- 3.6% of respondents chose needs to feel safe and free from psychological, physical and health disorders.

Needs that must be met after the third need is met:

- 46.4% of respondents choose the need for esteem,
- 35.7% of respondents choose the need for self-actualization to channel abilities and develop potential,
- 14.3% of respondents choose the need for affection,
- 3.6% of respondents choose needs to feel safe and free from psychological, physical and health disorders.

Needs that must be met after the fourth need is met:

- 42.9% of respondents choose the need for affection,
- 39.3% of respondents choose the need for appreciation,
- 10.7% of respondents choose the need for self-actualization to channel abilities and develop potential,
- 7.1% of respondents need a sense of safety and freedom from psychological, physical and health disorders.

Respondent's preferred internship model:

- 57.1% of respondents chose Work From Office
- 42.9% of respondents chose Work From Home.

Respondents' bored when implementing distance learning:

- 92.9% of respondents felt bored with distance learning
- 7.1% of respondents did not feel bored with distance learning

Respondents' preferred learning model:

- 85.7% of respondents liked the face-to-face learning model
- 14.3% of respondents liked the distance learning model

5. CONCLUSION

In the current state of the covid-19 pandemic, students need self-actualization media to channel their abilities and skills. develop potential. The motivation of students to take part in internships is to channel their abilities and develop their potential. Students are willing to not be paid and work with certain targets in order to actualize themselves. Even though internships at the Charity Foundation and Human social media are done 100% online or Work From Home, the majority of respondents prefer offline internships or Work From Office. This may happen because students feel bored following distance learning and like face-to-face learning.

The level of needs according to Maslow is divided into five levels of basic needs, namely:

- The Physiological needs,
- The need for safety,
- The need for belonging and love,
- The need for esteem,
- The need for self-actualization.

While the level of student needs in the Covid-19 pandemic, the basic needs are:

- The physiological needs,
- The need for safety,
- The need for self-actualization,
- The need for esteem,
- The need for belonging and love.

There is a change in the level of need for self-actualization, the need for appreciation and the need for belonging and affection because students feel bored during the COVID-19 pandemic which imposes restrictions on activities both educational activities and activities in public infrastructure so that students look for other activities that can be done. at home so that time can be used productively. This research is limited to the Covid-19 pandemic and students who take part in online internships, in the future other researchers can develop this research by examining new normal conditions when the spread of COVID-19 begins to subside. Other researchers can also develop research on students taking offline internships.

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APPENDIX

Initials of Respondents	Age	City	University	Semester
SDF	21	Bekasi	Institute of Social Sciences and Management STIAMI	7
ARW	21	Bekasi	Krisnadwipayana University	7
DLC	21	Bogor	Udayana University	5
EDP	30	Bogor	Bunda Mulia University Serpong	7
IRW	21	Depok	State Polytechnic Creative Media Jakarta	5
ABD	20	Depok	UPN Veterans Jakarta	5
OVI	19	Gresik	Brawijaya University	3
DNH	28	Jakarta	Dirgantara University Marshal Suryadarma	7
TRA	21	Jakarta	UIN Walisongo Semarang	7
RSA	20	Jakarta	Mercu Buana University	5
STP	20	Jakarta	Gunadarma University	5
GSL	20	Jakarta	LSPR Jakarta	3
SNE	20	Lubuklinggau	Bina Insan University	5
FHM	21	Makassar	Hasanuddin University	7
IAS	20	Malang	University of Brawijaya	5
LLF	19	Pasuruan	UIN Typical Jember	3
CYT	20	Pematangsiantar	University of Jember	3
DFY	20	Purwakarta	UIN Malang	5
FNA	19	Purwakarta	University of Singaperbangsa Karawang	3
AYR	19	Purwokerto	Gajah Mada University	3
HAI	21	Sukabumi	UPI	5
VLD	19	Surabaya	Airlangga University	3
LBA	22	Surabaya	University 17 August 1945	7
TYA	21	Surakarta	UNS	7
WDA	21	South Tangerang	Universitas Pembangunan Jaya	7
MFK	20	South Tangerang	University of Indonesia	5
EAD	20	Tulungagung	University of Muhammadiyah Malang	5
KHA	22	Yogyakarta	UPN "Veteran" Yogyakarta	7

