

LIMITED FACE-TO-FACE LEARNING MANAGEMENT DURING THE COVID-19 PANDEMIC

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Abstract :

This study aims to understand the management of learning in schools at SD Negeri Caturtunggal 3, Depok, Sleman, Yogyakarta Special Region, during the Limited Face-to-Face Learning (PTMT) was carried out during the Covid-19 pandemic. The method used in this research is qualitative. The results showed that the limited face-to-face learning carried out after the previous learning was done online, there were several obstacles that the students strongly dominated at the beginning of the learning implementation. Limited face-to-face learning has obstacles. Namely, many students are confused when invited to icebreaking. Students are still adjusting to the learning, and the reality of student understanding seen from the assessment during online learning and then implemented in a limited manner is very different. Although at the beginning of the implementation of limited face-to-face learning, there were still obstacles, SD Negeri Caturtunggal 3 was able to prepare and develop sound strategies to manage limited face-to-face learning to anticipate unwanted things.

Abstrak :

Penelitian ini bertujuan untuk memahami secara mendalam manajemen pembelajaran di sekolah pada SD Negeri Caturtunggal 3, Depok, Sleman, Daerah Istimewa Yogyakarta, saat Pembelajaran Tatap Muka Terbatas (PTMT) yang telah dilaksanakan saat pandemi Covid-19. Metode yang digunakan dalam penelitian ini adalah metode kualitatif. Hasil penelitian menunjukkan bahwa Pembelajaran tatap muka terbatas yang dilakukan setelah pembelajaran sebelumnya dilakukan secara online terdapat beberapa hambatan yang sangat didominasi dari murid-muridnya saat diawal-awal pelaksanaan pembelajaran. Pembelajaran tatap muka terbatas memiliki hambatan, yaitu banyak murid yang bingung saat diajak ice breaking, murid masih menyesuaikan dengan pembelajaran tersebut, dan realita pemahaman murid yang dilihat dari penilaian saat pembelajaran online dan kemudian dilaksanakan secara terbatas sangat berbeda. Walaupun diawal pelaksanaan pembelajaran tatap muka terbatas masih terdapat kendala, SD Negeri Caturtunggal 3 mampu menyiapkan dan menyusun strategi yang baik dalam manajemen pembelajaran tatap muka terbatas untuk mengantisipasi dari hal-hal yang tidak diinginkan.

INTRODUCTION

Education is one of the benchmarks in the country's development (Nurdiansyah, 2021). Education is also influential because it has a vital role in developing and forming good personalities for students and being an agent in changing a nation to be better in the future (Maryam, 2018). The role of education is vast for change for the better, so to achieve a goal expected in the educational process's success, innovation is needed (Ilyasin & Tohet, 2020). As in article 19 paragraph (1) of government regulation number 19 of 2005 concerning national education standards, it is stated that in the learning process, each academic unit must be able to actively organize all elements of the school community, including parents and surrounding residents (interactive). Fun, inspirational, challenging, can motivate students to play an active role and contribute, provide enough space to accommodate ideas, student independence that adapts to interests talents, as well as in the psychological development that exists in each student and physically, as well as creativity to train creative power. Furthermore, the government regulation described above in paragraph three states that each academic unit must carry out planning in the learning process, implementation of processes in ongoing learning, assessment of learning outcomes, and supervision in the ongoing learning process so that the creation of ideal learning includes elements effectiveness and efficiency (Idrus, 2019).

To achieve the success of the ongoing learning process, management is needed in the learning activities carried out (Rahman & Subiyantoro, 2021). The importance of learning management in schools because learning management can regulate activities related to learning in the classroom according to the concepts and principles of learning used, as a way to achieve the success of effective, efficient, and productive learning objectives accompanied by steps in setting and preparing strategy and planning, which is then reflected in an assessment (Magdalena, 2020). With management, the learning process will be carried out optimally (Monaziroh & Choirudin, 2021). Especially in the design and determination of school learning management, it is necessary to review all aspects thoroughly by considering various possibilities from implementing the specified learning management. The existence of this study reviews learning management at SD Negeri Caturtunggal 3, Depok, Sleman, Yogyakarta Special Region, which the Education Office has appointed to carry out Limited Face-to-face Learning (PTMT) because it has met the requirements and filing by the SOP determined by the Ministry of Education and Culture (Kemendikbud).

