

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

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Abstract

Learning is everything that can bring information and knowledge in the ongoing interaction between educators and students as well as student interactions with educators and learning resources in a learning environment in which there are teachers and students who exchange information. Limited face-to-face learning is learning that is carried out again by schools with different rules, namely face-to-face learning is limited to 50% of class capacity. The purpose of this research were to describe the concept of classroom management and student management in face-to-face learning which is limited by shifting method and to find out the obstacles faced in the implementation of limited face-to-face learning at SMA N 1 Doro. This research used qualitative method. The subjects of this study were students and teachers of SMA N 1 DORO. The instrument used was interview. The result showed that *In pandemic situation, SMAN 1 Doro implemented limited meeting of teaching and learning activities which was the set time was 4 hours of lessons, every one hour of learning the set time was 30 minutes. However, the students faced obstacle since the material was delivered in limited time.*

Keywords: limited Face-to-face learning, Learning, Qualitative

Abstrak

Pembelajaran adalah segala sesuatu yang dapat membawa informasi dan pengetahuan dalam interaksi yang berlangsung antara pendidik dan peserta didik serta interaksi peserta didik dengan pendidik dan sumber belajar dalam suatu lingkungan belajar yang dialaminya terdapat guru dan peserta didik yang saling bertukar informasi. Pembelajaran tatap muka terbatas adalah pembelajaran yang dilakukan oleh sekolah dengan aturan yang berbeda, yaitu pembelajaran tatap muka dibatasi 50 % dari kapasitas kelas. Tujuan penelitian ini adalah untuk mendeskripsikan konsep pengelolaan tatap muka terbatas dan untuk mengetahui kendala yang dihadapi dalam pelaksanaan pembelajaran tatap muka terbatas di SMAN 1 Doro. Penelitian ini menggunakan metode kualitatif. Subjek penelitian ini adalah siswa dan guru SMAN 1 Doro. Hasil penelitian ini menunjukkan bahwa dalam situasi pandemi, SMAN 1 Doro menerapkan kegiatan pembelajaran terbatas yang mana waktu pembelajaran dibatasi 4 jam pelajaran, setiap satu jam pembelajaran waktu yang ditetapkan adalah 30 menit. Namun, peserta didik mengalami kendala karena materi yang disampaikan dalam waktu terbatas.

Kata kunci: tatap muka terbatas, pembelajaran, kualitatif

INTRODUCTION

Learning is everything that can bring information and knowledge in the on going interactions between educators and students as well as student interactions with educators and learning resources in a learning environment that includes teachers and students exchanging information. The term learning basically includes two interrelated concepts, namely learning and teaching. National Education System Law (UU SPN) No. 20 of 2003 states that learning is a process of interaction between students and educators and learning resources in a learning environment. In the sense that learning is a learning process created by the teacher with the aim of developing students' creative thinking so that their thinking abilities also increase. Not only that, the learning process is expected to improve the ability to construct new knowledge as an effort to improve mastery of good subject matter.

Learning planning is very important for teachers and students so that learning activities and learning methods are suitable for use during the pandemic. In every process of learning activities, of course, requires learning plans prepared by the school or teacher. This planning is not intended to limit the process of students to learn, but to ensure that students can still carry out learning activities even though they are limited. Learning planning will be different depending on what learning method will be used such as learning by (shift method), the material that will be studied by students, the facilities and infrastructure available, the environment where learning must be supportive in learning activities during this pandemic and conditions of Students, teachers and staff must be in good health in order to create maximum learning activities.

Face-to-face learning is an instructional method in which course content and learning materials are taught directly to a group of students. This allows for direct interaction between the learner and the instructor. This is the most traditional type of study instruction. Learners benefit from a greater level of interaction with fellow students as well. In face-to-face learning, students are responsible for their progress at a specific meeting date and time in class. Face-to-face learning ensures better understanding and memory of lesson content and gives class members the opportunity to bond with one another.

