

Analysis of Student Responses to Limited Face-to-Face LearningOlivia Fitragisyela¹, Erizal Gani²¹Universitas Negeri Padang; oliviagisyela25@gmail.com²Universitas Negeri Padang; erizalgani@fbs.unp.ac.id

ARTICLE INFO	ABSTRACT
Keywords: <i>Student response</i> <i>Online learning</i> <i>Face to face learning</i>	<i>This study aims to describe and analyze student responses to Limited Face-to-Face Learning. This type of research is descriptive qualitative. The subjects in this study were 50 students from class VII C and VIII I, as well as three students of SMPN 30 Padang who were randomly selected. The data collection technique used in this study was a questionnaire using the Google form platform and unstructured interviews. The results showed that students of SMPN 30 Padang gave a positive response to online learning with an overall average percentage of 79.86% agreeing and 19.46% disagreeing. Limited face-to-face learning is a solution to the problems that occur in the implementation of online learning. Thus it can be stated that learning carried out online has been carried out well.</i>
Article history: Received 2023-03-15 Revised 2023-04-19 Accepted 2023-05-29	
	<i>This is an open access article under the CC BY-NC-SA license.</i>
	
Corresponding Author: Olivia Fitragisyela Affiliation 1; oliviagisyela25@gmail.com	

INTRODUCTION

The Covid-19 pandemic is an event where a virus spreads widely in almost all parts of the world. This is in accordance with the declaration made by the World Health Organization (WHO) on March 9, 2020 which stated that the spread of the corona virus has occurred in all parts of the world simultaneously. Likewise in Indonesia. New cases of contracting the corona virus continue to increase from day to day. This is certainly a condition that must be dealt with quickly. Therefore, the government provides a policy to reduce the number of corona cases contained in the Government Regulation of the Republic of Indonesia Number 21 of 2020 concerning Large-Scale Social Restrictions in the Context of Accelerating the Management of Corona Virus Disease 2019 (Covid-19) which was stipulated directly by President Joko Widodo on March 31, 2020. Then, the term has changed to Imposing Restrictions on Community Activities since early 2021.

The pandemic has had an impact on various aspects, namely health, economic, social, life, to educational aspects. Therefore, the government issued a policy for implementing education during an emergency period (Circular Number 4 of 2020 concerning Implementation of Education Policies During an Emergency Period of the Spread of the Covid-19 Virus). Through this policy, the government provides solutions so that learning can be carried out in accordance with the vision, mission and goals of education, such as the implementation of Distance Learning, where learning activities are carried out at each other's homes (Aswat et al. 2021). In addition, Distance Learning also has an influence on the learning process and the level of student development in understanding and responding to teaching material delivered by the teacher (Basar, et al. 2021).

Distance learning is also known as online learning. Online learning is carried out online by utilizing the internet network and devices that can support learning such as Google classroom, Zoom, E-learning, Google Meeting, Youtube, WhatsApp Group, Edmodo, or other platforms (Habibah et al., 2020). That way, students and teachers no longer need to meet face to face in carrying out learning. This is done to reduce crowds which can result in the spread of the corona virus increasing.

This online learning has created new problems in the world of education. Based on the results of research conducted by the Ministry of Education and Culture, it was found that the effects of a prolonged pandemic which forced face-to-face learning to be abolished actually had a negative impact. Then, the Ministry of Education and Culture also provided details on this matter. First, many children are forced to drop out of school to help their parents earn money to support their families. Second, there is a gap in learning outcomes due to different access and quality of students. Studies find that academic achievement when face-to-face in class is higher than during distance learning. Third, many children experience violence at home without being detected by teachers which occurs because of the impact of parental pressure on the learning load given to parents (Wahyuni, et al. 2022). Therefore, the government made a new coordination in mid-2021 on the basis of considerations regarding the declining number of Covid cases and the impacts and deficiencies that occurred when online learning was carried out.

