

Online to Offline Learning; Transition to New Normal Education

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Abstract

This qualitative research aims to examine the transition from online learning to offline Face-to-Face Instruction. The research was conducted at SMAN 2 Majene from August to November 2021. Data collection was carried out in three stages. The first stage was distributing questionnaires to 63 students. The second stage was the observation of learning in classroom. The third stage was in-depth interviews with 9 students using interview guidelines. This research was approved by the Principal of SMAN 2 Majene and all participants have expressed their willingness to be research respondents. Open questionnaire data and interview results were analyzed using Miles and Huberman's qualitative data analysis techniques, which include data presentation, data reduction, and drawing conclusions, observational data are summarized and presented in tabular form. The results showed that (1) students are more excited and motivated to learn when face-to-face instruction is implemented; (2) Students experience social awkwardness when meeting friends at school. (3) Students struggle to actively engage in learning; and (4) Students have found it difficult to break their online study habits. The results of this study were expected to be taken into consideration for teachers in designing learning in the new normal period.

Keyword — Online Learning, Offline Learning, New Normal

1. INTRODUCTION

The global pandemic known as Corona Virus Disease 2019 (Covid-19) has caused a health crisis that has affected many facets of life, including the field of education. To break the chain of transmission of Covid 19, The Indonesian government established a policy of Imposing Restrictions on Community Activities (*Pemberlakuan Pembatasan Kegiatan Masyarakat - PPKM*). (Ayunda, 2020). One effect of this policy was the closure of schools and other educational institutions (Lestari and Gunawan, 2020), which causes learning that previously took place at schools to shifted to learning from home (*Belajar dari Rumah - BDR*) that is carried out online.

During BDR, students were expected to be able to access subject matter from online sources (Kurniasari et al., 2020). By using digital platforms connected to the internet, online learning is thought to reduce both distance and learning time (Putra and Irwansyah, 2020). Google Classroom, Edmodo, and WhatsApp are just a few examples of platforms that can be used and are considered effective for online learning. Teachers and students can both use this platform to exchange ideas, perspectives, and experiences during learning (Firman, 2020).

Many students complained about BDR even though it was regarded as a learning solution during the Covid 19 pandemic. Because there are so many assignments, many students feel anxious and under pressure. Additionally, most students were experiencing online learning for the first time (Rahajo and Sari, 2020). This may have an impact on the students' motivation and eagerness to learn (Kaffenberge, 2020).

Due to the various difficulties encountered during the BDR, The Ministry of Education and Culture, along with the Minister of Religion, Minister of Health, and Minister of Home Affairs, issued a Joint Decree of the Four Ministers of SKB Number 03/KB/2021, Number 384 of 2021, Number HK.01.08/MENKES/4242/2021, and Numbers 440-717 of 2021 regarding the implementation of limited face-to-face instruction (*Pembelajaran Tatap Muka Terbatas - PTMT*) at schools situated in green zones.

The teaching and learning processes used in schools during the PTMT period undoubtedly call for some adaptations due to modifications in culture and study habits (Saputra and Muharramah, 2020), limitations

on study hours (Utari et al., 2020), and various occurrences that arose during the process of shifting from BDR to face-to-face learning at school (Suprijono, 2020).

2. RESEARCH METHOD

This qualitative research aims to examine the transition of online learning during the Learning from Home (*Belajar dari Rumah -BDR*) period to offline instruction during the Limited Face-to-Face Instruction (*Pemebelajaran Tatap Muka Terbatas - PTMT*) period. The research was conducted at SMAN 2 Majene from August to November 2021. This research was approved by the Principal of SMAN 2 Majene.

Data collection was carried out in three stages. The first stage was distributing questionnaires to 63 students. The open-ended questionnaire contains questions regarding (1) Learning from Home experience; and (2) face-to-face learning experiences. All the students taking part in the survey indicated that they are willing to respond.

The second stage was learning observation. Observation sheets were used to record what is seen throughout the teaching and learning process in the classroom. The observation sheet contains aspects of observation including (1) learning activities, and (2) the behavior of students in class. There were 3 classes that were observed, and both teachers and students involved had given their consent to be observed.

The third stage is in-depth interviews. Interviews were conducted with 9 students using interview guidelines containing question indicators: (1) Learning from Home experience; and (2) face-to-face learning experiences. All students had given their consent to be interviewed. While open questionnaire data and interview results were analyzed using Miles and Huberman's qualitative data analysis techniques, which include data presentation, data reduction, and drawing conclusions, observational data are summarized and presented in tabular form.

3. RESULT AND DISCUSSION

Table 1. Questionnaire analysis result

| Indicator | Code |
|-----------------------------------|-------------------------------------|
| Learning from Home | Learning online |
| | Utilizing an online learning app |
| | online learning is unpleasant |
| | time management issues |
| | Boring learning |
| | keep the camera off during learning |
| | Studying independently |
| | Complete one's own homework |
| | Learning styles shift. |
| | Lesson comprehension issues |
| | Exercise answering questions. |
| | Convenient study hours |
| | Daydreaming a lot while studying |
| | Face-to-face learning |
| Face-to-face instruction | |
| increased desire to learn | |
| opportunity to ask the teacher | |
| able to get together with friends | |
| Lessons are easier to comprehend. | |
| awkward interaction | |
| drained from attending class | |
| study period seemed prolonged | |
| using a cell phone while in class | |
| would rather remain in class | |

For the majority of students, online learning is new. Students are shocked and uncomfortable by the abrupt shift to online learning mode. The educational software that teachers use feels strange and perplexing. Many students turn off the camera when learning synchronously online using a video conferencing application, in part due to network restrictions and in part so they can perform other tasks. But students also value online learning for its flexible study schedule. In addition, online learning is able to encourage students to study independently.

