

Face-to-face Learning Management to Overcome Online Learning Problems

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Since July 2021, the Education and Culture Minister, Health Minister, the Religion Minister, and the Minister of Home Affairs have decided to carry out limited face-to-face learning in all education units by issuing guidelines that must be carried out by every school during the pandemic. The things that underlie the implementation of this limited face-to-face learning are the quality of education has decreased and from other countries, decreased student learning motivation avoided the threat of dropping out of school, avoided a decrease in children's learning achievement, did not meet friends during the pandemic. This study aims to determine the limited face-to-face learning management during the pandemic. The method used in this paper is a qualitative method. The instrument used was an interview with the teacher of one of the Senior High Schools in Tasikmalaya that is SMAN 1 Singaparna. The results of the study indicate that the implementation of face-to-face learning is limited to being carried out systematically and following the applicable limited face-to-face learning guidelines. In addition, the school has planned and implemented it in accordance with health protocol procedures. In the learning process, the teacher provides material through the application, then during face-to-face meetings the teacher and students discuss material that has not been understood by the students. The positive impact of holding this limited face-to-face learning is the teachers and the students adapt to the collaboration between face-to-face learning and online learning. In addition, teachers have the freedom to increase their creativity in learning

Keywords: Learning management, face-to-face learning, pandemic

INTRODUCTION

During the Covid-19 pandemic, education in Indonesia changed in the learning process. This change has taken place since early March 2020. Distance learning is an alternative that can be applied by every educational unit to break the chain of

the spread of Covid 19. This outbreak can stop several sectors, both in terms of the economy, tourism, education, and so on. The increasing number of confirmed Covid-19 patients requires a quick response and breaking the chain of its wider spread.

Such as complying with health protocols by washing hands, maintaining distance, and wearing masks (3M). In addition, implementing distance learning can also decide the spread of the epidemic. Students are required to study from home with parental guidance and in coordination with teachers. Even though they study at home, it is the teacher's responsibility to monitor student learning progress. (Aswat, Sari, Aprilia, Fadli, & Milda, 2021)

With this distance learning, various responses and changes occur in the learning system. Changes can affect the learning process and also the development of student learning outcomes in responding to the material that has been given. There are various platforms cars for interactive learning processes such as WhatsApp, YouTube, Google Classroom, Google meet, and so on. In addition, there are several obstacles faced by teachers and students such as difficulty concentrating, not all students having facilities that support the learning process, network constraints, lack of knowledge about the use of technology (Habibah, Salsabila, Lestari, Andaresta, & Yulianingsih, 2020)

As revealed by Dewi (2020) that from all the literature in E-learning indicates that not all students will be successful in online learning. This is due to the factors of the learning environment and the characteristics of students. Especially subjects that require detailed explanations and problem-solving steps, one of which is mathematics, physics, chemistry which are identical to formulas, of course requiring special learning models and learning media that support the delivery of material online.

After more than a year has passed, it doesn't appear that this pandemic will end. The impact of prolonged online learning arises, for example, the risk of dropping out of school because students are forced to help their parents work to help the family economy.

With the various impacts that have occurred, the government's consideration to start limited face-to-face learning so that students are not left behind. Starting with the vaccination of educators and education personnel, face-to-face learning begins with implementing health protocols. Based on these problems, the researchers intend to research abominated Face-to-face Learning Management to Overcome Online Learning Problems"

LITERATURE REVIEWS.

1. *Learning Management*

Etymologically, management comes from the Latin word "manus" which means hand, and "agree" which means to do. While in English, management comes from the word "to manage" which means to manage (Jaja, 2013).

Abdul Manah (2015), said that management is the behavior of moving a group of people in a cooperative effort to achieve goals. Management is also the art of planning, organizing, directing, organizing, and controlling human resources to achieve goals.

Erwinsyah, (2017), argues that management is the process of planning, organizing, leadership, and controlling all organizational resources to achieve the goals that have been set.

A learning management system is one way to organize learning activities based on the principle of meaningful learning to achieve learning objectives so that they can be achieved efficiently and effectively. Efficient means the process carried out to save resources such as saving energy, time, and costs, while effective means the results are as expected.

Fakhrurrazi, (2018) said that to create effective learning conditions, teachers are required to be able to manage the learning process that provides stimulation to students so that they are willing and able to learn actively. Hend (2021), suggests that good learning management is a situation created by teachers and schools that allows students to actively acquire knowledge from various learning sources. It can be concluded that Learning Management is an activity that starts from planning, organizing, implementing, and evaluating the learning process carried out by students and teachers

2. *Face to Face Learning*

According to Pattanang, Limbong, and Tambunan (2021), Face-to-face learning planning needs to pay attention to several things that can be done in schools such as vaccinating all educators and education personnel in schools, increasing the immunity of students, educators, and education staff, preparing facilities and infrastructure in accordance with health protocols

Prior to the implementation of limited face-to-face learning, the Ministry of Education and Culture has socialized and published a learning guidebook during the pandemic.

The Ministry of Education and Culture (2020) states that there are several roles for the learning team, including dividing study groups and setting lesson schedules for each group, arranging room layouts, providing dividing boundaries and marking the direction of corridors and stairs, implementing bullying prevention mechanisms for education unit membe. Who are stigmatized by COVID-19, and prepare all equipment for implementing health protocols.

This face-to-face learning implementation applies the precautionary principle because it is related to the health and safety of school members, so the Health protocol must be applied strictly in accordance with the limited face-to-face implementation rules. Limited face-to-face learning is a limitation on the number of students in one class, so it is necessary to regulate the number with a rotation system and a capacity of 50% of the normal number of students, parental approval, implementation of strict health protocols, education personnel have carried out vaccinations, as well as facilities and equipment. The infrastructure supporting the implementation of the Health protocol is available.