Limited face-to-face learning is learning that is carried out again by schools with different rules, namely face-to-face learning is limited to 50% of school capacity, the learning system applied at SMA N 1 DORO is face-to-face learning, strictly monitored by the health and education offices. And monitoring will be carried out regularly. Termination of limited PTMT activities can be imposed if it is found that school residents are exposed to Covid-19, the implementation of PTMT does not comply with the rules, or there is a change in policy related to the situation and conditions of Covid-19. This is the basis for knowing how effective the offline learning system takes turns (shift) in learning activities during the Covid-19 pandemic at SMA N 1 DORO.

The objectives of this study were To describe the concept of classroom management and student management in face to face learning limited by the shift method, To find out the obstacles faced in the implementation of limited face – to – face learning in SMA 1 Doro.

A previous study written by Hijrawati Aswat, Eka Rosmitha Sari, Nur Meliza, (2021) Limited Face-to-face Learning (PTMT) in the New Normal Period on Mathematics Learning Outcomes in Elementary Schools. The implementation of limited face-to-face learning in all educational units has been opened since July 2021 through a decision from the Minister of Education and Culture, the Minister of Health, the Minister of Religion, and the Minister of Home Affairs regarding the guidelines for holding face-to-face meetings during the COVID-19 pandemic. Two things that underlie the implementation of face-to-face learning are because all education personnel have been vaccinated and during distance or online learning, the quality of education has decreased and has fallen far behind other countries during the pandemic. So this study intends to analyze the implementation of limited face-to-face learning on students' mathematics learning outcomes, the aim is to find out how effective the implementation of limited face-to-face learning is on students' mathematics learning outcomes, considering that during distance learning, the content of mathematics material is the most difficult for teachers in teaching it. . so that through this research, it provides an overview of the limited face-to-face implementation and the teacher's strategy in completing the achievement of learning objectives amidst the limited time for face-to-face learning. This research method uses qualitative research, the subject of this research is the fourth grade students of SDN 71 Butontotaling 14 students. The research instrument used was field observations, interviews, tests, and field notes. The results of this study indicate that the implementation of limited face-to-face learning is carried out systematically and follows the guidelines for implementing limited PTM in the New Normal. The school has planned and implemented it in accordance with the Health protocol procedure, but in terms of implementing the teaching and learning process in the classroom, the delivery of material is quite condensed and only conveys the important points and emphasizes the completion of practice questions, so that students are motivated by time and maximize the time spent. available so they must focus on following the learning process. Teachers do not use interactive learning models and do not involve innovative media learning media that support the delivery of concrete information to students, so that this has an impact on student activities and also the acquisition of students' mathematics learning outcomes who are in the sufficient category. The similarity of this research is to find out the implementation of face-to-face learning is limited to the teacher's strategy in

completing the achievement of learning objectives in the midst of time constraints, the difference is the subject of the research is SMA N 1 DORO.

Learning is a process of interaction between students and educators and learning resources in a learning environment. Learning is assistance provided by educators so that the process of acquiring knowledge and knowledge, mastering skills and character, and forming attitudes and beliefs in students can occur. In other words, learning is a process to help students learn well. According to Slameto (2015:2) "Learning is a process carried out by a person to obtain a new behavior change as a whole, as a result of his own experience in interaction with his environment", In addition, Sary (2015: 180) describes "Learning is a process of changing behavior. Based on experience and have a relatively permanent impact".

Procter, (2003) Stated that Blended learning is simply the effective combination of different modes of delivery, models of teaching and styles of learning. The paper goes on to outline the development of a part-time degree in Information Technology using blended learning. The experience of this development and subsequent implementation may be of value elsewhere in genuinely encouraging widening participation in higher education.