To carry out Limited Face-to-Face Learning (PTMT), SD Negeri Caturtunggal 3 designed and established several provisions and regulations to deal with Limited Face-to-face Learning (PTMT) carefully and also coordinated with all parties starting from the central, city, and sub-district education offices as well as coordinate with the District Health Center. The implementation of Limited Face-to-Face Learning (PTMT) at SD Negeri Caturtunggal 3 has dramatically helped the learning process for its students. Because in the past, when learning was still done online, the assessment of learning by looking at the reality of the students could not be adequately realized. This can be seen

when PTMT at SD Negeri Caturtunggal 3 was implemented; when starting to repeat the previous material, which was still done online, it turned out that there were still many students who did not understand. Even though students' grades when learning is still online getting satisfactory grades. From this, it can be concluded that the evaluation assessment given by the teacher to his students is not necessarily in line with the thinking abilities of his students because many of the students do assignments with the help of other people or their parents. Some are done entirely by parents. Therefore, having PTMT at SD Negeri Caturtunggal 3, which the school manages, is suitable for its students' development process, including pedagogical aspects, namely cognitive aspects, affective aspects, and psychomotor aspects (Erwinsyah, 2017).

With the Limited Face-to-Face Learning (PTMT) at SD Negeri Caturtunggal 3, all school members must coordinate with each other. The school also disseminates information regarding Limited Face-to-face Learning (PTMT) to parents and students. The principal of SD Negeri Caturtunggal 3, Karti Andayani, Elementary school. Conveying that the PTMT requires careful planning, which includes from students entering school, the learning process until the students go home so that unwanted things do not happen. This was done because considering the Covid-19 pandemic still exists, technical and management flows are needed that are by the situation and conditions by considering health protocols and other things that support the success of the learning process.

RESEARCH METHODS

This research was conducted qualitatively by interviewing classroom teachers at SD Negeri Caturtunggal 3. Interviews conducted with classroom teachers included learning management during the Limited Face-to-face Learning (PTMT) that was already underway, which included questions about learning design, implementation, evaluation. And the inhibiting factors and their solutions. Furthermore, the results of the interviews were correlated with library data sourced from books, government websites, and journals related to learning management in schools. The qualitative method in this study was used to obtain data that was by the conditions at SD Negeri Caturtunggal 3 related to learning management in the classroom during Limited Face-to-face Learning (PTMT), then re-explained the data that had been obtained, which included strategies in learning management during the Limited Face-to-Face Learning (PTMT) in order to run optimally to achieve the success of the Limited Face-to-face Learning (PTMT) held at SD Negeri Caturtunggal 3 during the Covid-19 pandemic.

RESULTS AND DISCUSSION

Education is a long-term investment in a development scenario of a nation. In education, a person will be given a formal and non-formal education which is very useful in the development period of students, but what we must underline is how a nation educates the sons of its nation so that and what kind of system is prepared to support success in the realm of education. According

to Andrean (1980), quality education is the central pillar of the nation's progress. Currently, Indonesia has made some improvements to educate the nation by distributing the education system to all corners of the country. This form of correction has become an educational evaluation from year to year, which is expected to increase and become even better in the future.

The COVID-19 pandemic is a challenge, a disaster, and a lesson for all aspects of life (Fajri et al., 2021). It is not only about the economy, but many parties have been harmed by this disaster, but do not look at the wrong side; there are many lessons that we can learn from this prolonged disaster (Mundiri & Jannah, 2021). For example, we have enjoyed together a lot lately, namely the very rapid advancement of technology. It is as if we are driven to mature as soon as possible with technology straightforwardly. Many young children who are not ten years old are now addicted to gadgets (smartphones); there are many reasons behind all of this, one of which is the pretext of attending online education from home and others (Solong, 2021).

The significant impact of this pandemic is that it requires us to be literate in IT (technology science), which indeed if we do not update about this, we will be left behind by time. One of the things we will discuss the impact of the COVID-19 pandemic in education is how effective education management is currently taking place at SD Negeri Caturtunggal 3 Yogyakarta. The learning management carried out at SD Negeri Caturtunggal 3 Yogyakarta has now entered the PTMT transition system (limited face-to-face learning), which in the learning system is now in a transition period from PJJ learning (distance learning) to face-to-face learning directly.

