



## STUDENTS PERCEPTION OF LIMITED FACE-TO-FACE LEARNING MANAGEMENT DURING PANDEMIC IN ISLAMIC EDUCATION CLASS

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### ABSTRACT

*This study aims to determine students' perceptions of limited face-to-face learning during the COVID-19 pandemic at SMAN 1 Singaparna in the 2021/2022 academic year. The research method used is a qualitative method with a descriptive qualitative approach with data collection techniques in the form of an open questionnaire to class XI MIPA 4 AND XI MIPA 5, especially in the subject of Islamic education SMAN 1 Singaparna. The results showed that the students towards this limited face-to-face learning were very enthusiastic. With limited face-to-face learning, students can return to school and interact with teachers and their peers, can directly receive lessons from the teacher, and can discuss related lessons learned. This makes the learning process more enjoyable. The learning delivered by the teacher is easier to understand because the teacher explains directly not only giving assignments so that this limited face-to-face learning is the right solution to the problems faced by students during distance learning.*

**Keywords:** student perception, limited face-to-face learning, pandemic

### ABSTRAK

Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap pembelajaran tatap muka terbatas pada masa pandemi COVID-19 di SMAN 1 Singaparna tahun ajaran 2021/2022. Metode penelitian yang digunakan adalah metode kualitatif dengan pendekatan kualitatif deskriptif dengan teknik pengumpulan data berupa angket terbuka kepada siswa kelas XI MIPA 4 DAN XI MIPA 5 khususnya pada mata pelajaran Pendidikan Agama Islam SMAN 1 Singaparna. Hasil penelitian menunjukkan bahwa siswa terhadap pembelajaran tatap muka terbatas ini sangat antusias. Dengan pembelajaran tatap muka yang terbatas, siswa dapat kembali ke sekolah dan berinteraksi dengan guru dan teman sebayanya, dapat langsung menerima pelajaran dari guru, dan dapat mendiskusikan terkait pelajaran yang dipetik. Hal ini membuat proses belajar menjadi lebih menyenangkan. Pembelajaran yang disampaikan oleh guru lebih mudah dipahami karena guru menjelaskan secara langsung tidak hanya memberikan tugas sehingga pembelajaran tatap muka terbatas ini menjadi solusi yang tepat atas permasalahan yang dihadapi siswa selama pembelajaran jarak jauh.

**Kata Kunci:** persepsi siswa, pembelajaran tatap muka terbatas, covid-19

### INTRODUCTION

The expansion of the Covid-19 problem has an impact on various aspects, especially in the education aspect (Onyema, 2020). The impact of Covid-19 on learning and education has given rise to several regulations in the learning system by closing access to face-to-face learning by implementing the learning system and education system in



schools as inaugurated by the government (Annur & Maulidi, 2021). Since mid-March 2020 learning has been carried out using distance learning.

Adawiyah, Isnaini, Hasanah, & Faridah, (2021), in their research that the implementation of online learning resulted in a decrease in the quality of learning, reduced student motivation, decreased student participation in learning, and boredom with learning from home. In this regard, the Minister of Education has explicitly provided direction through Circular Letter Number 4 of 2020. This distance learning has various consequences for parents, teachers, and students. Besides that Setyorini (2020) said that there were problems felt by parents, teachers, and students in this distance learning activity, namely the lack of ability to use technology, buying internet quotas, increasing the work of parents in assisting their children in learning, socialization, and communication. Fellow students are reduced, parents and teachers have little interaction and the working hours of teachers seem to have no limits.

According to (Chandra & dkk, 2020), the obstacles experienced by students in online learning during the Covid-19 pandemic were inadequate facilities, the need for adaptation to online learning, and many students who experienced boredom because they only studied at home, parents also felt burdened because of additional expenses to buy internet quota.