Numerous students are growing weary of their nearly four semesters of online coursework. As a result, students were very happy to see face-to-face learning implemented. Being able to interact with friends and teachers makes studying at school more enjoyable. Face-to-face instruction allows students to ask questions and directly hear the teacher's explanations, making it easier for them to comprehend the material being taught.

As a result of being able to return to school and see friends and teachers, face-to-face instruction increases students' enthusiasm and learning motivation (Alfin et al., 2022). Additionally, during face-to-face instruction, students can ask questions, discuss concepts with other students, and hear the teacher explain things in detail (Arifin, 2021). However, compared to online interactions, talking to classmates and teachers offline feels different. When forced to speak directly with friends or teachers at school, many students initially felt uncomfortable. According to Nasution et al. (2022), when face-to-face learning first started being used, students were still adjusting, so they were reluctant to speak up in front of the class and tended to be quiet.

Table 2. Observation result

| Indicator | Observation Result |
|-------------------|---|
| Learning Activity | shorter study sessions |
| | adhere to health protocols |
| | Start learning with prayer |
| | The instructor provides the subject explanations. |
| | Question and answer session |
| | Students draw conclusions |
| | The instructor ends the lesson. |
| Students behavior | The majority of learners are passive |
| | Learners only speak when called upon |
| | using a cell phone covertly |
| | Students take notes |
| | Students do not leave the classroom. |
| | drowsy among the students |

Because it was carried out during the PTMT period, face-to-face learning was carried out in accordance with health protocol with a shorter learning duration. However, the learning process continues as usual face-to-face learning. Onde et.al (2021) revealed that learning during PTMT was carried out by referring to learning guidelines during the Covid-19 pandemic while adhering to health protocols (Pernatah et al., 2022) and reducing the duration of learning in class (Tri et al., 2022).

However, it appears that students are still not accustomed to face-to-face instruction. Many of the students appeared sleepy, irrespective of the fact that almost all of them took notes and remained in the classroom throughout the lesson. The majority of students were silent and only take an active part when instructed to do so by their teacher.

Table 3. Interview analysis result

| Indicator | Code | |
|---|---|-----------------------------|
| Learning from Home | learning support during the Covid-19 pandemic | |
| | Read the assigned readings. | |
| | completing assignments | |
| | numerous tasks | |
| | inconsistent study hours | |
| | It's challenging to concentrate on the lesson during Zoom | |
| | inability to comprehend the lesson | |
| | Weary of online learning | |
| | It is challenging to engage in online learning. | |
| | Internet issues | |
| | distractions at home | |
| | Face-to-face learning | enthusiastic about learning |
| | | in-class study |
| arrive at school promptly | | |
| The teacher's explanation is easier to understand | | |
| The time spent studying seems excessive. | | |
| being worn out while studying | | |
| awkward to talk to friends | | |
| hesitant to inquire during class | | |
| reluctant to offer commentary during the lesson | | |
| Uneasy speaking in front of the class | | |
| feeling like they are being watched over by the teacher | | |
| fewer tasks | | |
| accustomed to using a smartphone | | |
| utilizing a smartphone as an educational tool | | |
| prefer to remain in class | | |

Online education was seen by students as a way to solve learning issues that resulted from school closures during the BDR era. Students welcomed the use of various learning applications by teachers even though they were perplexed by the abrupt change in the mode of instruction. Students can easily access learning resources shared by teachers through the LMS, chat with others using instant messaging services, and even watch teachers explain material using video conferencing services.

however, there were indications that students experienced burnout related to online learning. Students struggle to manage their time due to study schedules that were inconsistent. They must always plan ahead for teacher assignments and manage their time effectively so that they can turn them in by the deadline. They feel burdened by the number of assignments the teacher assigned. According to Sunawan et.al., (2021) Due to the increased workload associated with online learning, students often experience burnout.

The transition from online learning to face-to-face learning makes students feel excited. The students admitted that they prepared all their learning equipment and went to school earlier so they would not be late. In addition, learning face-to-face in the classroom is felt more comfortable by students. They can directly hear how the subject is presented, make notes, and have discussions with teachers and classmates. Many students discover that they can comprehend the subject matter better when it is presented in person rather than when it is presented online.

Meeting new friends at school, though, can be difficult. Since they had been studying virtually for almost four semesters, many students found that meeting in person was extremely awkward. They have trouble communicating because it's challenging to come up with a topic for conversation. A similar thing occurred when students were learning in a classroom. Students get anxious when teachers are present in person. They became self-conscious and believed their teacher is constantly observing them. As a result, they lack the self-assurance to speak up and were reluctant to make inquiries while learning.

Additionally, it is difficult to entirely break the habit of online learning. In-class cellphone use is still common among many students. Students find it challenging to stick to the allotted study time at school because they are used to flexible online study times. Furthermore, a lot of students find that sitting in class during study hours quickly wears them out. According to Soekanto (2009), students will be impacted by changes to the learning environment. Therefore, in order for learning to proceed without a hitch, students must adapt.

4. CONCLUSION

The emergence of various problems in online learning during BDR made students welcome the application of face-to-face learning. Students were more excited and motivated to learn when face-to-face instruction was implemented. Students, however, experienced social awkwardness when meeting friends at school. Although face-to-face instruction was more enjoyable, many students find it difficult to be actively engaged. Additionally, a lot of students have found it difficult to break their online study habits, which has a negative impact on their face-to-face learning activities.

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