The learning system that is a solution from the government regarding the impacts and drawbacks of online learning is a limited face-to-face learning system. The government grants permission to carry out face-to-face learning with the terms and conditions that apply. Limited face-to-face learning is a learning system of change where previously students carried out learning entirely online and then switched to an offline learning system while still having to comply with and pay attention to health protocols. Face-to-face learning is learning that takes place in the classroom between teachers and students without any barriers that cause direct verbal interaction and communication between the two to occur, so that if students experience a problem, the teacher can provide direct coaching (Anggrawan et al. 2019) . In fact, face-to-face learning has been implemented for a long time, where teachers and students are required to be in the same room so that they can communicate properly (Nissa and Haryanyo et al. 2020).

Limited face-to-face learning can be carried out with a number of terms and conditions such as permission from the local government, schools must comply with and provide health protocol facilities for teachers and students, limiting the number of students in one class to only 50% of the number of students in the class (half of the total students in the class, and get approval from parents and guardians of students. As for students who do not get approval to take part in limited face-to-face learning, parents must prepare their children and provide facilities for children to be able to take part in online learning.

The implementation of limited face-to-face learning at SMPN 30 Padang is carried out in an alternate system while still paying attention to health protocols. Then, the implementation of the learning was carried out based on the technical guidelines for implementing face-to-face learning during the limited covid-19 pandemic which had been circulated by the Education Office in 2021. Based on this background, the author was interested in knowing student responses to limited face-to-face learning during the Covid-19 pandemic at SMPN 30 Padang for the 2021/2022 academic year.

METHODS

This research uses descriptive qualitative research with closed interview and questionnaire methods. According to Bogdan and Tylor (in Lexy J. Moleong, 2010: 4) qualitative research is research that produces data in the form of words or verbally from research sources. The reason for using this research method is that the data and research results obtained are in the form of facts obtained from the respondents. The research was conducted at SMPN 30 Padang because, based on the researchers' considerations, the location of SMPN 30 was close to where the researchers lived, so researchers could easily obtain data. The subjects of this study were students of class VII and VIII. In this study, samples were taken from class VII C and VIII I. The data collection technique used in this study was through a closed questionnaire made on a Google form containing 15 statements. The questionnaire was promoted with the help of one of the students. from each class VIII I and VII C to share the link with all students in that class. In addition, unstructured interviews were also conducted with three randomly selected students of SMPN 30.

FINDINGS AND DISCUSSION

Based on the results of interviews conducted with three students of SMPN 30 Padang via WhatsApp, it can be seen that the interviewees were very happy with face-to-face learning again, even though the face-to-face learning system this time was different from the face-to-face learning system previously implemented. Where students are divided into two shifts, namely the first shift and the afternoon shift. Then, in each one class itself consists of 32 students. This means that 16 students carry out learning in the first shift and 16 other students in the second shift. In addition, in carrying out limited face-to-face learning, SMPN 30 Padang continues to pay attention to health protocols by requiring the use of masks and providing facilities so students can wash their hands easily such as in front of each class and hand washing soap.

The resource persons also revealed that face-to-face learning really helped them in learning. By holding this limited face-to-face learning they feel that they can understand learning material more easily than when learning online. Then, they can also easily submit complaints directly to the teacher concerned if there are problems understanding the material and carrying out the assignments given. Especially for class XII students who need extra guidance from the teacher in preparing themselves to continue their education to senior high school. As for the difficulties faced by grade VII students who find it a little difficult to adapt to the world of junior high school, which previously they were at the elementary school level. Overall, limited face-to-face learning can be a solution to problems that occur during the implementation of online learning. Because online learning makes learning monotonous so boredom can easily approach students.

Even though this limited face-to-face learning is better than online learning, of course there are problems that occur. The division of learning shifts causes cuts in learning time. Short learning time makes the teacher rush in conveying the material so that students cannot fully accept the material being taught. It can be concluded that the allocation of limited face-to-face learning is still quite lacking. Furthermore, the speakers also expressed their hopes. From the hopes expressed by the informants, it can be concluded that they hope that the Covid-19 pandemic will end soon. So, we can return to face-to-face learning as before the Covid-19 pandemic. The next hope is that learning hours will return to normal as before the Covid-19 pandemic. So that the teacher becomes more relaxed and doesn't rush in delivering the material. That way, students can more easily understand the learning material presented.