The Covid-19 pandemic has shown a downward trend, allowing for limited face-to-face learning. The purpose of writing this article is to analyze the concept of limited face-to-face learning and its implementation management. The research method used is a qualitative research method with the type of library research (library research). As a result, the concept of implementing face-to-face learning (PTM) is to the Covid-19 pandemic, namely learning models carried out in face-to-face educational institutions that are limited by the number of students, the number of meetings, meeting hours and subject matter with predetermined terms and conditions. The management of the implementation of face-to-face learning is limited, namely by careful planning, proper organization, effective and efficient implementation, and intensive supervision by monitoring, having evaluation instruments, and reporting. It is hoped that through this article the implementation of limited face-to-face learning can be carried out in accordance with expectations, and be able to provide suggestions for improvement.

The shift system in question is a rotation in the school between incoming and absent students so that they can take turns. This is done to reduce the number of students when participating in the learning process at school. It is a learning system that divides students into several groups so that students can continue to attend school and their attendance is limited to only 50% of the school's capacity, even with limited study hours such as absent from school from 7-9, while the second shift 19-36 does not attend school from 10 am. -12 .

The researcher drawn the theoretical framework of this research in order to make reader understand how the research works easily. The theoretical framework is illustrated as follow:

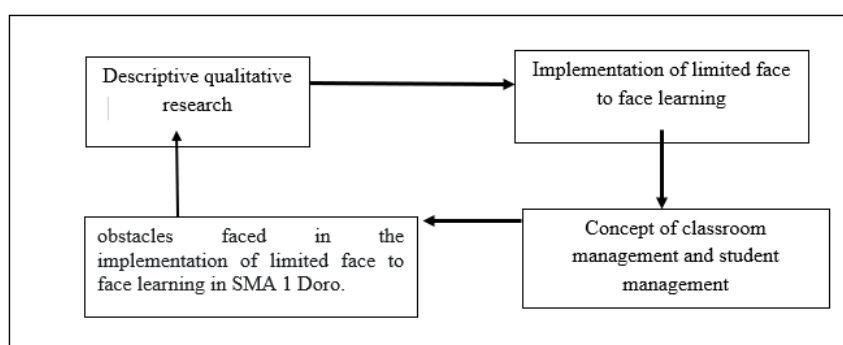


Figure 1. Theoretical Framework

In this study, researcher focused on the use of limited face-to-face learning methods in the form of shifts as a learning method. The framework aims to understand the problems contained in the limited face-to-face learning method in the form of shifts. Researchers analyzed whether this limited face-to-face learning method in the form of shifts was in accordance with the needs of students in learning during the pandemic. The results of this study are used as a solution for schools and teachers to apply a limited face-to-face learning method in the form of shifts.

RESEARCH METHOD

This research used qualitative research method. Qualitative research is beginning analysis, when researchers must first look at their data in order to see what they should look for in their data. Although temporally and conceptually overlapping processes, data analysis should be distinguished from interpretation. Practical suggestions for beginning analysis include getting a sense of the whole, extracting the facts, identifying key topics or major storylines and dimensionalizing their informational content, and using frameworks to reduce data (Sandelowski, 1995).

Qualitative research focuses in understanding a research query as a humanistic or idealistic approach. Though quantitative approach is a more reliable method as it is based upon numeric and methods that can be made objectively and propagated by other researchers. Qualitative method is used to understand people's beliefs, experiences, attitudes, behavior, and interactions. It generates non-numerical data. The integration of qualitative research into intervention studies is a research strategy that is gaining increased attention across disciplines. Although once viewed as philosophically incongruent with experimental research, qualitative research is now recognized for its ability to add a new dimension to interventional studies that cannot be obtained through measurement of variables alone. Qualitative research was initially used in psychological studies when researchers found it tedious to evaluate human behavior in numeric. Since then, qualitative research is used in other research fields as well. In clinical research, qualitative approach can help view the data more extensively (Pathak, Jena, Kalra, 2013).

