FACE-TO-FACE LEARNING METHODS ARE LIMITED IN OVERCOMING STUDENTS' LEARNING DIFFICULTIES DURING THE PANDEMIC COVID-19

Yoyok Prasetyo [1], Irvan Sir [2], Atmam Amir [3]
[1] MI Maarif NU Kebalandono Lamongan, Indonesia
[2] Universitas Negeri Makassar, Makassar, Indonesia
[3] SMAN 9 Makassar, Indonesia

Article Info	ABSTRACT
	In Indonesia, the impact of the pandemic was quite severe. This is evidenced by the high mortality rate. To reduce its spread, the minister of education and the government imposed an online learning system which was found to be less effective at elementary school levels, especially in physical education and health lessons, which required a lot of physical activity. Various obstacles that occurred in the learning model in the network resulted in educators preferring the limited face-to-face learning model as a means of delivering material to students. Despite the great risk, it turns out that this limited face-to-face learning model is more effectively used than other learning models. To reduce risk, health protocols must be carried out before starting learning. The results of this limited face-to-face learning show an increase in students' understanding of the material at MI Maarif NU Kebalandono. As a suggestion, a professional teacher must also be able to adapt and adjust to the learning they will do in class under any conditions so that the competencies expected in the curriculum can be conveyed properly to students.

Corresponding Author:

Yoyok Prasetyo,
MI Maarif NU Kebalandono Lamongan, Indonesia
Email: yoyokprasetyo670@gmail.com

1. INTRODUCTION

The COVID-19 pandemic has hit almost all corners of the world, which has resulted in changes in all sectors and social activities of the society (Mukarram, 2020; Zakiyah & Kusumawardani, 2021). Starting from the economy, trade, defense, and education. Indonesia is no exception. Almost all sectors are paralyzed as a result of the impact of this pandemic.

In the world of education, the existence of this pandemic is very much felt as a result of the implementation of the distance learning model in the network to replace the direct learning model with a face-to-face system. As a result of the impact of this pandemic, many students are carrying out learning activities from their respective homes, of course with the direct assistance and direction of their parents (Simamora, 2020; Prasetyo & Zulela, 2021). This is done to prevent the spread of COVID-19 from getting wider.

However, this latest learning model is not effectively implemented in elementary schools in the subject matter. Especially in learning physical education and sports, distance learning in this network is not effectively applied (Khamal, 2020; Maftuhin et al., 2021; Arif & Setyawan, 2022). Because learning physical education and sports is different from learning other subjects, most of which only prioritize theory and practice questions. However, physical education lessons require a lot of repertoire of basic movements,

variations and combinations of movements, and basic techniques that need to be demonstrated directly (Guru, 2007; Muhtar & Lengkana, 2019). So that the learning model in the network is less effective.

To deal with the lack of effectiveness of the model, it is necessary to make variations of other learning models that are more efficient, namely the application of limited face-to-face learning models. As the name implies, in this limited face-to-face learning, there are several limitations that are applied. Starting from the number of students attending to the reduced learning duration Although face-to-face, strict health protocols are still applied with 5M as the main slogan (Sihombing & Juliana, 2021), namely:

1. Wash your hands with soap and water.
2. putting on a standard medical mask
3. Stay away from crowds.
4. Limited mobility
5. Maintain a safe distance

Thus, God willing, our bodies and souls will remain protected from this COVID-19 outbreak. And of course, we continue to help the government in tackling the global epidemic, and, of course, education in our beloved country is still running. And what is certain is that all students can still receive effective and efficient learning.

This is what encourages conducting research on effective learning models that are applied based on existing situations in schools. Because if you are forced to use the learning model recommended by the government that is less effective, it is likely that the specified curriculum competencies will not be achieved.

Theoritical review

The learning model is a conceptual framework that is used as a guide in carrying out learning that is arranged systematically to achieve learning objectives concerning syntax, social systems, reaction principles, and support systems (Lisewski & Joyce, 2003; Santyasa, 2007; Joyce et al., 2008). The learning model can also be interpreted as a way of delivering learning material by determining strategies, selecting subject matter (teachers and students), presenting subject matter (individuals or groups), how to present subject matter (inductive or deductive, analysis or synthesis, formal or non-formal), and the target recipients of the subject matter (groups, individuals, heterogeneous or homogeneous). During a pandemic, educators must be smart to read the situation and conditions of students (Churiyah et al., 2020; Hebebci et al., 2020). So three effective learning models were launched in the midst of limitations and still adhere to health protocols, namely:

1. **Online Learning Model**

Online learning means learning that is done online, using learning applications and social networks. The online learning model is the most flexible model in the midst of face-to-face limitations due to the COVID-19 pandemic (Means et al., 2014; Sujarwo et al., 2020; Simamora et al., 2020). However, not all educators and students use the Internet because of quota or network constraints.

