

Challenges and Opportunities of the Implementation Limited Face-to-face Learning in the Elementary School

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Abstract. In several areas, schools have begun to implement limited face-to-face learning. This is because conditions in each region have started to improve, and the level of emergency has lessened. This situation depends on the ability of schools to organize face-to-face meetings. The limited face-to-face implementation should include the appropriate method to avoid a widespread outbreak of COVID-19 in elementary schools. The goal of this study was to ascertain the benefits and drawbacks of restricted face-to-face learning in elementary schools. This study used a qualitative approach and involved a case study approach. SDIT Al-Bina, Purwakarta Regency is the location of this research. (1) Observation; (2) in-depth interviews; and (3) documentation are used to acquire data. The following procedures were utilized in the data analysis: (1) data collection; (2) data reduction; (3) data presentation; and (4) conclusions (Miles et al., 2014). The findings of this study indicate that the difficulty in implementing limited face-to-face learning is the discipline required to ensure the health of every element of the school for it to avoid becoming a hub for the growth of COVID-19 or a school cluster. The possibility is to enhance learning competencies that were lost in the process of learning.

Keywords: Limited Face-to-face Learning, Challenges, Opportunities, and Elementary School.

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INTRODUCTION ~ The COVID-19 Pandemic has hit worldwide and has made every sector experienced a decline in activity and economy. The impact caused by the Pandemic was quite significant, so most companies experienced a deficit and even went bankrupt. Economic growth in two consecutive quarters experienced a 5.32% decline in the economic cycle (Junaedi & Salistia, 2020). This condition makes some companies terminate the number of employees by laying off on a large scale (Rabbi, 2021). In addition to economic problems, the COVID-19 Pandemic has also targeted the education sector so that learning activities were closed for two weeks (Kasih, 2020; Khoiriyah et al., 2021). However, offline,

face-to-face activities have been changed to online.

Implementing online learning during the COVID-19 Pandemic has made the entire academic community experience a total change. Teachers must be familiar with technology-assisted online learning (Majid et al., 2021). Some teachers emphasize that face-to-face learning offline is more effective than online because the material delivered can be quickly and easily understood by students (Harnani, 2020). The condition of online education has a positive impact because teachers can quickly learn new things and easily use technology (Majid & Fuada, 2020; Majid & Ridwan, 2019; Putri et al., 2021). Thus, online learning makes

teachers more creative and requires to use of technology optimally.

The condition of online learning gets a lot of criticism from various groups, especially parents of students. They regret that the application of online knowledge is not practical and makes children experience a decrease in the quality of learning (Sholikah & Hanifah, 2021). The community needs clarity regarding online learning so that their children can acquire the expected competencies (Pratiwi, 2021). Therefore, the government seeks to implement limited face-to-face learning when the pandemic conditions decline (Hendriyanto, 2021).

Limited face-to-face learning has a positive impact on reducing learning loss. Students will be encouraged to improve competencies left behind in online learning (Sutriyanto, 2021). However, this learning must pay attention to safety, students and teachers are not expected to be affected by the spread of COVID-19. Schools are also advised not to become places for the distance of COVID-19 or become school clusters when conducting limited face-to-face meetings. The government will stop limited PTM activities if school clusters are found (Purnama, 2021). Like the incident in November 2021, a school cluster was found, so the government temporarily closed face-to-face learning (Prodjo, 2021). Referring to this condition, it is necessary to conduct a study on face-to-face learning limited to elementary schools. This study aimed to determine the opportunities and challenges of little face-to-face learning in elementary schools.

METHOD

This research method is qualitative. The approach used in qualitative research is a case study because it is suitable for examining a case that occurred in one place (Emzir, 2010). The location of this research is SDIT Al-Bina Purwakarta Regency. The site was chosen because the school has implemented limited PTM since early September 2021.

Data collection methods are: (1) observation; (2) in-depth interviews; and (3) documentation. Data analysis used the following methods: (1) data collection; (2) data reduction; (3) data presentation; and (4) conclusions (Miles et al., 2014).

RESULTS

Educational institutions and the community evaluate the implementation of online learning during the pandemic. Various suggestions were made so that learning could be carried out offline because the condition of the children experienced a gap compared to the previous class students. The application of limited offline learning needs to be strictly regulated so as not to make the spread of COVID-19 happen in schools.

The school must seek optimal facilities to prevent the massive spread of the Pandemic so that all parties must be responsible so that the implementation of limited face-to-face learning can run well. Parents must honestly convey the condition of their students, including trips out of town that has been carried out before. Thus, the implementation of learning must also follow the procedures set by the government, the COVID-19 Task Force (SATGAS), and other elements related to the handling of the COVID-19 outbreak.