This research was conducted at SMA N 1 Doro which is located at Jl. Raya Sawangan Doro. The subjects of this study were students of SMA N 1 Doro. It was conducted in the second semester of the 2021/2022 academic year. The subjects in this study consisted of science and social studies teachers, school principals and students. The teacher as the research subject taken is the party involved in social studies and science learning with the aim that the subject can provide appropriate data regarding the teacher's face to face learning limit learning method in using these methods. Principals and students as other research subjects are supporting data. The subject of this research is the students and teachers of SMA N 1 DORO. 528 SMA NEGERI 1 DORO students consist of: 208 male students, 308 female students and 28 teachers in SMA N 1 DORO.

In collecting the data needed in this study, the researchers used interview and documentation. The data was analyzed using these steps, they are Data Reduction (Data Reduction), Presentation of Data (Data Display), and Conclusion (Verification)

FINDING AND DISCUSSION

1. Classroom Management and Student Management for Having Shifting Method Class

In pandemic situation, SMAN 1 Doro implemented limited meeting of teaching and learning activities which was the set time was 4 hours of lessons a day, every one hour of learning the set time was 30 minutes. The shift system was face-to-face learning between teachers and students but

students are divided into several groups. The attendance number of 1 to 18 joined the class from 7 to 9 o'clock while the second shift, while the attendance number of 19-36 did not go to school. Of course there are obstacles when learning with the shifts system, both teachers and students will certainly experience some obstacles, including the short learning time. The subject matter obtained seemed rushed to be completed. learning schedule that may be different in each group.

Then for limited face-to-face learning (offline) it is held in the context of face-to-face learning simulations, carried out for five working days, students take offline learning from hours 08.00 – 10.00 WIB and only 50% of the students who enter the class capacity. Offline learning activities begin with the teacher greeting and inviting students to pray together after praying, then the teacher takes attendance with an attendance book to check the attendance of students after attending attendance. The teacher prepares the LCD to deliver the material after preparing the LCD. The teacher conveys the topic of the material to be taught.

The core learning activity, the teacher begins to explain the material displayed through the LCD. After the teacher finished explaining, the teacher gave time to the students to record the material that has been conveyed by the teacher. Next, the teacher invited students to discuss briefly or ask questions to students. In the closing activity, the teacher appointed one of the students to conclude the material that has been studied. Then the teacher gives assignments related to the material that has been delivered and tells students about the next learning material. After giving assignments and information related to the next material, the teacher closed the lesson by reading hamdalah. *Based on the results of research that has been carried out by researchers, it can be concluded that face-to-face learning is limited, it can be considered effective, but there was something that was not optimum, since the delivery of material was too short. It can be used as an option by schools or teachers to carry out face-to-face learning but with a limit on the number of students entering as much as 50%.*

Below were the response of interview which was conducted by the researcher:

NO QUESTIONS

1 How long is face-to-face learning limited?

For the first question, the answer was limited to face-to-face learning at the first level was 30 minutes of learning time with the face-to-face learning method limited to the shift method by dividing the number of students in each class, then when you go to level 2 the learning time is increased to 45 minutes on the grounds the number of students who have been vaccinated but use the shift system.

NO QUESTIONS

2 Can limited face-to-face learning be said to be effective?

For the second question, the answer is that face-to-face learning was limited. It was less effective compared to normal learning because the allotment for the subject is only once / week with a duration of 30-45 minutes / week and the teacher conveys the material cannot be full due to limited time.

NO QUESTIONS

- 3 What methods are used in limited face-to-face learning?

The third question was answered by the teacher's answer using a mixed learning method, namely the material to be worked on was distributed to class groups a few days before face-to-face learning begins, then when meeting in class the teacher just maximizes the material that has been sent through the group. .

NO QUESTIONS

- 4 Why was in limited face-to-face learning students often complain about the many assignments?

For the fourth question, it was answered with the answer that many students complained because a lot of homework was given by the teacher to measure whether the student understood the material conveyed by the teacher in a short time, it was 30-45 minutes of learning activities.

NO QUESTIONS

- 5 Why is it difficult for students in limited face-to-face learning to understand a material?

