

LIMITED IMPLEMENTATION OF FACE-TO-FACE LEARNING DURING THE COVID 19 PANDEMIC

Fatmah Marwanih

Universitas Ibn Khaldun Bogor

Jl. Sholeh Iskandar No.Km.02, RT.01/RW.010, Kedungbadak, Kec. Tanah Sereal, Kota Bogor, Jawa Barat
16162, Indonesia

Abstract

The COVID-19 pandemic has changed people's interaction patterns and habits. Given the risk of transmission, the practice of implementing learning requires adjustments to ensure the safety of school residents. The online learning process during school closures due to the impact of COVID-19 cannot be carried out optimally due to various limitations, so the government has issued a limited face-to-face learning policy. Therefore, in this article, we will discuss how the implementation of face-to-face learning is limited in schools, starting from student preparation, teacher preparation, to preparing study schedules that are divided periodically. The research method used is observation, researchers make observations in the school environment to see firsthand how the implementation of face-to-face learning is limited.

Keywords: Covid-19, Offline Learning, Online Learning

INTRODUCTION

The covid 19 pandemic has been in Indonesia for more than a year and from covid 19 there have been many impacts in various fields, one of which is education. Students must conduct distance learning online at home. The distance learning process during school closures due to the impact of COVID-19 cannot be carried out optimally due to various limitations, including that teachers cannot directly utilize various information and communication technology (ICT) devices and online learning platforms that are widely available to support the implementation of distance learning, both due to teachers' abilities, parents' economic factors, limited internet access, nor the absence of guidance (Azhari & Fajri, 2021). The government through the Ministry of Education and Culture implements a learning from home (BDR) policy for education units located in the yellow, orange, and red zone areas. Meanwhile, for educational units in the green zone, they can carry out limited face-to-face learning while still paying attention to health protocols (Palinggi, Hendrik, 2021).

Before explaining what is meant by face-to-face learning, it is necessary to know first what is meant by face-to-face learning. According to Dimiyati and Mudjiono (in Sagala, 2009), learning is the activity of educators or teachers in a programmatic manner in instructional design to make students learn actively which emphasizes the provision of teaching materials and learning resources. Meanwhile, the definition of learning according to UUSPN No. 20 of 2003 states that learning is the

process of interaction between students and educators and learning resources in a learning environment. Thus, it can be concluded that face-to-face learning is an interaction process between students and educators with learning resources that occur directly at the same time and in the same place. The characteristics of face-to-face learning are planned activities that are oriented to the place, as well as social interaction in the classroom. (Rizky Amelia, 2019)

Prima Bangsa Integrated Junior High School has been conducting limited face-to-face learning since the new school year 2021/2022, in July 2021. By dividing into two sessions per week, students enter school in turn. The absentee order number is one to fifteen in the first week, while the absentee order number is sixteen to thirty students entering school in the second week.

The Ministry of Education and Culture through circular letter number 4 of 2020 also issued the implementation of education policies during the emergency period of the spread of the coronavirus. The policy, which is a strategic step taken during the covid emergency, contains 6 things, including national exams, the learning process from home, and school operational assistance funds. To strengthen the Circular Letter of the Minister of Education and Culture Number 4 of 2020, the Ministry of Education and Culture issued this Circular Letter Number 15 concerning the Implementation of Education in the Coronavirus Disease (Covid-19) Emergency Period. In this circular, it is stated that the purpose of the implementation of Learning From Home (BDR) is to ensure that students' rights in obtaining educational services can still be fulfilled, members of the education unit are protected from the negative consequences of Covid-19, keep covid 19 from spreading and spread in educational units and ensuring the fulfillment of psychosocial support for educators/teachers, students and parents (Tanuwijaya, Novitasari 2021).

LITERATURE REVIEW

During the unprecedented COVID-19 situation, the horizon of education and assessment is rapidly evolving with the transformation towards learning with the use of technology. This has significantly disrupted the learning process. However, technological developments have made it possible to adapt effective teaching pedagogies such as e-flipped classroom models that can facilitate the delivery of knowledge (Guraya, 2020). The flipped classroom method can be applied to limited face-to-face learning because it combines learning outside the classroom and inside the classroom (Huda, 2020; Kurniawati, Santanapurba, and Kusumawati, 2019).

The flipped classroom learning method is an active learning design that requires students to complete assigned pre-class learning activities in preparation for face-to-face sessions. Timely, organized, and productive student involvement in pre-class activities is considered essential for the overall success of flipped classroom design, as these activities serve to prepare students for effective participation in face-to-face sessions (Jovanovic, Mirriahi, Gašević, Dawson, & Pardo, 2019).

RESEARCH METHODS

This research was conducted in the classroom of a private junior high school (SMP) in Bogor district, West Java, namely Prima Bangsa Integrated Junior High School. In this study, a qualitative method with a cause-and-effect approach was used. . Data collection by means of interviews with the authorities at Prima Bangsa Integrated Junior High School. Among others, the Principal of the School, the Deputy Principal of the Facilities and Infrastructure section in addition to the data collection method is carried out by surveying the state of the school which is experienced directly by the author.

RESULTS

The implementation of limited face-to-face learning is that students can enter school while still complying with health protocols and maintaining distance, as well as with lesson hours made more efficient.



CONCLUSIONS

Limited face-to-face felt very ineffective in terms of time to deliver teaching materials with a time allocation of only 60 minutes per field of study. Very limited time like this must be used as much as possible by teachers in explaining teaching materials and interacting with students in the classroom. Matters related to learning administration such as sharing teaching materials, absences, discussions, and evaluations can be done through Google Classroom. The google classroom application is very useful for managing online classes. So that the combination of the two systems that have been described above can be a good learning management system.

The implementation of limited or offline face-to-face learning on the one hand is a solution but on the other hand it has a threat in the form of potential problems that can arise. The goal to be achieved is how to maintain student competence. To maintain student competence, the learning target must be achieved. To achieve learning targets, it needs to be supported by several factors such as the readiness of facilities and infrastructure, how to deliver learning materials properly to students, how to make students adapt to new habits if previously online school at home now has to return to school with new learning methods and must follow health protocols.

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