

Student Responses related to Face-to-Face Learning Policies to Overcome Learning Loss Condition

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Abstract: This study aims to describe student responses and learning outcomes related to the re-implementation of face-to-face learning policies to overcome learning loss conditions. The type of research used is descriptive qualitative research with field research methods, namely collecting data directly from the research site. The sample in this study was 30 students at Madrasah Aliyah Plus Nurul Islam Sekarbela who represented each department (Science and Religion) from grades 10 to 12. The research data obtained consisted of two forms, namely student response data (using a questionnaire) and result from data student learning (using the student's final grade score average). Based on the problems and discussion, it can be seen that the student's response to the re-enactment of face-to-face learning in class is quite good when compared to using an online learning system (learning from home). This is also supported by student learning outcomes using the face-to-face learning system in madrasahs that have a higher final average score than during the online learning process.

Keywords: Student response; Face-to-face learning policy; Learning loss condition

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INTRODUCTION

Learning is a very interesting topic to study at this time because it is flexible and dynamic under conditions that occur in almost all countries, including Indonesia. The policy of limiting community interaction to overcome problems related to the COVID-19 pandemic has had several positive and negative impacts after various evaluations were carried out (Nurhayati, et al. 2020a; Rizaldi, et al. 2021a). This is of course a natural thing because of the relatively sudden nature of changes so that all groups need adjustments (Anugrahana, 2020 & Khasanah, 2020). One of the government policies in the education system is implementing online learning or learning from home during the COVID-19 pandemic. This policy is used to break the chain of the spread of COVID-19 in the school environment.

The occurrence of a paradigm shift in the learning system which was initially carried out directly by the teacher using face-to-face to virtual-based learning or using gadgets gave rise to an opinion of the occurrence of learning loss conditions in students. Learning loss is a situation where students forget the context and importance of a learning process (Andriani et al., 2021; Pratiwi, 2021). This condition is even strengthened by various descriptions after the application of the online learning system has been in effect for a relatively long period time (Maulyda et al., 2021; Ndeot & Jaya, 2021). Following up on this, the

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government took a policy by starting to re-implement the face-to-face learning system, only by paying attention to the condition of students and the school environment.

The application of the face-to-face learning system of course in each school institution will be different. The difference is adjusted to the number of students, infrastructure, and the environment in which the learning process takes place. Systematic application in the field is left entirely to each institution to be adapted to existing conditions. Based on these conditions, the authors are interested in conducting a study on the importance of implementing face-to-face learning policies in supporting students to overcome learning loss conditions.

METHOD

The type of research used is descriptive qualitative research, using field research methods, namely by collecting data directly from the research site. The data in this study are divided into primary and secondary data. Primary data was collected through the process of observation and interviews, then in the process of discussing the results of the study using a descriptive analysis approach. This approach emphasizes the author to describe the problems observed and then analyze them further to be used as material in concluding. While the secondary data used in this research is sourced from the literature review process from various sources such as scientific articles, reports, and others.

The population in this study were all 154 students of Madrasah Aliyah Plus Nurul Islam Sekarbela. Then from that number, 30 students were used as samples representing each department (Science and Religion) from grades 10 to 12. The samples used were taken randomly so that researchers could obtain valid information related to the policy of re-implementing the face-to-face learning system after a relatively long online learning process. The research data obtained are classified into two forms, namely responses and student learning outcomes. Student response data were obtained through a questionnaire, while student score data was seen through the final average score of students as a whole between when applying the online learning system (done from home) and the face-to-face learning system in madrasah.

RESULT AND DISCUSSION

Student Responses regarding Face-to-Face Learning Policy

Student response data in this study were obtained from the results of the distribution of questionnaires given to 30 students at random to determine student responses to the re-implementation of face-to-face learning policies in schools. This is done to know the extent of the level of learning loss experienced by students during the application of online and face-to-face learning systems in madrasah.

Several indicator become the problem formulation in measuring student responses, including the level of satisfaction, level of self-confidence, and learning techniques or methods. To strengthen the research data obtained through questionnaires, a study was conducted in the form of the results of assessments that have been carried out by teachers during the online learning process (learning from home) after the implementation of face-to-face learning policies in madrasah.