The next data collection method is through an open questionnaire. The language center states that (in Wahyu Widhiarso, 2012: 119) the response is an individual response, reaction, or answer. In this study a questionnaire was created using the Google Form platform which contained 15 statements. The questionnaire was promoted to students of class VII C and VIII I with the help of a student from that class. Students are asked to choose to agree or disagree with each statement presented. Filling out the questionnaire is given a time limit of three days. However, not all students were willing to fill out the questionnaire so that only 50 respondents could be collected from the two classes. The following are the results of a student response questionnaire consisting of 50 respondents obtained from the Google form platform.

Table 1. Student Responses to Limited Face-to-Face Learning

No.	Statement	Student Respon		(%)	
		A	D	A	D
1.	The application of face-to-face learning is limited during the co-19 pandemic.	45	5	90	10
2.	Implementation of limited face-to-face learning remains disciplined in complying with health protocols.	46	4	92	8
3.	Can understand the teaching material being taught.	38	12	76	24

4.	Can make good use of limited study hours.	36	14	72	28
5.	Limited face-to-face learning is quite effective.	32	18	64	36
6.	Limited face-to-face learning is fairly efficient.	34	16	68	32
7.	Parents agree to limited face-to-face learning.	40	10	80	20
8.	Parents give full support regarding limited face-to-face learning.	42	8	84	16
9.	Able to do and complete the tasks given by the teacher well, honestly and responsibly.	38	12	76	24
10.	Can adapt well to limited face-to-face learning systems.	42	8	84	16
11.	Motivation and enthusiasm for learning have increased compared to online learning.	44	6	88	12
12.	The material taught by the teacher has been conveyed well.	39	11	78	22
13.	Limited face-to-face learning systems can help students in learning.	40	10	80	20
14.	Limited face-to-face learning can increase focus in learning.	38	12	76	24
15.	The difficulties experienced during online learning can be overcome when limited face-to-face learning is carried out.	45	5	90	10
Total		599	151	1198	292
Average				79.86	19.46

Description : A (Agree); D (Disagree)

Based on questionnaire survey data with 50 respondents regarding the learning process, it can be understood that students give a positive response to limited face-to-face learning. This can be seen from the high average value of statements in agreeing statements compared to disagreeing. Where the average percentage for students who agreed was as much as 79.86% and 19.46% for statements that did not agree.

Regarding the first statement "The application of face-to-face learning is limited during the Covid-19 pandemic.", 45 students gave statements of agreement and 5 students gave statements of disagreement. The second statement "Implementation of limited face-to-face learning remains disciplined in complying with health protocols." 46 students gave statements of agreement and 4 students gave statements of disagreement. The third statement "Can understand the teaching material being taught", 32 students gave statements of agreement and 12 students gave statements of disagreement. The fourth statement "Can make good use of limited study hours", 34 students gave statements of agreement and 16 students gave statements of disagreement. The fifth statement "Limited face-to-face learning is quite effective.", 32 students gave statements of agreement and 18 students gave statements of disagreement.

The sixth statement "Limited face-to-face learning is quite efficient", 34 students gave statements of agreement and 16 students gave statements of disagreement. The seventh statement "Parents agree to limited face-to-face learning", 40 students gave statements of agreement and 10 students gave statements of disagreement. The eighth statement "Parents provide full support regarding limited face-to-face learning", 42 students gave statements of

agreement and 8 students gave statements of disagreement. The ninth statement "Can do and complete the tasks given by the teacher. properly, honestly, and responsibly.", 38 students gave statements of agreement and 12 students gave statements of disagreement. The tenth statement "Can adapt well to limited face-to-face learning systems.", 42 students gave statements of agreement and 8 students gave statements of disagreement.