The online learning system is a learning system without face-to-face interaction directly between educators and students but is carried out online using the internet network (Giatman et al., 2020). Online learning is carried out through available platforms. All forms of subject matter are distributed online. Online communication and tests are also carried out online. Online also states the condition of a piece of equipment or a functional unit. An online condition if it meets several requirements. Among them:

a. Directly controlled by another device
b. Directly under the control of a system
c. Ready for immediate or real-time use
d. Connected to a system in operation.
e. functional and ready to serve.

Online learning activities are carried out on a personal computer (PC) or laptop connected to an internet network connection (Simamora et al., 2020). Educators can do learning together at the same time using social media groups such as WhatsApp (WA), Telegram, Instagram, Zoom applications, or other media as learning media. Thus, educators can ensure that their students take part in learning at the same time even though they are in different locations (Means et al., 2014)

Whatever learning platform will be used in online learning must take into account the existing conditions, capabilities, and constraints, including infrastructure, human resources, and the economic conditions of students (Giatman et al., 2020). The most important thing is to ensure that the learning process during this pandemic continues and the learning objectives can be achieved.

2.   Offline Learning Model

Offline is an acronym for "out of network." While the offline learning system is a learning system that requires face-to-face interaction, Offline is defined as being disconnected from the computer network (Sohn et al., 2009). This learning model is the second alternative learning model after online and cannot be implemented due to several obstacles such as quotas and networks. The offline model is carried out using learning facilities without a network or quota (Wintarti et al., 2019). However, it requires facilities in the form of electronic devices and electricity. However, there are still obstacles experienced in this offline learning because not all regions in Indonesia have electricity and electronic facilities.

Learning with the offline method is learning that is carried out face-to-face directly by educators and students, all done offline (Fathoni, 2018). Educators provide material in the form of hardcopy assignments to students, which are then carried out outside of school. Offline uses television, radio, independent learning models and worksheets, printed teaching materials, teaching aids, and learning media from objects in the school environment, depending on the availability and readiness of the facilities and infrastructure owned by educators and students.

The offline learning model can be interpreted as a form of learning that is not at all connected to the internet network (Korucu & Alkan, 2011). In offline learning, students study or do assignments without connecting them to the internet network. In addition, offline activities are also carried out when conducting offline conferences by meeting in person without going through platforms or internet media.

Why offline is an alternative for distance learning because, as you see, the condition of the availability of supporting facilities in the implementation of online learning is not adequate, so learning in the form of offline by meeting face-to-face between students and educators is the solution. So, the point of offline activities is direct learning that

does not involve or use the internet or internet networks at all (Fryer & Bovee, 2016; Eryani & Mulyanti, 2021).

3.   Blended Learning Model (Online/Offline)

The Blended Learning Model is a combination of two learning methods, namely online and offline, which are carried out alternately or mixed (Abdullah, 2018; Dakhi et al., 2020; Jalinus, 2021). This means that educators creatively use both alternative models in order to convey material or carry out learning to students. In practice, it depends on the educator in implementing it, when to use the online learning model and when to use the offline model.

This blended learning model is used when carrying out online is not enough or insufficient (Suartama et al., 2019; Dwiyoga & Radjah, 2020), so it must be mixed or mixed with the offline mode because there are obstacles in or indeed learning needs that require offline directly, such as carrying out motion assessments that cannot be assessed directly. If this third alternative model needs to be applied in the teaching and learning process in the classroom.

4.   Physical Education, Sports, and Health (PJOK)

Physical education is essentially an educational process that utilizes physical activity to produce holistic changes in individual qualities, both physically, mentally, and emotionally (Pangrazi & Beighle, 2019). Physical education treats children as a unified whole, a total being, rather than just considering them as someone who is separated from their physical and mental qualities. Physical education is an inseparable part of education in general which affects the potential of learners in terms of cognitive, affective, and psychomotor activity through physical activity (Pangrazi & Beighle, 2019). Through physical activity, children will gain various kinds of valuable experiences for life, such as intelligence, emotions, attention, cooperation, skills, and so on. Physical activity for physical education can be through sports or non-sports. The point of concern is the improvement of human movement (Bailey et al., 2009). More specifically, physical education is concerned with the relationship between human movement and other areas of education; the relationship of body-physical development to mind and spirit. His focus on the influence of physical development on the area of growth and development of other aspects of the human being is what makes it unique. No other single field, like physical education, is concerned with total human development (Gallahue & Donnelly, 2007).