Transition Period and Learning Design

At the beginning of the pandemic, almost all schools in Indonesia were learning with the online system or PJJ. This is related to the Ministry of Education and Culture (Kemendikbud) Nadiem Anwar Makarim number 4 of 2020 regarding the implementation of education during the Coronavirus Disease (Covid-19) emergency. At the pandemic's beginning, learning was carried out simultaneously from home with one central command, namely the teacher as the coordinator of the simultaneous learning process from their respective homes. In this case, the learning system uses the lecture method, whose concept is that the teacher explains on a learning platform while the students listen carefully. However, in a learning system like this, there are advantages and disadvantages in being effective or not during learning. (Adri, Giatman, & Ernawati, 2021)

Online learning has been running for approximately two years, starting from the end of 2019. Formal learning has also been going on for so long, with many evaluations from a certain point of view. In online learning, teachers must be creative in bringing learning materials that will be presented to their students. The teacher is the spearhead of the online learning system because it is the teacher who plays a significant role in learning. Less effective learning is due to the demands of being a teacher's homework to package learning materials that have been neatly arranged and structured in annual programs (prota) and semester programs (prosem). In responding to problems like this,

SD Negeri Caturtunggal 3 Yogyakarta has a method that can be effective in stimulating children's interest in learning which is currently starting to be distracted by gadgets. With many experiences and evaluations that are often held to increase the school's prestige, SD Negeri Caturtunggal 3 Yogyakarta can always exist by maintaining the quality of learning both in learning before the pandemic and during the pandemic.

The positive things that teachers transmit to their students are the key to the success of SD Negeri Caturtunggal 3 Yogyakarta in creating favorable school conditions. Before the pandemic, etiquette had been implemented and had become a good habit for school residents. This is what makes children's good attitude towards teachers fostered and affects children's mental and psychological conditions when they are shaken by new learning models (online). In the beginning, adjustment is standard, and it can be said that everything needs adaptation. Children's adaptation at the beginning of the pandemic was their difficulty understanding learning materials because, in general, they were used to directly interacting with teachers in the classroom. So that in understanding the material, the children are accustomed to interactive learning methods in the classroom. The teacher responded well and became the first evaluation they had to complete in the first problem in online learning.

Education management during a pandemic is a complex matter that cannot be underestimated. The new system with various challenges has been in the spotlight of various academic circles, both from observers of the world of education and practitioners of the world of education who are both looking for loopholes but not looking for a standard solution. In a situation like this, SD Negeri Caturtunggal 3 Yogyakarta has its way, namely by maximizing existing technology and triggering teachers to develop their knowledge in the IT realm. Using the current system, it is hoped that students' interest in learning will be enthusiastic and effective because in the concept SD Negeri Caturtunggal 3, Yogyakarta wants to create an effective and fun learning system.

The variety of platforms used by teachers in the learning system and collaboration in delivering different material at each meeting is one example of an exciting method of delivering material developed by the teacher. Mature knowledge and experience are the principal capital in determining the management structure; the first thing to evaluate is that children's interest in learning online has certainly decreased even though there is a maximum limit of learning in one day, which is for two hours, but children certainly have a sense of boredom. In response to this, the principal of SD Negeri Caturtunggal 3 Yogyakarta, Mrs. Karti Andayani, S, Pd. SD intelligently made a breakthrough in attractive learning designs by educating teachers to pay attention to time in online learning. Suppose in everyday learning; children only have a maximum concentration time of the first 15 minutes from the start of learning, then in an online state. In that case, the teacher should use the first 10 minutes as much as possible to explain the material and continue with interactive methods and continue with evaluation in the form of questions or close by giving motivational sentences or others. So that children's level of concentration in

learning is not disturbed with a severe long duration of time, also considering the health of the children's eyes. Because children stare at the screen for too long, it is a bad habit that will only be felt in the future, and the teacher responds to this problem by providing examples in the classroom.

A good teacher-student relationship will produce good cooperation to achieve one word of success. Teachers and students are like partners in a competition; students are talents who still feel their talents, while teachers are like mentors who show students how to maximize their talents. The teacher's figure must have at least the main competencies that must be possessed, namely pedagogic competence, personality competence, professional competence, and social competence. In pedagogic competence (teachers), the teacher must have the soul (spirit) of a teacher so that the teacher can adapt in any situation.

The pandemic has been running for several years, the government's program in preventing virus transmission has also produced results, but not all of them are optimal (Mustajab & Fawa'iedah, 2020). Prevention efforts are also lively everywhere with one goal: to return to normal and everything can run as it should. High hopes in some sectors also fully support the government's program in preventing the transmission of the COVID-19 virus. Some have started to rise with strict considerations regarding health protocols, one of which is in the world of education. Several educational institutions are starting to open up opportunities for their students to enjoy school facilities again by conducting face-to-face learning. One more problem for teachers who must adapt to students who are already comfortable with the online learning system.