1. Student Satisfaction Level

The most concern in this research is the level of student satisfaction in following the learning process. There are many opinions or statements in the community that the most feared thing today is the occurrence of learning loss conditions in students after a long time of implementing the learning system from home (Rahmat, et al., 2021; Rhamdan, et al., 2021). The tendency of students to take part in learning through the online system has problems in the aspect of understanding the context to be studied (Rizaldi, et al., 2020). The material content available on various internet platforms tends to provide short content so that some children certainly cannot fully understand the material presented. Based on the questionnaire data are given to 30 students, data on the level of student satisfaction were obtained after the implementation of the face-to-face learning policy as follows.

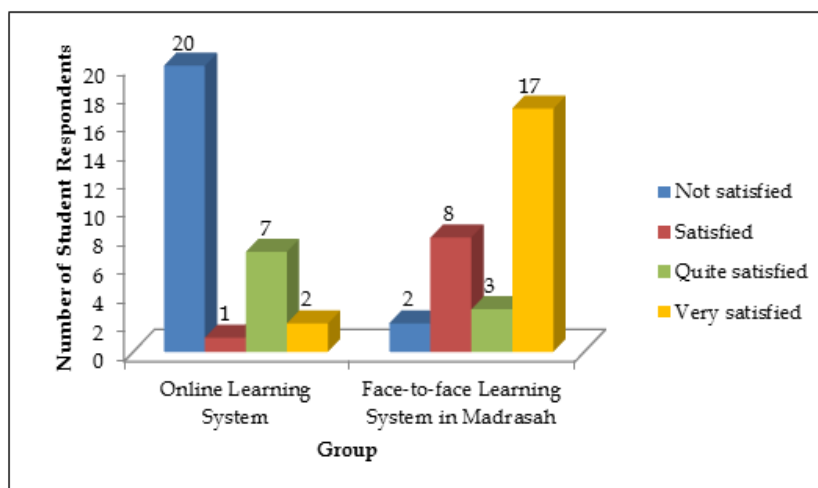


Figure 1. Respondents' Data on Student Satisfaction Levels in Learning

Based on Figure 1, it can be seen that most students are very satisfied with the re-implementation of policies from the government related to the implementation of face-to-face learning processes in madrasah. This is inversely proportional to student responses during the learning process applying the learning system from home (Puspitasari & Mustin, 2021). This indicates that basically, students tend to follow the learning process from home not with pleasure but because of the demands to continue to follow the learning process. While the high level of student enthusiasm when re-implementing face-to-face learning in madrasah can be seen from the level of attendance in following each given learning process.

The difference in satisfaction cannot be denied that one of the problems or obstacles experienced during the online learning process (learning from home) is the level of children's participation in the learning process (Rizaldi, et al., 2021a). Many students cannot access learning resources or learning application platforms that have been provided. This can be caused because not all students in Madrasah Aliyah Plus Nurul Islam Sekarbela can use smartphones and there is no quota to access it. So that after the re-enactment of the face-to-face learning system in madrasah, children can receive learning materials again with enthusiasm. Although the duration of the learning provided is still quite limited, it is adjusted to a circular letter from the government regarding the COVID-19 pandemic.

2. Student Confidence Level

Technology is one of the media that can be used by the whole community, especially students, to obtain various knowledge that supports ongoing learning process activities (Budiman, 2017; Rizaldi, et al., 2021d; Sintawati & Indriani, 2019). It's just that not all students can use the technology properly because there is no direct supervision by the teacher when carrying out the online learning process (learning from home). Based on the results of the questionnaire data that has been filled out by students, the level of student confidence in overcoming problems related to learning is relatively low. Three general responses arise related to the level of student self-confidence which can be seen in the following diagram.

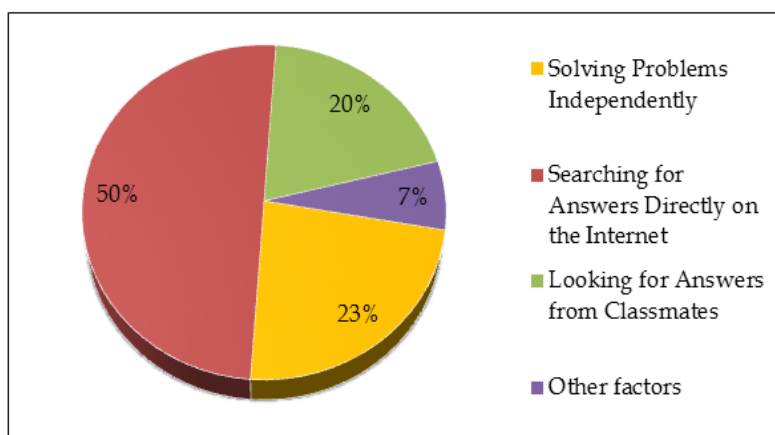


Figure 2. Data on Students' Confidence Levels in Completing Tasks

When students are given a problem or assignment from the subject teacher, the tendency of students to immediately seek answers from various internet sources without conducting a review process regarding the truth of the answers. Only a small number of students work independently first on the given problem and then look for various sources as a reference or benchmark for answers that have been done. Although the two conditions look the same, it's just that when viewed from the process that has been carried out by students, of course the two conditions are very different. The use of technology like this makes students lazy to do something because all things can be considered easy to get so the idea arises not to have to work hard and try first.

