Implementation of Face-to-Face Learning after the Covid-19 Pandemic

Case Study at SD Muhammadiyah Pakel, Yogyakarta

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ABSTRAK

After the Covid-19 pandemic, SD Muhammadiyah Pakel has carried out face-to-face learning (PTM) directly in the classroom and still adheres to health protocols. In PTM, it is necessary to prepare planning, implementation, and evaluation, as well as supporting and inhibiting factors. This study aimed to determine face-to-face learning planning, performance, and assessment at SD Muhammadiyah Pakel Yogyakarta. It is descriptive qualitative research as well as knowing the supporting and inhibiting factors of NCD. The subject consists of the principal, the teacher of 3rd grade and 4th grade. The results showed that the planning the implementation of face-to-face learning includes planning goals, materials, learning activities, learning tools, methods, learning resource media, and evaluations had been carried out. The implementation of face-to-face learning includes face-to-face learning factors that affect class management. Formative and summative assessments are supporting elements and inhibiting factors.

Introduction

Indonesia has been facing the Covid-19 pandemic for approximately two years. Covid-19 is reported to have begun to improve with the implementation of vaccines as a whole, including in the field of education. Covid-19 has affected all areas of life, one of which is in the field of education. The Covid-19 pandemic has caused the world of education to experience

changes in the implementation of the learning process. The learning process previously carried out directly in schools has changed to learning carried out at home. Over time[1], Covid-19 began to decline in various regions after the pandemic, making PTM held. Ref. [2] stated that currently, the government has implemented for areas that fall into the category of safe from Covid-19 transmission, can hold face-to-face classes. Of course, the requirement set by the government in conducting face-to-face classroom learning is to pay attention to health protocols still. The readiness of schools and communities is decisive in implementing face-to-face learning in schools that will welcome face-to-face learning in executing the movement of wearing masks, washing hands with soap, and body temperature detection devices. Thus, the new changes have given rise to adaptations for students, teachers, and parents in welcoming face-to-face after the Covid-19 pandemic.

In a teleconference interview, the Minister of Education and Culture said that face-to-face learning could be implemented starting 01 April 2022 in all schools that have begun face-to-face learning with health protocol requirements. Government policies are issued to have a significant impact in various fields, especially in the field of education. It is affecting school management and students towards a new normal. Learning from home significantly impacts the sustainability of education, such as a decrease in the quality of education where students' learning motivation decreases, enthusiasm for learning decreases, and boredom of learning from home [3].

Learning after the Covid-19 pandemic is currently back to normal. Therefore the government provides fresh air to reopen the implementation of NCDs in schools with the condition that they carry out health protocols and carry out comprehensive vaccines for the students, teachers and staff involved. The performance of PTM is essential considering that many students have difficulty understanding the subject matter, which is quite tricky when taught online. According to Ref. [4], In general, face-to-face learning has various advantages for teachers and students, including:

- It makes it easy to provide reinforcement directly
- Formal disciplines applied to face-to-face learning can shape the mental discipline
- Become a vehicle for learning to interact with students
- Facilitate the assessment process by teachers.

Face-to-face learning is a form of education that is considered effective in improving students' behaviour after the Covid-19 pandemic because there is a direct interaction between teachers and students. In the learning environment in the network, teachers cannot directly see how the growth and development of students in doing the tasks given by the teacher. The main goal is the adaptation of new habits by implementing a way of life that will direct the

creation of life and new habits accompanied by the implementation of strict health protocols [5].

The challenge for teachers to adapt post-learning online is by re-creating learning tools. It supports the process of implementing face-to-face learning so that it can run effectively and optimally. Students have become accustomed to online learning, so teachers and students must establish connections in the face-to-face learning process after the Covid-19 pandemic. Ref. [6] states that there must be interaction in the learning process between the teacher and the student. Education is the interaction between the teacher and the student to achieve educational goals, which takes place in a particular environment. This environment is regulated and supervised so that targeted learning activities follow educational objectives. Education serves the learner in his self-development, that is, the development of all his potential, skills, and personal characteristics in a positive direction for himself and his environment. Learning itself is a process of interaction of students with teachers and learning resources in one learning environment. The context of interaction in the learning process is social interaction, that is, the relationship between individuals and groups [7]. Guru, as an individual, interacts with a group of students. Learning is also a process carried out by the individual to acquire a new change in behaviour due to the individual's experience in interaction with the environment.