The closest government program in the world of education is the transition from distance learning (PJJ), or what we often call online at this time, which will slowly be shifted to a limited face-to-face learning system (PTMT). SD Negeri Caturtunggal 03 Yogyakarta is one of the schools appointed by the local government as an experimental school in the initial step of implementing face-to-face learning. This election was not without reason because SD Negeri Caturtunggal 3 Yogyakarta is one of the best schools in Yogyakarta. Before its appointment, it had passed several school feasibility assessments in carrying out face-to-face learning during the current pandemic.

As explained above, teachers must be ready for any situation and have broad and contained creativity because there will be many challenges in education. The transition in education is one example of how teachers must be more creative in any circumstances. The problem currently being felt by teachers at SD Negeri Caturtunggal 3 Yogyakarta is that their abilities are not by the portion (material) that should be. So when children enter class for the first time, the first thing they miss is meeting their peers, which is normal. However, behind all this, they are already fed up with distance learning (PJJ), and children tend to be surprised by the new material, and this is all returning to the children's mental state whether they enjoy it or vice versa because it is very influential.

The first thing that the teacher of SD Negeri Caturtunggal 3 Yogyakarta does is repeat all the learning materials explained to their students. The first is

that they need explanations to strengthen their memory, and the next is that reviewing the lessons that have been missed is a way to maximize the memory of children who have been passive for a long time. By repeating the lesson, students are no longer surprised by new material which if they do not master the previous material, they will find difficulties in the future. The intensive learning program is a breakthrough made by SD Negeri Caturtunggal 3 Yogyakarta in maximizing online learning that is less than optimal and an evaluation of learning. This program runs with the provisions of the child's ability, so later, it will be filtered according to their respective abilities and there is already a mentor who will accompany intensive learning.

After maximizing the material that has been passed during the PJJ period, the next step is how to maximize the effective time allocation in learning. In pre-pandemic learning, the average child learns a day in which there are six subjects with the allocation of time for each meeting a maximum of thirty-five minutes in half a day; during the pandemic, the learning time is shortened to two hours of meetings at one time meeting only do it two to three times a week. At a time of transition like this, SD Negeri Caturtunggal 3 Yogyakarta combines learning before the pandemic and during the pandemic regarding the division of effective learning time, what is currently happening is that in one day there will be two groups of students who come to school. Each is divided into two different times of the day, namely the morning group from 07.00 to 09.00 and the next batch enters at 09.30 to 11.30.

With the selection of SD Negeri Caturtunggal 3 Yogyakarta in implementing the experimental PTMT system among elementary schools, it is hoped that in the future the learning system in Indonesia can run normally in order to save the nation's successors. And in the future the learning system is more modern but does not leave an important element in the world of education, namely the figure of the teacher.

Learning Implementation

The implementation of management at SD Negeri Caturtunggal 3 Yogyakarta since PTMT (Limited Face-to-Face Learning) has been implemented as it is. Because it has not been a week since PTMT has been implemented, the Teaching and Learning Activities (KBM) have not run optimally. Many students are not fully focused and are still adjusting, and students still need guidance from the teacher (Idhayani, Nasir, & Jaya, 2020). In practice, the teacher divides into 2 sessions in each KBM. Each session takes 2 hours and 2 subjects. Session one starts from 07.00 am to 09.00 am and second session runs from 09.30 am to 11.30 am. So, teachers have to work hard for 4 hours to organize and provide KBM for their students. During PTMT, the teacher also gives assignments for students with a certain time allocation according to the subjects in the assigned task. For arithmetic and writing subjects which require longer time to do their work, the teacher gives 3 days of assignments for subjects such as Mathematics and Indonesian. Then for assignments from other subjects, the teacher only needs to give 1 day.

Although the condition of students is still not fully optimal in receiving lessons, the teacher still tries hard to restore the condition of students so that they can focus more on receiving lessons. The students who are not optimal are because they are still in shock that they have never participated in face-to-face teaching and learning before (Fatmawati, n.d.). For example, for grade 3 students at SD Negeri Catur Tunggal 3 Yogyakarta, from grades 1 and 2, they have done it online and have never done face-to-face teaching and learning at all. Due to the implementation of the previous learning, many students experienced a decrease in interest in learning. Although at the time of online learning students are often given assignments by the teacher, but not a few parents and other people who do the assignments of students and not the students themselves who do the tasks given by the teacher. So that when PTMT at SD N Catur Tunggal 3 Yogyakarta took place, many students went blank when the teacher explained the lesson in class. For this reason, the subject teacher interspersed with relaxation activities in the middle of the lesson, such as clapping, singing, and others.