Of course, this condition illustrates that students are not sure of the abilities that exist within the students themselves (Novtiar & Aripin, 2017; Pratiwi & Laksmiwati, 2016). This is the problem for every teacher when giving an assignment or problem for students to do at home. Teachers cannot directly supervise the problem-solving process that students do during the online learning process (learning from home). The teacher is only able to see the final results of the assignments that have been done by students. If viewed from the learning resources used by students to do assignments from school in general, it can be seen in the graph as follows:

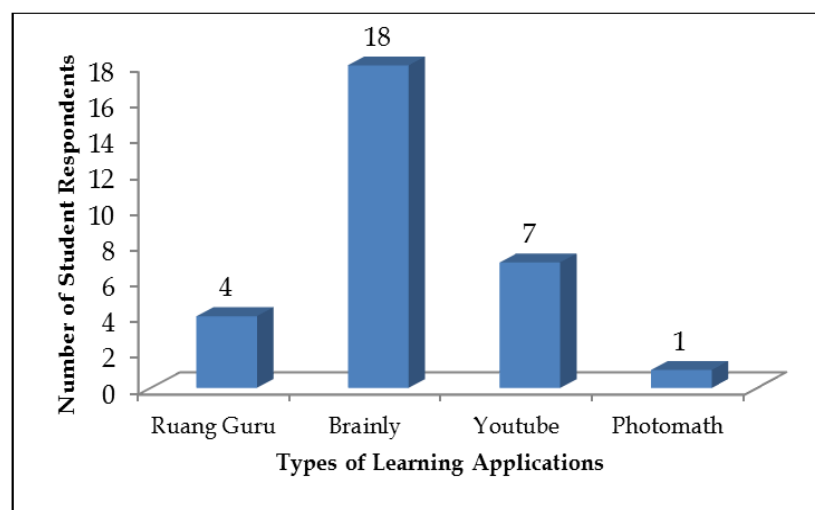


Figure 3. Various Learning Application Platforms used by Students

Based on Figure 3 above, it can be seen that Brainly is an application that is very often used by students to find answers related to the problems or assignments given. We know that this application provides answers directly so that students only need to see and copy the existing answers. This condition is certainly not good for students because it only teaches looking for answers directly without proving the truth of the answers. Therefore, it should be emphasized that the process or steps for solving a problem become the main benchmark when compared to the final result.

3. Learning Techniques or Methods

Learning techniques or methods are a supporting factor in learning conditions that are dynamic or change all the time. Teachers try to find various methods or techniques that are considered the most appropriate and efficient to deliver learning materials to students. The right learning technique or method certainly provides a higher level of achievement in a learning process (Fatimah, et al., 2020; Rizaldi, et al., 2021d; Susilawati, et al., 2021). Based on the learning process that has been carried out by students, some several methods or techniques can be identified that have been used both during the online learning process (learning from home) and the face-to-face learning process in madrasah. These techniques or methods include lectures, problem-based learning, project-based learning, virtual laboratories, inquiry-based learning. The percentage level of student interest in the most preferred learning technique or method by students can be seen in the following diagram.