Statement eleven "Motivation and enthusiasm in learning have increased compared to online learning", 44 students gave statements of agreement and 6 students gave statements of disagreement. The twelfth statement "The material taught by the teacher has been conveyed well.", 39 students gave statements of agreement and 11 students gave statements of disagreement. The thirteenth statement "A limited face-to-face learning system can help students in learning.", 40 students gave statements of agreement and 10 students gave statements of disagreement. The fourteenth statement "Limited face-to-face learning is able to increase focus in learning.", 38 students gave statements of agreement and 12 students gave statements of disagreement. The fifteenth statement "Difficulties experienced during online learning can be overcome when limited face-to-face learning is carried out", 45 students gave statements of agreement and 5 students gave statements of disagreement.

Discussion

This study shows that limited face-to-face learning is effectively used in learning. This is also supported by research conducted by previous researchers. Pernanah, Rizatunnita, Kuslunawati & Hendriyanto (2022) found that the implementation of limited face-to-face learning during the Covid-19 pandemic at SMA N 1 Kubu had been well implemented and comply with established health protocol standards. Various school efforts in preparing and carrying out the limited face-to-face learning process so that the learning process does not experience significant obstacles. Various phenomena found in the field and school activities have been presented that seek to continue to realize learning outcomes and support the breaking of the chain of transmission of Covid-19, especially for residents of SMA N 1 Kubu. The readiness of schools and teachers has also been a concern, where teachers have made every effort to prepare learning tools that are appropriate to the conditions and situations at school.

Syafiani, Baihaqi & Sulistyowati (2021) found that face-to-face learning or PTM carried out at Darul Ulum Palangka Raya had complied with the health protocol in accordance with government regulations. To make face-to-face learning more effective at Darul Ulum Palangka Raya, wear a mask, wash your hands, and keep your distance from one another. The problem of face-to-face learning at Darul Ulum Palangka Raya is that students do not wear masks in class so they have to be reminded again to use masks.

Husna & Sugito (2022) states that limited face-to-face learning is a solution when various obstacles to online learning for one year are felt by teachers, parents and students. Learning takes place with adjustments to facilities and curriculum as well as learning methods. Facilities are equipped with standard health protocols set by the government. The curriculum is simplified so as not to burden students and teachers considering the various restrictions that still have to be obeyed even though this learning has been permitted. The learning method in the network is not direct but uses blended learning where online and offline learning continues. Early Childhood can adapt quite well after receiving directions from adults. The efforts of teachers and parents in giving understanding to children must be conveyed as clearly as possible and always evaluated accompanied by building children's understanding from the start, exemplary and repetition in conveying various new habits. Different environmental

conditions in each school will not make it difficult for students to adapt when the foundation of children's understanding and habituation is solid. The students in the four kindergartens studied were able to adapt well even though at the beginning there were still some children who needed special attention.

Fitriansyah (2022) stated that in the midst of the Covid-19 pandemic, of course it is not an easy thing to carry out learning, moreover the implementation of limited PTM is a new adaptation in learning, it requires active involvement and the role of stakeholders in facilitating this, so that both students and parents will feel safe and comfortable in participating in the learning process. In the implementation of Limited PTM at Bina Sarana Informatika University, there were differences in choices where in the first class as much as 80% chose PTM, while in the second class as many as 71% chose Non-PTM. This shows that the implementation of PTM is still a polemic among students.

CONCLUSION

SMPN 30 Padang students gave a positive response to the implementation of limited face-to-face learning. Through this limited face-to-face learning students can return to school, so that students can interact directly with their peers and can understand learning material more easily than when learning online. Then, if there are problems in understanding the material and doing assignments students can directly ask the teacher. Furthermore, teachers can provide guidance to students directly. In carrying out limited face-to-face learning, SMPN 30 Padang continues to comply with health protocols. Students and teachers are required to wear masks and schools also provide facilities so that school members can easily wash their hands, such as water faucets located in front of each class and provision of hand washing soap. Furthermore, learning is carried out in two shifts, namely the morning shift and the afternoon shift. The morning shift is filled by half of the number of students in the class, namely 16 students in one shift. Broadly speaking, this limited face-to-face learning can be a solution to the deficiencies that occur when online learning is implemented. Then the positive response given by students can prove that SMPN 30 Padang has carried out limited face-to-face learning during the co-19 pandemic well.