Furthermore, sports education is education that enables students to master certain sports (Gallahue & Donnelly, 2007). Students are introduced to various sports so that they can master sports skills. What is emphasized here is the "outcome" of the learning, so that the teaching method and how children go about their learning are dictated by the goals to be achieved. In practice, the characteristics of sports training infiltrate the learning process.

What often happens in sports education learning is that teachers pay less attention to the abilities and needs of students. If students have to learn to play volleyball, they

develop volleyball technical skills firsthand. The basic techniques in such lessons are more emphasized by presenting the subject matter with a drilling approach; in other words, the stages of presenting motion tasks that are adapted to the child's abilities are not given attention.

Health education is a process that bridges the gap between health information and behavior (Hellison, 2010). Health education motivates a person to receive health information and act accordingly so that they become more informed and healthier. Health education is a learning process. In this case, it means that there is a process of development or change towards knowing and being a better individual (Hellison, 2010).

Based on this understanding, it can be concluded that health education is a business that is given in the form of guidance or guidance to someone or students about health, which includes personal aspects (physical, mental, and social) so that they can change and develop harmoniously.

2. METHOD

This study uses a qualitative method. Where this study uses the background of events during the pandemic, the curriculum in Indonesia was changed from face-to-face to non-face-to-face, also known as online learning. However, in school learning, this method is less effective due to several factors. Especially in the subjects of physical education and health, it turns out that this system is not working effectively. This is because physical and health education prioritizes increasing the repertoire of motion, so that online learning, which is only face-to-face when explaining material and provides examples of movement through video shows, is not effective enough to be applied to improve students' movement skills.

This research was conducted at Madrasah Ibtidaiyah Maarif NU Kebalandono, which is located at Jalan Sidodadi No. 50, Kebalandono Village, Babat District, Lamongan Regency, East Java Province, starting from August 26th 2021 to October 7th 2021. Along with Work Experience Practices (PPL), Professional Teacher Education in Position in 2021 (PPG Daljab 2021)

Students at MI Maarif NU Kebalandono in the 2021/2022 academic year. The total number of students is 168 students, consisting of 94 boys and 74 girls.

3. RESULTS AND DISCUSSION

Education is one of the sectors affected by the outbreak of the COVID-19 pandemic that has hit the world (Bozkurt et al., 2020; Ahmed et al., 2021). Indonesia is no exception. This pandemic has changed the order of education from the central level to the lowest level. All levels must comply with regulations related to this pandemic outbreak.

To cope with the spread of COVID-19, the government has implemented several new learning models that must be implemented starting from the lowest level of education (PAUD/TK, elementary level (SD), and Madrasah Ibtidaiyah (MI)) to the highest level, namely undergraduate education (university). The models are online learning (Online) and limited offline learning (Offline Limited/PTMT).

a. Online Learning

Learning with an online model using face-to-face virtually with the Google Meet application. This online model is considered the most effective way to prevent the

spread of COVID-19 and it is proven by the implementation of this online model at the level of junior secondary education (junior high school), senior high school (SMA), and college (university).

However, this does not apply to basic education (SD or MI). Learning with this model is very dependent on various things, ranging from economic conditions, weather, and also the ability of students to use technology. and very dependent on the psychological condition and behavioral patterns of children, especially in small grade children (grades 1 and 2). In particular, the weather factor and students' ability to use technology; these two things greatly affect the effectiveness of online learning itself.

Some cases that arise when this model is applied in learning are as follows in Table 1.