Limited PTM lasts 3 hours of lessons for 1 shift, and combines with online learning so that PTM is carried out 6 times in 1 week. Each student does PTM for 6 to 9 hours with the entrance system being made by alternate schools every week so that there is no buildup between students who will go home and those who will enter the classroom.

This condition has an impact on teachers and students. The impact for teachers are; 1) teachers have difficulty managing learning and tend to focus on completing the curriculum, 2) learning time is reduced, so it is impossible for teachers to fulfill the burden of teaching hours. While the impact for students, namely; 1) students experience a reduction in social interaction with their friends, 2) complain about the severity of assignments from the teacher. 3) increase stress and boredom due to restrictions on activities while at school, 4) learning is dominated by teachers because the delivery of material is quite dense. Teachers faced several problems including limited learning time, and the technical implementation of learning was still ambiguous. (Nissa & Haryanto, 2020)

However, learning activities already involve direct interaction between students and teachers face-to-face, and the rest is done online. Thus, this study intends to analyze the extent to which the successful implementation of face-to-face learning is limited to students' mathematics learning outcomes, so as to obtain an overview to be used as a reference and material for further improvement for schools during limited PTM adaptation. .

METHODOLOGY

In this study, the researcher adopted a qualitative approach, in this case, this study is designed as a descriptive qualitative. The study was carried out in SMAN 1 Singaparna. The population of this study is all teachers in the eleventh grade. In selecting the sample, the researcher used purposive sampling because this research is based on the teacher's consideration in the school. Thus, it does not interfere with a lesson schedule in the school. The researcher interviewed fourteen teachers. The researcher used one instrument that was the interview.

FINDING AND DISCUSSION

1. Limited Face to Face Learning Management

The description of the implementation of limited face-to-face learning at SMA Negeri 1 Singaparna, especially for class XI students, is carried out in accordance with the provisions of the implementation of limited PTM. The learning system carried out pays attention to health protocols and formulates learning activity plans and infrastructure to support the implementation of learning.

The stages of limited PTM implementation are as follows; 1) Planning, at this stage the teacher divides the students into the device. Each batch has a weekly schedule. It can be described this week for class X, next week for class XI, and the week after that for class XII. The teacher divides students into study groups which are divided into two study groups, namely odd and even groups according to student absent numbers. Each group consists of 18 students. These two groups of students study at the same time but in different classrooms and different subjects. then make a lesson schedule for each group with the provisions of 5 meetings in one week with the pattern of students going to school arranged with a shift model.

Arranging the layout of the classroom benches by maintaining a safe distance from students' seats, modifying the subject matter by reviewing the material completeness load in the curriculum to suit the time allocation of 5 hours of lessons for 1 meeting, one hour of lessons with an allocation of twenty minutes, preparing all the equipment health protocols ranging from body temperature checkers, hand sanitizers, disinfectants, masks, hand washing tools, and soap, ensuring the role of parents in meeting children's nutritional intake to maintain children's immunity.

2) Implementation, at this stage before entering the school environment, it must be ensured that all school members wear health masks, check body temperature, wash hands using soap and running water that has been provided before entering the classroom and after leaving the classroom, students enter the classroom regularly and keeping a distance, all students are ensured to enter the classroom and occupy the seats provided, break hours are abolished; extracurricular activities and sports, as well as other activities that trigger close physical activity, are still abolished. School routine cultures such as ceremonies,

celebrations of religious holidays, and other self-development activities are also still abolished.

3) evaluation, at this stage, is to review the implementation of limited PTM activities and conduct socialization to students so that 3M activities, namely wearing masks, washing hands, and maintaining distance become habits for school members, in addition to socializing through making health protocol orderly banners and providing education related to the procedures for its application as well as the procedures for school members entering the school environment because there are still some students who are not used to and have not used the standard wearing of masks so that the obstacles faced during the implementation of PTM are limited, improvements are made and the management of PTM is limited properly.

From the results of the interviews, the researchers found that in SMAN 1 Singaparna the opinion of the teachers was that the PTM process was quite effective to implement. In addition, teachers face challenges, including limited time for implementing learning, no breaks, rushing in explaining the material, motivating students to be enthusiastic about learning.

In the limited face-to-face learning process, each teacher has a way to manage the class, for example, the teacher provides online material so that students can study it first, then discussions and questions and answers will be continued about what students do not understand, prioritizing essential material that students do not understand, when learning offline, besides the teacher discussing things that have not been understood by the teacher, the teacher also gives assignments.

During the face-to-face learning process, teachers are limited to use various platforms that support the learning process, such as the WhatsApp application, Google Classroom, Youtube, Quiziz, Google Form, Poltagon application, and Mentimeter web. In utilizing applications that are used, teachers use each application according to the features offered, such as the WhatsApp application as a tool to communicate between teachers and students, Google Classroom to send lectures, fill attendance and assignments, Youtube as a way to find sources in the form of videos that are relevant to the subject. , quiz for learning evaluation, the Polagoon application is also a style in the form of learning videos, and there are also teachers who use a Web Mentimeter for ice breaking.

According to the teachers, the facilities and infrastructure in schools have supported the limited face-to-face learning process. In addition, there are positive impacts experienced by teachers by implementing this program where teachers can meet directly with their students and establish good communication.

CONCLUSION

The limited face-to-face learning process can be carried out in schools provided the school has complied with the health protocol. The implementation of PTM can help students understand their lessons. Even though they are studying at

school. In addition, teachers and students met at the school. So that, the teacher can increase students' learning motivation, the teacher must prepare how they will manage their class so that their students do not get bored by using several supporting applications. In this case, It can increase the teacher's creativity in teaching.

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