Acknowledgments: Thank you to the Principal of SMP N 30 Padang who has given permission to collect research data. Thank you also to the students of SMP N 30 Padang who were willing to be involved in filling out the questionnaire.

REFERENCES

- Anggrawan, A. (2019). Analisis Deskriptif Hasil Belajar Pembelajaran Tatap Muka dan Pembelajaran Online Menurut Gaya Belajar Mahasiswa. *Jurnal Matrik*, 18(2), 339-346.
- Aswat, H., Sari, E. R., Aprilia, R., Fadli, A., & Milda, M. (2021). Implikasi Distance Learning di Masa Pandemi COVID 19 terhadap Kecerdasan Emosional Anak di Sekolah Dasar. *Jurnal Basicedu*, 5(2), 761-771,
- Basar, A. M. (2021). Problematika Pembelajaran Jarak Jauh Pada Masa Pandemi Covid-19: (Studi Kasus di SMPIT Nurul Fajri – Cikarang Barat – Bekasi). *Jurnal Ilmiah Pendidikan*, 2(1), 208-218.
- Fitriansyah, F. (2022). Dinamika Pembelajaran Tatap Muka Terbatas di Kalangan Mahasiswa. *Prima Magistra: Jurnal Ilmiah Kependidikan*, 3(1), 123-130.
- Habibah, R., Salsabila, U. H., Lestari, W. M., Andaresta, O., & Yulianingsih, D. (2020). Pemanfaatan Teknologi Media Pembelajaran di Masa Pandemi Covid-19. *Jurnal Pendidikan Dasar*, 2(2), 1-13.

- Husna, M. & Sugito (2022). Ekplorasi Penerapam Pembelajaran Tatap Muka Terbatas pada Jenjang PAUD di Masa Kebiasaan Baru. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(3), 1846-1858.
- Peraturan pemerintah Republik Indonesia Nomor 21 Tahun 2020 tentang Pembatasan Sosial Berskala Besar dalam Rangka Percepat Penanganan Corona Virus Disease 2019 (Covid-19).
- Pernantah, P. S., Rizatunnita, Kusnilawati, L. & Hendrianto, C. (2022). Implementasi Pembelajaran Tatap Muka (PTM) Terbatas Selama Pandemi Covid-19 di SMA N 1 Kubu. *Pedagogy: Jurnal Ilmu Pendidikan*, 22(1), 46-52.
- Purniawan, P., & Sumarni, W. (2020). Analisis Respon Siswa Pada Pembelajaran Daring di Masa Pandemi Covid 19". In *Prosiding Seminar Nasional Pascasarjana (PROSNAMPAS)*, 3(1), 784-789.
- Nissa, Siti Faizatun dan Akhmad Haryanto. (2020). Implementasi Pembelajaran Tatap Mukadi Masa Pandemi Covid-19". *Jurnal Ika : Ikatan Alumni PGSD UNARS*, 8 (2), 402-409
- Syafiani, N., Baihaqi, A. & Sulistyowati. (2021). Problematika Pembelajaran Tatap Muka Terbatas di MI Darul Ulum Palangka Raya. *Proceedings of the Seminar on National Education Tarbiyah Department, FTIK IAIN Palangka Raya*, 61-70.
- Wahyuni, A. S.. (2022). Analisis Respon Siswa Kelas XII SMA Negeri 9 Makassar terhadap Penerapan Blended Learning dalam Pembelajaran Tatap Muka Terbatas pada Materi Pewarisan Sifat pada Makhluk Hidup. *Jurnal Pendidikan Biologi*, 7(1), 23-29.
- Widhiarso, W. (2012). Deteksi Dan Eksplorasi Kesetakan Respons Siswa Pada Skala Motivasi Berprestasi. *Jurnal Pendidikan dan Pengajaran*, 45(2), 118-129.