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Adaptation New Students in Science Lessons to Displacement Online Learning to Offline Learning

Ayu Rischi Utami[1*], Jumadi[1], Nina Khaerunnisa[1], Muhamad Arif Nur Rokhman[1]

[1] Department of Science Education, Faculty of Mathematics and Natural Sciences, Yogyakarta State University, Yogyakarta, Indonesia

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Corresponding Author:
Ayu Rischi Utami
ayurischi.2021@student.uny.ac.id

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Abstract: This study aims to examine the adaptation of new students to science subjects in the transfer of online learning to offline learning. This research used the quantitative and qualitative approach with technique data collection through survey questionnaires and interviews. The subject of this research is new students of VIIth junior high school and Xth Senior High School which get science lessons. The survey questionnaire be distributed via google form that has been made and technique interviews were conducted by students of Xth Senior High School MAN 3 Sleman, MA Darul Qur'an, and VIIth junior high school SMP N 1 Piyungan , MTS Darul Qur'an Wahid Hasyim with 74 sample. Most new students of VIIth junior high school and Xth Senior High School is capable of adapting with their school. It is also capable of adapting in terms of communication with friends and teachers at schools. This adaptation also is a challenge to them to better understanding of the situation and the condition at their school to receive a comfort learning in school especially at science lessons. Science lessons in the learning process it takes a lot of communication, a good cooperation, and liveliness from each new students caused by science lessons there are skill process which using lab work.

Keywords: Adaptation; offline learning; online learning

Introduction

Pandemic covid-19 has happened for almost 2 years caused many changes life especially the social life in the local communities. According to Mahmudi and Reno (2021) said social changes occurring in sporadic and undesired presence by the community consequently it was not ready to the community in facing covid-19 pandemic this will caused disorganization social in aspects of the community life. The government advocates a society to obey protocol health in order to avoid carrying the virus covid-19 by reducing activity out of the house and forbidden gathered. To fight Covid-19 virus the government has banned crowding, *social distancing,* and *maintaining physical distancing,* wearing masks and always washing hands (Bashir & Mufida, 2022). All that routine should be done to prevent the spread of an ever-expanding virus.

Social transformation is also have an impact on education world. This virus has pushed many schools and universities in Indonesia to stop the face-to-face learning and adopt online distance-learning (Warman & Gusti, 2021). Since issued, minister of education and culture through circulars no 4-year 2020 about implementation of policy education in times of the emergency covid-19 so the entire process of educational conduct to online learning (Kemdikbud, 2020). Where the new students like today was prosecuted by circumstances which they are in the learning process performed at home within the past year. Online learning uses the internet network with accessibility, connectivity, and flexibility. About the learning, the online learning must have ability to bring up various types of learning interactions but requires an enormous budgetin each implementation compared to the initial concept (Daulay et al., 2021). The online platforms used by students such as google classroom, zoom, google meeting, Microsoft teams, Canvas etc. The process of learning through some platform is done with methods the teacher sent the first matter, then students read or watch the material. If the material in the video, the students are taught to read or watch. Then the teacher

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will given time to questioning about material has not understood (Utami et al., 2021). According to Shah & Satish (2023) the online platforms used by students are significantly contributing to the transformation of the mode of imparting education. Without that online platforms the students will be confused in demanding science. In addition, many teachers have difficulties, they are intensely pressured to provide manageable a very limited time for effective teaching methods that are appropriate and suitable. (Yuniastari & Silva, 2022).

But within two months since November of 2021, the system learning change to the offline learning or system learning done at school. But the system in other this school is not done every day, school impose even odd system or the system turns on a few classes. This clearly will affect adaptation students know friends in. Especially in new students from early school carried out at home without knowing their school and friends with good. While in the science learning needed good communication between one student with the other students and between students with their teachers. Science learning must follow paradigm alteration of 21 st century which is forming students space to develop their skill (Budhiman et al., 2021). Science lessons need more action in the class because students know science as a difficult and boring subject, the delivery of science material uses a lot of memorization and formulas (Nababan et al., 2023). This new students exactly will have intermediate teaching and learning system had very different, that had previously learning system do at home and now done at school. Conducted in the school were not routinely but use another alternation with the class system. This will affect to the effectiveness of learning. The effectiveness of learning can be seen from student activities during the course of learning, students response to the learning and the mastery of student concepts (Fitria et al., 2023).

According to Fernandes (2019) said to achieve the purpose of education, the curriculum and learning, should not just a given material to students. Schools in now this need to focus on optimize the development of potential every student adaptive on the development of knowledge and the change of era. The change of era that was meant for now, condition in which pandemic of covid-19 education system which was online at home changed to be offline system at school so that change the habit of learning, thinking and learning activity. So this study aims to analyzing the adaptation of new students to science subjects in the transfer of online learning to offline learning in the adaptation of new students. Other than that, this study will focus on handling what is being done to achieve a goal. How the new students of VIIth junior high school and Xth Senior High School that had not previously been a better knowing deeply about their school with teachers and their friends.