The application of face-to-face learning is limited in schools

SDIT Al-Bina Purwakarta has 618 students and 52 teachers/employees. This amount is quite a lot when offline learning is carried out directly. This is because schools must limit the mobility of interactions between students, teachers, and other academics. So the school must take several steps to prepare this limited face-to-face learning.

Schools are required to be ready in infrastructure and teaching materials optimally in limited face-to-face implementation. This is as stated by YS:

"We have prepared the need for facilities and infrastructure to support limited face-to-face learning, such as handwashing facilities, thermogenic, tables arranged at a distance, and the preparation of special rooms for students or teachers who are indicated to be sick."

In the YS statement above, the readiness of facilities and infrastructure is the principal capital in the limited face-to-face implementation, especially handwashing facilities for students, teachers, and school residents.

YS said that the school also often coordinates with the COVID Task Force and the Education Office regarding face-to-face implementation so that school performance control can be monitored optimally.

The existence of supervision from various parties is the key to the success of offline learning. Of course, all parties must play a role in maintaining and caring for school conditions so that the spread of COVID-19 does not occur.

The application of face-to-face learning is limited to a system shift. The school does scheduling so that each class does not meet simultaneously and there is no crowd. Moreover, the large number of school residents makes this scheduling to be effective and efficient.

"Scheduling in the implementation of limited learning has been carried out so that there are no crowds in each class. Especially the admission schedule and the return schedule, this has been implemented at this school" (SM)

SM said that the face-to-face application was limited to only four days, namely Monday to Thursday. Meanwhile, on Friday, online learning and weekly evaluations are carried out by homeroom teachers. This method is very effective because the teachers also conduct joint evaluations to provide input to other teachers in implementing limited face-to-face learning.

The application of offline learning also applies to the implementation of exams for students. Although this implementation is not like normal conditions, when implemented, it is very effective. Currently, there are no indications of school residents infected with the COVID-19 disease. Therefore, the application of limited offline learning is still being carried out.

The readiness of schools and students in face-to-face learning is limited

Before carrying out little face-to-face learning, teachers and employees were vaccinated up to the second dose. This vaccination is an absolute requirement for educators and education staff to carry out limited face-to-face meetings. SM said that most of the education and education

personnel had been vaccinated up to the second dose.

In addition, students are also expected not to travel outside the city to avoid physical contact with other people. The school also urges students' parents to report their child's history of illness, close contacts, travel data, and current condition, whether healthy or sick.

The incoming data becomes a reference for the school in carrying out evaluations related to the condition of school residents. The school has also provided a body temperature measuring device at each implementation so that the state of each school member can be known.

Interviews were also conducted with classroom teachers who stated that the

Table 1. Number of students at SD IT Al-Bina Purwakarta

Class	Students
Class 1	100
Class 2	102
Class 3	100
Class 4	104
Class 5	100
Class 6	112

support from parents was very high in carrying out this limited face-to-face. Parents also provide feedback on the implementation so that school management continues to improve the performance of the teaching and learning process. Teachers and parents are members of the WhatsApp group to receive input and suggestions from parents quickly. In addition, teachers can also report the implementation of learning to parents in real-time.

The use of technology-based learning media is still carried out, especially in limited face-to-face learning. It is hoped that parents can monitor the implementation, evaluation, and achievement of learning in schools.



Figure 1. The class atmosphere with limited PTM implementation

DISCUSSION

The application of limited offline learning is a solution to overcome the gap between students and the expected competencies. Parents also expect face-to-face learning to be implemented immediately so that their children can learn optimally. Referring to this condition, the school must optimize its implementation's readiness to not cause very serious problems.

The implementation of offline learning positively impacts fulfilling competencies that have not been taught during online learning. Offline learning can also apply the concept of hybrid learning or use technology in every learning activity (Majid et al., 2020; Putri et al., 2020). All parties (schools, educators, education, students, and parents) must continue to maintain cleanliness and health so as not to become a medium for disease transmission, especially COVID-19.

The implementation of offline learning has a big enough challenge for all parties. Such as the preparation of adequate infrastructure to be used in limited face-to-face education, the practice of health workers if needed, and various other trials to support the implementation of these face-to-face activities.

CONCLUSION

Limited face-to-face learning also means that learning is carried out by applying the concept of hybrid learning. Namely a combination of online learning methods using technology (outside the classroom) and offline learning (inside the classroom). So, in this case, both from the school, especially teachers, are required to be ready to fulfill the facilities and infrastructure and teaching materials so

that the implementation of learning can run optimally. Of course, the role of parents is very influential in monitoring the development of children's learning while at home. With continuous parental support, children can be motivated to continue learning.

So, in this case, the challenge in implementing limited face-to-face learning is the discipline in implementing health protocols for each school element so that it does not become a place for the spread of COVID-19 or become a school cluster. The opportunity is to improve learning competencies that were left behind when online learning took place.

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