Even though there are obstacles, the learning activities are still carried out. Therefore, teachers are required to be innovative and creative, choose the right strategy, and work together to answer the challenges of education amid the Covid-19 pandemic. To reduce the impact of learning loss that occurred during the Covid-19 pandemic in Indonesia, it is important to carry out face-to-face learning (Face-to-face Learning). However, Face-to-face Learning must be implemented in a limited Face-to-face Learning (Nissa & Haryanto, 2020) revealed that face-to-face learning is learning where teachers and students communicate directly in the same place. According to Anggrawan (2019), face-to-face learning is learning in the classroom that relies on the presence of educators to educate. In face-to-face learning, students are involved in direct communication in the physical and psychological environment. In other words, face-to-face learning is a learning process carried out by two-way communication between teachers and students directly in the same place without any intermediaries.

On March 30, 2021, a Joint Decree (SKB) of 4 Ministers was issued, namely the Minister of Education and Culture, Minister of Religion, Minister of Health and Minister of Home Affairs Number 03/KB/2021, Number 384 of 2021, Number HK.01.08/MENKES/4242/ 2021, Number 440-717 of 2021 concerning Guidelines for the Implementation of Learning in the Time of the Covid-19 Pandemic. Through this joint decision, the government encourages the acceleration of limited face-to-face learning (Face-to-face Learning) while still implementing health protocols.

Students are the main dimension who will carry out face-to-face learning, therefore student responses to limited face-to-face learning during the pandemic are important. Students are bored studying from home because they cannot interact directly with the teacher and their friends. This is in line with the results of research by Kusuma & Sutapa, (2020) which explains the negative impacts of online learning including a lack of cooperative attitude, tolerance, and sometimes feeling bored and sad, and missing friends



and teachers. This research is important because it is expected to be part of the decision-making resources for related parties. Based on the description above, the problem formulation of this research is to find out how students' perceptions of face-to-face learning management (Face-to-face Learning) are limited during the Covid-19 pandemic. The purpose of this study was to determine students' perceptions of limited face-to-face learning management (Face-to-face Learning) during the Covid-19 pandemic.

## METHOD

This was a descriptive study that attempted to assess students' perceptions of limited face-to-face learning management during the pandemic. This study was conducted at SMAN 1 Singaparna. This study's respondents were 25 students consisting of 13 students XI MIPA 4 and 12 students XI MIPA 5 especially in the subject of Islamic education. In this research, the population was all students in the eleventh grade. The sample of this research was 25 students using purposive sampling. In data collection techniques, researchers used online questionnaire techniques to obtain information. The questionnaire in this study was organized into 10 open-ended statements which essentially relate to limited face-to-face learning management during the pandemic.

The questionnaire was compiled in a Google form to obtain research data. In the data analysis, the researcher analyzed by looking at the answers to the questions that were distributed to the Google form. The data was analyzed by giving a description of it. The researcher looked at and categorize into students' perception in carrying out limited face-to-face learning during the pandemic. Data analysis is carried out by compiling data, describing it, compiling it into a pattern, and drawing conclusions that can be shared with others (Sugiyono, 2016). This questionnaire consisted of 10 statements. The questionnaire can be seen in the following table

**Table 1.** Distribution of Questionnaire and Its Category

| No | Category   | Questions Number |
|----|--|------------------|
| 1  | Students' Perception of limited face-to-face learning management Process Tools and Media in Learning | 1,2, and 3       |
| 2  | Students' Perception of limited face-to-face learning management in Understanding the Material       | 4,5              |
| 3  | Students' Perception of limited face-to-face learning management obstacle and hope from Students     | 6,7              |
| 4  | Students' Perception of Participation and Interaction in limited face-to-face learning               | 8,9              |



|   |  |    |
|---|--|----|
|   | management Process   |    |
| 5 | Students' Perception of limited face-to-face learning management of Teacher's Activity in Motivating the Students to Study | 10 |

## RESULTS AND DISCUSSION

### Students' Perception of limited face-to-face learning management During Pandemic

This part explained the results of the study after the data from the questionnaire were obtained. The data from the questionnaire was expected to answer the research question in this study. The data from the open-ended question would be explained to answer the research question about how to do the students' perception of limited face-to-face learning management during the pandemic. The question consists of ten questions.