Face-to-face learning after the Covid-19 pandemic, which can already be carried out generally like learning before the pandemic, provides good news for education in the country. The implementation of NCDs is due to the transmission rate of Covid-19, which has begun to decline. Thus, every school must comply with health protocols to prevent virus transmission. The government's plan to open schools at total capacity is motivated by the high level of *learning loss*. Regarding the face-to-face learning process in schools, it was welcomed that not only teachers and students but parents also received them, feeling that the learning carried out in the network so far was not optimal. The children are already very bored. And the parents are already confused about how to guide the children to study at home. Parents feel less patient in training their children. Face-to-face learning is expected to encourage students. Teachers should have many fun teaching strategies, and students can learn with their peers at school. It's just that face-to-face meetings must be carried out with health protocols. It is time to adapt to the situation; even students have missed school [8][9]. Based on the formulation of research problems taken by researchers, the objectives of this study are:

- knowing the planning, implementation and evaluation of PTM pasca pandemi Covid-19 at SD Muhammadiyah Pakel, Yogyakarta.
- It knows the supporting and inhibiting factors in PTM after the Covid-19 pandemic at SD Muhammadiyah Pakel, Yogyakarta.

Method

A. Data Collection Techniques

Data collection techniques are a way of obtaining the necessary data. In this research, the techniques used include observation and interviews. Observation is a data collection technique with specific characteristics compared to other techniques. Observation is carried out by observing the conditions in the field, either physical or behavioural, during the study. Observation activities are carried out by systematically recording the events, behaviours, and objects viewed to collect as much data and information as possible during the research process. Observations will be conducted from June to July at SD Muhammadiyah Pakel, Yogyakarta. In this case, observation is carried out to observe the PTM process; observation techniques are essential in research because researchers can directly see the situation, atmosphere, and reality in the field. Observations will be made with the principal, 3rd grade and 4th-grade teachers about the implementation of face-to-face learning [10].

The interview techniques in this study used structured interview techniques. Unstructured clouds are used as a data collection technique that is used when the researcher already knows what information the respondent wants to obtain. Thus, this structured interview technique requires researchers to be able to prepare research instruments in the form of a list of interview questions or interview guidelines. With this structured interview technique, each respondent is given the same question, and the researcher notes it. In this study, the principal, 3rd-grade and 4th-grade teachers at SD Muhammadiyah Pakel Yogyakarta were interviewed [10].

Documentation is a method used to obtain data and information in the form of books, archives, documents, writing numbers and images in the form of reports and information that can support research. The documentation carried out in this study is photos, notes, and agendas that can help the investigation. It used photo documentation of school policies in conducting post-pandemic face-to-face learning at SD Muhammdiyah Pakel[10].

B. Data Analysis Techniques

Data analysis techniques systematically compile data obtained from the results of interviews, field notes, and documents. It was organized into patterns, categories, described into units, synthesized, assembled into patterns, having which are essential and which will be studied, and making easy-to-understand conclusions. The data analysis steps used in the study are the interactive analysis model of Miles and Huberman, which divides the steps into data analysis activities with several parts: data collection, data reduction, data presentation and drawing conclusions or verification. In qualitative research, the researcher uses descriptive data analysis techniques to analyze the data of his research results obtained from searching

and systematically compiling the data from observations, interviews and documentation [10][11].

Results and Discussion

This discussion is about implementing face-to-face learning after the Covid-19 pandemic at SD Muhammadiyah Pakel. The argument is about planning to implement PTM, implementing NCDs, evaluating NCDs and supporting factors and inhibiting NCDs.

A. Face-to-Face Learning Planning

Planning is closely related to the relationship between what exists now and how it should relate to the needs of goal setting, priorities, program of activities and allocation of resources. Planning is a series of actions that start from setting goals to be achieved. This stage includes needs analysis and complete document evidence to compile the rares taken. The expected goals can be efficiently achieved effectively—based on the results of research carried out by the principal and teachers of SD Muhammadiyah Pakel, namely planning purposes, materials, learning activities, learning tools, methods, media, learning resources and evaluation. This planning corresponds to the opinion of Ref [12][13].

In the planning stage, one must consider determining goals. It is an important thing that needs to be done before leading to the next step because selecting the plans in advance can make the goals to be achieved also implemented and also directed [13]. Learning can be interpreted as a process by teachers creating a learning environment to choose learning experiences. In other words, learning is a way of preparing learning experiences for learners. Based on the research results at SD Muhammadiyah Pakel, the principal and teachers at the time of determining the goal always coordinate by looking at the readiness of students, parents, teachers, and the surrounding environment. This objective includes the purpose of implementing PTM. The purpose of SD Muhammadiyah Pakel is to carry out post-pandemic face-to-face learning. It seems that the situation has begun to improve, making it possible to carry out the face-to-face learning process. The teachers, students and parents already want the learning process to be carried out face-to-face so that the learning process is carried out effectively.

In addition, there is material planning. Material planning is an important thing that is needed to be done by the teacher. Because the main learning activities that will be delivered are related to the material added, the material taught must also follow the independent curriculum, training material modules, and materials in the independent curriculum book. SD Muhammadiyah Pakel material prepared by the teacher is delivered directly to classroom learning.