Method

This research used the quantitative and qualitative approach with technique data collection through survey questionnaires and interviews. A qualitative approach is procedure research that could produce a descriptive data in the form of words written or spoken of the people and behavior observed and directed at the holistic individual background. (Sidiq et al., 2019). While the quantitative approach is a use numbers, starting from collecting data, interpretation of the data and appearance of the results. (Arikunto, 2013). The subject of this research is new students of VIIth junior high school and Xth Senior High School which get science lessons. The survey questionnaire be distributed via google form that has been made and technique interviews were conducted by students of Xth Senior High School MAN 3 Sleman, MA Darul Qur'an, and VIIth junior high school SMP N 1 Piyungan, MTS Darul Qur'an Wahid Hasyim with 74 sample.

Result and Discussion

This study aims to examine the adaptation of new students to science subjects in the transfer of online learning to offline learning. This research data was collected using a google form questionnaire which was distributed to 4 schools, namely SMPN 1 Piyungan, MTS Darul Qur'an Wahid Hasyim, MAN 3 Sleman, and MA Darul Qur'an Wahid Hasyim with 74 respondents. The following are some of the questions contained in the distributed questionnaire and the results: *I am comfortable with the school environment now.* The statement "I am comfortable with the current school environment" aims to ask what new students feel about their school environment. 73 respondents chose the answer agree and strongly agree. Only 1 respondent who answered disagreed. It can be concluded that most of the new student respondents feel comfortable with the current school environment. Even though they feel they have just entered school when they get their turn according to the schedule of each school. New students who feel comfortable will easily adapt to their school environment. According to Setyaningsih (2022), said many schools in Indonesia are already setting the class, facilities, and regulations to maintain health protocol for the coming offline classes. Offline learning highly anticipated by students because when learning online has some disadvantages, as identified in the present study, are explained below mainly in academic,

technical, financial, physical, psychological, and social areas (Maya et al., 2022)

I am comfortable talking and meeting face-to-face with friends and teachers in class. The statement "I am comfortable talking and meeting face-to-face with friends and teachers" means that the new student can adjust to his friend's environment or the classroom environment that is face-to-face with the teacher. This is because so far, learning has been carried out online, friendships with students and teachers are not as fluent as when they make contact and talk face-to-face. 72 respondents agreed and strongly agreed while 2 other respondents disagreed. From this answer, it can be concluded that most of the new students are comfortable talking and meeting face to face with their friends and with their teachers. According to Sartinem (2021), said if the students agree with classroom lessons face to face because it is easier to follow and can meet with friends.

I can understand the teacher's explanations related to science subjects (physics, biology and chemistry) through online learning at home or offline learning at school. The statement "I can understand the teacher's explanation related to the science subject (physics, biology and chemistry) through online learning at home or offline at school" aims to ask whether the new student understands more about science material through online learning systems at home or offline learning systems at school. Of the 74 respondents, 72 respondents answered that they understood more science material through offline learning at school and the other 2 respondents chose online learning at home. According to Sartinem (2021) said if students like with classroom lessons face to face because it is easier to understand like the teacher's questions. In online learning the students less understanding the teacher's explanations because the teachers just giving a lot of homework so that the students are stressed out at online learning (Ali et al., 2021).

I find it easier to concentrate on learning science material (physics, biology and chemistry) through online learning at home or offline at school. The statement "I focus on learning science material (physics, biology and chemistry) through online learning at home or offline at school" aims to ask whether new students can concentrate more on learning science material through online learning systems at home or using offline learning systems at school. Of the 74 respondents, 71 respondents stated that they could more easily concentrate on learning science using the offline learning system at school. This is because new students are easily distracted or unfocused due to many external factors if they study online at home. What makes the material explained by the teacher is not understood by new students to the fullest. Following the research conducted by Fauzan et al. (2023), students had to focus on learning because the offline learning process was also done by reducing learning time. The duration of learning was shortened by condensing the material, and learning activities could only be done in the classroom. Since it's only done in the classroom then the student concentration won't be disturbed. If they doing an online learning then the learning process is not optimal, the result of the information obtained by students and student learning outcomes are also not optimal (Darmiany et al., 2023)

My interest in learning science material (physics, biology and chemistry) is good through online learning at home or offline at school. The statement "My interest in learning science material (physics, biology and chemistry) is better with online learning at home or offline at school" aims to assess which learning system makes new students have more interest in learning science material. Is it higher with online learning at home or with offline learning at school. From 74 new student respondents, 69 of them chose to have a high interest in learning science material through offline learning at school. Based on the results of interviews conducted, this is because when at home the new students feel that there are no friends when discussing the material or practice questions given by their teacher. Often these new students have difficulty understanding the science material themselves, which causes a decrease in interest in learning. Following the research conducted by Fauzan et al. (2023), the positive impact of offline learning in the classroom is students are more enthusiastic used facilitate communication and interaction between one student with other students. So students can learn optimally.