In this quite critical era, namely the era of globalization, it is very important for every school to regulate the implementation of learning management in schools properly so that the output issued is also of high quality (Gemnafle & Batlolona, 2021). As happened in SD Negeri Catur Tunggal 3 Yogyakarta, the effort to implement learning is quite good. Although, there are still many students who are not entirely optimal in receiving lessons. This happens because of other factors that have been mentioned in the previous paragraph.

Learning Evaluation

Learning evaluation is an essential part of learning activities and can never be separated in the learning process (Borashkyzy et al., 2020; Karimi, Mulwa, & Kyalo, 2021). The implementation of evaluation in learning has an important meaning, because evaluation becomes a measuring tool in order to find out how much students understand the materials that have been conveyed when learning is carried out and also to find out to what extent the level of achievement of students in achieving success (Divayana, 2017) . With the evaluation, the learning objectives will be seen accurately and convincingly. However, the evaluation cannot be careless in applying it (Qatrunnada, 2021; Hefniy et al., 2019). The achievements given in the evaluation of learning must cover 3 pedagogical aspects, namely cognitive aspects, affective aspects, and psychomotor aspects. Evaluation also needs to be optimized because it is part of the learning process that can develop students and does not only rely on the assessment of learning outcomes obtained by students, but the need for assessment of input, output, and processes in the learning process, which is reflected in learning evaluation. (Saifulloh, 2020). To support the effectiveness in learning, one of the factors that support the effectiveness of learning is a good and well-planned evaluation factor for the learning process carried out and the learning outcomes obtained by the students.

Evaluation of learning carried out at SD Negeri Caturtunggal 3 when learning was still online was carried out by giving daily tests in the form of

questions made from each teacher or questions from LKS. The system for submitting answers for daily tests is usually through an intermediary google form. In providing learning evaluations, teachers at SD Negeri Caturtunggal 3 make evaluation plans covering three pedagogical aspects by conducting evaluations that are not only limited to doing test assignments, but by doing practice and making videos, it can also be through voice notes or videos when giving evaluations. Relating to the spirituality of students in which the evaluation of the learning is done by collaboration between class teachers and religious teachers. It is hoped that with an evaluation that uses practice and is videoed, students can be motivated to do better in their work and cultivate students' thinking, creativity, and innovation. For the evaluation of learning carried out during Face-to-face Learning (PTMT), it will be conducted like face-to-face learning before the covid pandemic, namely manually by giving daily test questions in physical or paper form.

With the implementation of learning evaluation during Face-to-face Learning (PTMT) by providing technicians similar to learning before the Covid-19 pandemic, it is hoped that the evaluation given to students can provide data by the reality of student learning conditions without manipulation (Kadri, 2018). Continuing to carry out learning evaluations at SD Negeri Caturtunggal 3 during Face-to-Face Learning (PTMT) will also provide optimal information from the learning process and can achieve the objectives of learning evaluations that can improve the quality of learning. From what has been described, shows that the success in the learning program implemented by SD Negeri Caturtunggal 3 is seen from the aspect of learning outcomes that have been achieved. So the need for a well-designed and appropriate learning evaluation, so that the goals and objectives in the learning evaluation can be achieved by not forgetting the 3 pedagogical aspects in the learning evaluation for balance and harmony in the development of students.

CONCLUSION

The management of school learning in SD Negeri Caturtunggal 3 is very well planned in dealing with Face-to-face Learning (PTMT). Planning in the making learning management considers other things thoroughly by reviewing the current situation and conditions, namely the existence of Covid-19. The learning management is arranged in detail starting from the learning design that adapts the conditions of the students of SD Negeri Caturtunggal 3, the implementation of learning, the evaluation of learning, as well as solutions in overcoming the obstacles that occur when PTMT takes place because before Limited Face-to-face Learning was carried out, students I have been following online learning for a long time. In previous online learning, student learning has undoubtedly not been optimal due to obstacles or situations that are not supportive of a complete understanding of the work of the students' tasks. So with the Limited Face-to-Face Learning that has been carried out at SD Negeri Caturtunggal 3, which is carried out a re-understanding of the Essential KD content materials that require special attention that had previously been taught during online learning, it is hoped that students can understand well the

materials. Delivered during the Limited Face-to-face Learning takes place at the same time that the students can successfully learn conducive and optimally, which will help their development and success in learning.

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