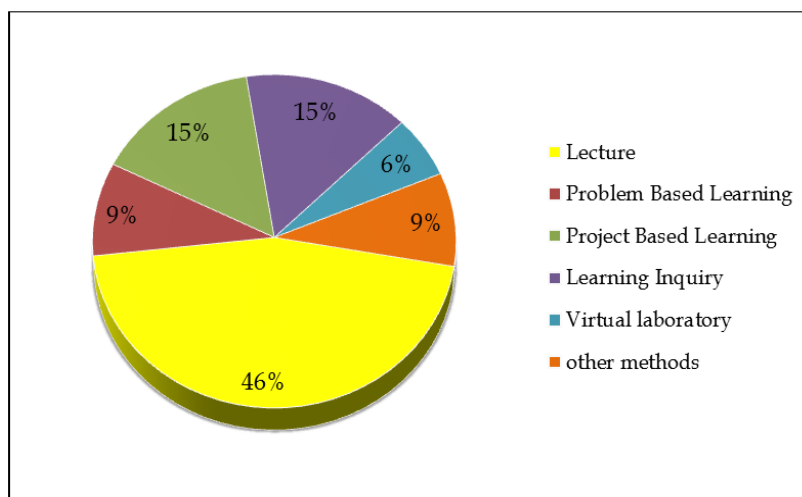


Figure 4. Various Learning Methods Interested by Students

Based on the picture above, it can be seen that the lecture method is still the most preferred learning method by students to receive learning materials either online or when learning face-to-face in madrasah. Students assume that the delivery of material in detail can make students better understand and interpret the context of the material being taught. Apart from being more specific in delivery, the lecture method can also make students more focused and conducive in participating in learning (Rikawati & Sijinjak, 2020; Widayati, 2004; Wirabumi, 2020). In addition to the lecture method, project and problem-based learning are methods that are preferred by students. These two methods provide greater opportunities for students to develop various skills that can be utilized in solving a problem (Gunawan, et al., 2019; Mayasari, et al., 2016; Nurhayati, et al., 2020b). It's just that sometimes the implementation process requires very good condition and time management.

Student Learning Outcomes related to Face-to-Face Learning Policy

Learning outcomes are one of the references regarding the achievement of predetermined learning objectives. Although in the current learning curriculum, student learning outcomes are not the main target. It's just that knowing student learning outcomes can provide opportunities for teachers to conduct evaluations related to various learning methods or strategies that have been done previously (Mahirah, 2017). Of course, not all learning materials can use the same method or strategy. Therefore, student scores can be used as one of the teacher's benchmarks to determine the level of success in a learning process.

In this study, the learning outcomes data used still refer to the 30 students who were the object of the study. There are two groups of value data used for the comparison process, namely student learning outcomes during online learning systems (learning from home) and face-to-face learning systems in madrasah. The following is a summary of student score data, which can be seen in the following table.

Table 1. Data Score of Student Learning Outcomes of Madrasah Aliyah Plus Nurul Islam Sekarbela

Data	Group	
	Online Learning System	Face-to-face Learning System in Madrasah
The number of students	30	30
Lowest score	56	68
The highest score	87	96
Average score	73	87

Based on the data in Table 1, it can be seen that there are differences in student learning outcomes when using online learning systems and face-to-face learning systems in madrasah. By observing the learning outcomes of the same 30 students, it can provide an overview of the differences in treatment-experienced by students. It can be seen that the average final score of students when implementing the face-to-face learning system in madrasah is higher than when students are doing the online learning process (learning from home). According to Maskar, et al., (2020) stated that a learning system that provides opportunities for face-to-face contact provides better results when compared to using a full online learning system. In addition, Rizaldi, et al. (2021b) in their research also states that students are more

active during the direct learning process and provide opportunities for students to establish good cooperation between classmates.

In addition to referring to the average score of students, both at the time of the online learning system with the face-to-face learning system in madrasah, there are still some students who have scores below the Minimum Completeness Criteria, which is 70. Of course, this lowest reference score remains a concern for teachers in finding solutions so that all students can get good learning outcomes but still pay attention to the motivation and comfort of students in the learning process. Monitoring student behavior during the learning process can be a reference for teachers to assess the effectiveness of learning methods or strategies (Rizaldi, et al., 2021c). Students who tend to be active in the ongoing learning sessions provide opportunities to be able to receive the material being taught as a whole compared to students who are passive or only receive material without participating.

Therefore, based on the data above, the teacher must be able to use various methods or strategies that can support learning in all conditions. Of course, both online and face-to-face learning systems in madrasah give a positive impression to teachers and students. The problem is the lack of teacher skills in designing learning based on students' psychological conditions, existing infrastructure, and the complexity of the material used.

CONCLUSION

Based on the discussion, it can be concluded that student responses related to the re-implementation of the face-to-face learning system in madrasahs are better than when using an online learning system (learning from home). Students look more enthusiastic and active in following each stage of the learning process. The return of pleasant learning conditions for students will increase the chances of overcoming the problem of learning loss in students. In addition, concerning learning outcomes, it can be seen that the re-implementation of the face-to-face learning system in madrasahs makes the final average score of students change for the better.

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