For the fifth question answered with answers, there are still many students who find it difficult to understand the material conveyed by the teacher because of the limited number of meetings and the small duration of learning.

NO QUESTIONS

- 6 What are the challenges of teachers in teaching when learning is limited?

For the sixth question, the answer was that the teacher must be smart in utilizing the available time, the teacher must also choose the right material with a small duration of learning and choose what learning strategies was applied in learning activities with a small amount of time.

NO QUESTIONS

- 7 What are the contributions of schools or teachers in supporting limited face-to-face learning?

The seventh question was answered by answering the school's contribution in helping limited face-to-face learning activities by providing MLA applications to support learning activities and using an emergency curriculum, meaning that teachers were allowed to choose essential materials.

NO QUESTIONS

- 8 What are the benefits that students get during limited face-to-face learning?

For the eighth question answered by student, students were not really got benefit from limited face-to-face learning, students can socialize with friends and teachers.

NO QUESTIONS

- 9 How to make limit learning effective and fun?

For the ninth question, the answer was choosing material that is not dense, easy to teach to students, relaxed teaching method but still made students not too relaxed, make mini games related to the material, give gifts to students who succeed in answering questions or winning mini gems.

NO QUESTIONS

- 10 How to appreciate students' attention to learning during limited face-to-face learning?

For the tenth question, it was answered with an answer by giving reward for students who can complete the tasks given by the teacher such as summarizing the material, collecting assignments early, answering questions posed by the teacher.

NO QUESTIONS

- 11 how to condition learning for students who have not yet entered their turn?

The eleventh question is answered with the teacher's answer, conditioning it by giving assignments to students who are waiting for their turn to enter school in the form of an assignment in the form of summarizing the material on folio paper.

2. The obstacles faced in implementing limited face-to-face learning

Below were the obstacles in teaching learning process which implemented limited face to face meeting.

NO	QUESTIONS
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|---|---|
| 1 | What are the students' complaints during the limited face-to-face learning? |
|---|---|

For the first question, the answer was that students complain that the delivery of material to students was still limited. This was because the time allocation was still constrained, which was only 30 minutes to 45 minutes and the material presented was incomplete so that the students were less than optimal in understanding the material provided.

NO	QUESTIONS
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|---|---|
| 2 | What were the obstacles experienced by students when limited face-to-face learning takes place? |
|---|---|

The second question was answered by answering the obstacles experienced by students, namely the division of time into school which sometimes confuses students and the learning provided in PTM is limited to only the core or the most essential material. Submission of material that was not optimal was related to the limited duration of learning which is only 30 minutes to 45 minutes on average.

NO	QUESTIONS
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|---|--|
| 3 | Do you prefer to have face to face learning or limit face to face learning? give your? |
|---|--|

For the third question, the answer was that students prefer to have face-to-face learning because it can make students learn optimally. They will concentrate more on learning so they will not be left behind in the material.

NO	QUESTIONS
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|---|---|
| 4 | How do students understand the material given by the teacher during PTMT? |
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For the fourth question, it was answered by paying attention to when the teacher when explaining and making a summary of the material taught by the teacher then collected to get additional value from summarizing.

NO QUESTIONS

5 Do students agree if PTMT is extended?

For the fifth question, the answer is that students agree that face-to-face learning was limited to being extended so as not to cause disease transmission which can result in schools having to do online learning.

NO QUESTIONS

6 Is there any input from students regarding limited face-to-face learning?

The sixth question is answered with answers from student input so that the material presented is clearer so that students can understand the material presented and make it easier for students in the morning regarding homework given by the teacher both in terms of time for collecting assignments and the number of assignments.

CONCLUSION

Based on the research finding, it can be concluded that SMAN 1 Doro conducted limited face to face learning during covid-19 pandemi. It was done with certain schedule. However, there were some obstacle faced by students. Therefore, school have to do evaluation to the form of teaching learning process which was conducted during pandemic situation.

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