I find it easier to work in groups on science (physics, biology and chemistry) with friends in class through online learning at home or offline at school. The statement "I find it easier to work in groups on science material (physics, biology and chemistry) with friends in class through online learning at home or offline at school" aims to assess, namely when science learning takes place, whether new students find it easier to work in groups virtually at home or offline group work at school. Of the 74 respondents, 71 respondents prefer to work in groups offline at school. This is reinforced by the opinion of new students when interviewed, namely group work at school is felt to be more optimal and is able to discuss directly with friends. In addition, they can ask the teacher directly about what they don't understand when working in groups. According to Oktavia & Wirdanengsih (2022), said if students doing group discussions in school environments and outside school environments will build interactions between one student with other students. Other than that, students doing group discussions also developing students for learning innovation. Learning innovation is very

important because it aims to improve the quality of learning (Ismail, Muhammad & Bahtiar, 2022)

I find it easier to play an active role when working in groups on science (physics, biology and chemistry) with friends in class through online learning at home or offline at school. The statement of "I find it easier to take an active role when working in groups on science material (physics, biology and chemistry) with friends in class through online learning at home or offline at school" intends to analyze whether new students find it easier to take an active role when learning science. take place. More able to play an active role when learning online at home or when learning offline at school. Of the 74 respondents, there are 68 new students who prefer to play an active role when learning science material offline at school. This is reinforced by interviews from some of the new students, namely during offline learning at school, the delivery of material by the teacher is more easily conveyed and understood by students, so that when there is a subject matter that is not understood, they do not hesitate to ask directly about the material. Besides being able to directly ask the teacher, the offline learning system in schools creates its own motivation for students to play an active role directly. According to Setyaningsih (2022), said in online learning the students had difficulty understanding the learning material. Students had difficulty because online learning is able to encourage students to study independently (Firman et al., 2023). Other than that online learning make the students boring at the learning take place. The students were losing focus and motivation because they felt that the teachers were not supervising them and some because of the poor signal and unconducive home situation.

I am punctual in submitting assignments when studying online at home or offline at school. The statement "I am more punctual in collecting assignments when learning online at home or offline at school" aims to analyze new students more timely in collecting assignments when learning online at home or when learning offline at school. Of the 74 respondents, all new students agreed that they were able to collect assignments on time during offline learning at school. This is reinforced by the results of interviews with several new students that they are better able to collect assignments on time when doing offline learning at school there is direct motivation to immediately do the assignments given by the teacher, some students can also discuss directly about the assignments given and get supervision directly from the teacher to minimize delays in doing assignments. Following the research conducted by Fauzan et al. (2023), the positive impact of offline learning is students are more responsible for the tasks given by the teacher. So learning in the classroom can be controlled. According to Pika (2022) the teacher can directly monitor children's learning progress in the classroom. In addition to monitoring each student's studies, the teacher can give the motivation to study directly with the students (Anshori & Widyawati, 2021). This is beneficial to the teacher because of the online learning, the teacher must be able to ensure that teaching and learning activities continue even though students are not in the classroom (Nurmalahayati et al., 2022).

From the results above, it can be concluded that most of the new students are able to adapt to their school environment. In addition, the students also able to adapt in terms of communication with the circle of friends and many teachers at school. Soekanto (2009) states that adaptation is the process of an individual, especially students, to adapt themselves to the environment they face. An environment that requires adaptation to new things and has never been encountered before, such as the adaptation of students in learning in the midst of the current pandemic. The transition of the online learning system at home to offline at school with certain limitations, such as there is a shift in school entry for students. This must be a challenge for new students, especially grade VII junior high school and grade X senior high school to adapt back in their school environment to gain comfort in learning, especially in science subjects. Science subjects require a science process skill. Science Process Skills is the ability of students to apply scientific methods in understanding, developing science and discovering knowledge. This is very important for every student to have as a basis for using the scientific method in developing science to acquire new knowledge or develop existing knowledge (Afrizon et al., 2012). In science process skills, there is a teaching and learning process that uses practicum. Practical learning students are able to build concepts meaningfully by connecting the results of observations with theories that have been previously owned, students can also solve science problems by doing practical activities in the laboratory. (Raina, 2011). Practicum conducted by students really needs communication, cooperation in a group and the activity of each individual student. The adaptation process carried out by these new students will have an impact on the process and results of teaching and learning science material. Other than that, practical learning students obviously train up students in study group. According to Munastiwi (2021) creating a study group was the most common strategy applied for student's progress. Study group make students easier to understand about science material because they can study together with their friends.

In the interview with the students, they said that they chose to do offline learning at school because of the 8 topics discussed above. Mahmudi and Reno (2021)

state that the phenomenon at the location shows that online learning has a tendency to make students lazier. Students often only learn when they find interesting things and when there are no important things to do, such as students who have the principle of learning as they please, delaying doing assignments and carelessly doing assignments

Conclusion

From the description above, it can be concluded that most of the new students in grade VII junior high school and grade X senior high school are able to adapt to their school environment. They are also able to adapt in communication with new friends and many teachers at school. This adaptation is also a challenge for them to better understand the situation and conditions at school to get a comfortable learning at school, especially in science subjects. In the learning process, science subjects really need smooth communication, good cooperation and activeness from each new student because in science subjects there are science process skills that require practical experiment. From these several factors, new students choose to do offline learning at school.

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