After the teacher designs the material for face-to-face learning, the teacher and the students collaborate so that the learning process runs smoothly and the students receive an

education. Because the learning process after the pandemic is currently actively running face-to-face by adhering to health protocols. The method used at SD Muhammadiyah Pakel in post-pandemic face-to-face learning is presently carried out with a lecture method but more to discussions, more groups and more inquiry. This method makes children learn independently. Education is more student-centred.

After everything is done, it is necessary to have an evaluation carried out. The main displaced point of assessment is to present helpful information for decision-makers in determining the policies based on previous evaluations. At SD Muhammadiyah Pakel [14], teachers evaluate learning by giving assignments to students after completing learning activities. The assessment is usually in the form of test questions, enrichment in the independent curriculum book, or the teacher makes his questions. This evaluation stage is carried out to determine the success or failure of students in understanding the material in face-to-face learning after the pandemic.

B. Implementation of Face-to-Face Learning

Post-pandemic face-to-face learning is a learning activity that integrates learning in the classroom with a capacity of 100% and still adheres to health protocols in carrying out learning so that learning runs effectively and efficiently. Face-to-face learning is classroom learning that relies on teachers' presence to educate. PTM students are involved in communication directly in the physical and psychic environment. At SD Muhammadiyah Pakel [15], the implementation of PTM started in May 2022. The PTM is the interaction of students and teachers with learning resources that occur at the same time and place [16].

Based on the results of observations made in teaching and learning activities with post-pandemic face-to-face learning activities, SD Mahammadiyah Pakel must still comply with health protocols recommended by the government in implementing learning. It is to prevent the transmission of Covid-19. Face-to-face learning has applied learning methods designed creatively and innovative in the delivery of learning in the classroom. The technique used in education uses lectures; students are invited to discuss with their friends and in groups. The student is asked to be more active and creative in mastering the learning provided by the teacher. The teacher is a facilitator in developing a more exciting and accessible education for students to accept. Teachers also use media in the form of interactive videos to explain learning, and the classroom is equipped with an LCD projector, musical instruments for art learning, pictures and games as media tools to demonstrate knowledge.

SD Muhammadiyah Pakel has carried out a post-pandemic teaching and learning process in implementing activities requiring learning steps that teachers have neatly arranged before teaching and learning activities are carried out with lesson plan reference. Regarding the steps

for face-to-face learning carried out by the teacher, namely in the form of an introduction, content and closing. The implementation of face-to-face learning is per the lesson plan made by the teacher so that the learning process is effective.

C. Face-to-Face Learning Evaluation

Based on the research results conducted with interviews and observations at SD Muhammadiyah Pakel, evaluation activities were carried out during PTM after the Covid-19 pandemic. Evaluation is a planned activity to determine the value of something. Evaluation is collecting data to determine the extent to which and how the goal is easily achieved. Ref. [17] posits that the evaluation model can be divided into two: formative and summative.

Evaluation formative function as data collection while education is still ongoing. The data from this evaluation can be used to form and modify the program of activities. Suppose in the middle of the action, what things are harmful are already known, and the decision makers can already determine the attitude about the ongoing activities. In that case, the waste that may occur can be prevented.

Evaluation of the community is carried out if the activity program has been completed. A summative assessment is carried out to determine the extent to which a program has a benefit value, especially when compared to the implementation of other programs. Summative assessment data is helpful for educators who adopt programs that are evaluated concerning outcomes, programs and procedures.

SD Muhammadiyah Pakel, in the evaluation activity, uses formative and summative models. In the productive model, evaluation activities are carried out every two weeks related to the process of implementing face-to-face learning that is being carried out so that teachers can exchange ideas with each other. In addition, there are summative evaluation activities if PTM activities have been carried out. Evaluation activities at SD Muhammadiyah Pakel are usually carried out at the year's beginning and end.

D. Supporting Factors and Inhibiting Factors

Based on the results from interviews and direct observations at SD Muhammadiyah Pakel, the face-to-face learning process has indeed been carried out. Because the face-to-face learning process is more effective, it is easier for teachers to deliver complex learning materials and explaining the material also contributes to using media to support learning. The students are happier when studying in the classroom, discussing in groups and asking questions directly if the material described does not understand. Comparing the learning model that has been done p roses face-to-face learning makes it easier for teachers to explain the material directly, and students more easily absorb the material presented by the teacher.

Based on interviews and observations, there are inhibiting factors in implementing face-to-face learning. Some students who are still negligent in adhering to health protocols by not

wearing masks in the classroom as recommended by the government must continue to adhere to health protocols in the learning process.

Conclusion

The article's conclusion relates to implementing face-to-face learning after the Covid-19 pandemic, namely that this approach is carried out in educational institutions face-to-face in full with learning hours as usual. The implementation must still comply with health protocols. Furthermore, PTM management cannot be separated from management functions, namely planning, performance, and evaluation, as well as supporting and inhibiting factors. Control of the implementation of face-to-face learning is carried out with careful planning, effective and efficient implementation, and good evaluation.

Conflict of Interest

The authors stated there was no conflict of interest in the study.

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