Based on the questionnaire data, information was obtained that 100% of students carried out a limited face-to-face learning process in the even semester of 2019/2020 at SMAN 1 Singaparna. As analysis by the previous study concluded that Indonesia has prepared virtual infrastructure well (Churiyah, Sholikhah, Filianti, & Sakdiyyah, 2020) which meant that the school can use limited face-to-face learning with due observance of health protocols. In the next questionnaire, it was known that the online tools and media used in limited face-to-face learning are various types. Google Classroom and WhatsApp are ranked first with 25 respondents, 13 respondents use Google Meet, 12 respondents use Zoom, 7 respondents on Gmail, and 5 respondents on YouTube. Besides that, there are several applications used in learning such as a puzzle, quizzes, and WPS Office. As mentioned in the previous research that if technology is used properly, it can help students succeed academically and prepare them for subsequent online learning and in the future (Simamora, 2020) besides that the concept of online learning management can use WhatsApp to convey information and Google Classroom for learning (Tahalli & Prasajo, 2021).

Based on the following questionnaire items, information was obtained about the online media that was most in-demand preferred by students in the limited face-to-face learning process. As many as 25 students like Google Classroom, 25 students like WhatsApp, 23 students like Google Meet, 17 students like Zoom, 10 students like Gmail and Youtube, and 25 students like puzzles and quizzes. The previous research said the success of online learning in Indonesia during the COVID-19 Pandemic was determined by the readiness of technology in line with the curriculum (Rasmitadila et al., 2020). It can be seen that the students are enthusiastic using several applications in limited face-to-face learning.

At this point, most students have a good response to students' perception of "limited face-to-face learning management in Understanding the material" 15 students said they understood and the material given was appropriate, 8 students said some could be understood and some also appropriate material, 2 students did not understand the material delivered by the teacher. In previous research said the success of learning was



support and collaboration from all stakeholders, including government, schools, teachers, parents and the community (Rasmitadila et al., 2020). At this point, most students have a positive response to students' perception of "the teacher is interesting in delivering the material". 11 students said it was interesting, 11 students said it was quite interesting, 3 students said it was not interesting.

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At this point, most students have a response to students' perception of "students' hope in learning for future" in welcoming the next semester of 2022/2023 the implementation of face-to-face learning in schools can be carried out in full 100%. This was expressed by Student A head of class XI that.

"I hope that learning at school can run as usual, namely face to face.100% advance so that we can follow the lessons as well as possible"

"harapan saya pembelajaran di sekolah dapat berjalan seperti sedia kala yakni tatap muka 100% sehingga kami dapat mengikuti pelajaran dengan sebaik-baiknya"

A similar hope was also expressed by Student B that:

"I hope this pandemic will end soon so that learning activities can be carried out"

"Saya berharap pandemi ini segera berakhir sehingga kegiatan belajar dapat dilakukan"

At this point, most students have a response to students' perception of "participation in learning". 18 students said they participated well, 4 students said they enough participated, and 3 students said they did not participate well. At this point, most students have a response to students' perception of "interaction with friends". 11 students said they interacted well, 9 students said they interacted with enough confidence, and 5 students said they did not interact well. On the other hand, interactions are well-established with others when they can meet each other face to face. is finding supported by Adnan, (2020) the study highlighted that online learning lack of face-to-face interaction with the instructor, response time, and absence of a traditional classroom. At this point, most students have a response to students' perception of "Students are motivated to work on assignments during the learning process in advance". 19 students said that they were motivated, 3 students said they were moderately motivated, and 3 students said they were not motivated in doing assignments. From all student statements regarding limited face-to-face learning, it can be concluded that face-to-face learning is better than distance



learning. This is in line with the research conducted by Nurlatifah, Ahman, et al., (2021) on the effectiveness of online versus face-to-face learning. The results showed that online learning was less effective than face-to-face learning.

## CONCLUSION

Student perceptions of face-to-face learning in the even semester of the 2021/2022 school year are very enthusiastic. With this limited face-to-face learning, students can return to school and interact with teachers and their peers, can directly receive lessons from the teacher, and can discuss related lessons learned. This makes the learning process more fun and meaningful for students. The learning delivered by the teacher is easier to understand because the teacher explains directly not limited to giving assignments so this limited face-to-face learning is the right solution to the problems faced by students during online learning.

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