Table 1. Problem Case Finding Online Learning

No	Obstacles that occur	Mismatch between Plan and Implementation	Cases/Problems that Arise
1.	Technical (facilities and infrastructure)	Constraints in fulfilling quotas and applications that are not yet known to students Unsupported facilities	The students don't know about the Google Meet application yet Limited supporting facilities for students (internet quota) Limited facilities for teachers (laptops) that need to be updated
2.	Support for smooth activities	Not according to the time plan	Unstable power Unstable internet signal strength

From several cases that appear above, it proves that learning activities with online (online) models are less effective in being applied to elementary level education units (Anderson, 2004; Chen & Jang, 2010). Especially in physical education subjects, which in practice require a lot of movement activity (Morley et al., 2005; Kim et al., 2015). So that learning that only sits and listens and sees the motion picture of a material in PJOK through laptop or cellphone screens is not suitable for physical education learning criteria. Because, once again, in physical education classes, sports and health necessitate far more movement than simply listening or seeing. From these examples, it is necessary to use the second latest model in the learning system for the sake of fluency and also increased student learning outcomes, which, of course, still pays attention to safety and also supports government programs in efforts to contain the spread of COVID-19. That is the limited outside network (limited offline)/limited face-to-face model.

b. Offline Learning

As the name implies, "Limited Offline or limited Face-to-Face". This model applies several modifications to the learning process, ranging from reducing the number of students presented to reducing the duration of face-to-face lessons per lesson (Pei & Wu, 2019; Kumar et al., 2020). Children are not required to wear school uniforms, and

even the use of school building facilities is no longer a priority. This means that this model can be carried out or implemented at the home of the teacher or one of the students who are considered suitable for use (Kumar et al., 2020)

During several opportunities to implement this limited offline learning model, it turned out that there were no significant obstacles. ranging from small classes (1, 2 and 3) to large classes (4, 5, and 6). Everything went smoothly. One of the obstacles is the lack of hours per face-to-face. The following are some of the problems encountered in offline processes in Table 2.

Table 2. Problem Case Finding Offline Learning

No	Obstacles that occur	Mismatch between Plan and Implementation	Cases/Problems that Arise
1.	Technical (facilities and infrastructure)	Hours / face to face	Not being able to maximize the hours per face to face
2.	Support for smooth activities	-	-

From the above case findings in Table 2, the limited face-to-face learning model is more effective in applying to elementary school children. Because elementary school-aged children still need a lot of guidance and direct direction from the teacher (Whear et al., 2013; Lau & Lee, 2021). In addition, this learning model also produces more intensive communication between teachers, students, and parents of students. Of course, in the implementation of this model, there must be approval from the school, the COVID Task Force, and the village government, as well as from the parents of each student.

Even with limited circumstances like this, the face-to-face model directly is more suitable to be applied in PJOK learning (Alam & Maryanti, 2022). Because educators can explain and provide examples and direct directions for motion material to students, so that it is easier for students to understand and practice the movements that are exemplified by educators. Although with various limitations, this model has proven to be more effective, especially in the subject matter of physical education, sports, and health (PJOK).

c.   Blanded Learning

This learning model combines online and offline models. In practice, when a teacher only needs to deliver materials and assignments, the online model is used to avoid crowds (Masgumelar & Dwiyogo, 2020; Sudana, 2021). Then when carrying out the skills test, the offline model is needed by coming to the house or by using the private/group WhatsApp facility to call students to come to school individually. Of course, this blended model also raises cases/problems in its implementation. When doing online, the problems that arise will be the same as those listed in Table 1: cases and problems.

Similarly, when collecting practical assignments offline, With a class size that is not small, a teacher needs extra time to complete the bill of only 1 material.

Thus, the learning model for this model is also considered less effective to be applied in elementary school. Especially in the subjects of physical education, sports, and health, which require a lot of movement.

4.   CONCLUSION

From the discussion above, it can be stated that, for the sake of fluency and the development of students' abilities during the pandemic, which has imposed many restrictions by the government, particularly on the education sector, more effective learning models must be implemented and applied. Of course, in the application of this model, we must still pay attention to the safety of educators. And also pay attention to aspects of student development in learning. The "Limited Face-to-Face" learning model is more effective in being applied than the online (virtual) and blended (online-offline) learning models. Specifically for use in elementary school (SD/MI). Especially in the subject of Physical Education, Sports, and Health (PJOK), which in practice requires a lot of movement and must move.

As a teacher who lives in the era of globalization as it is today, we are required to be technologically literate, creative, and innovative in carrying out teaching practices in schools. So, to overcome the current situation with the many rules applied, we are not surprised and also not clumsy in carrying out learning at school.

A professional teacher must also be able to adapt and adjust to the learning they will do in class under any conditions so that the competencies expected in the curriculum can be conveyed properly to students. Moreover, for physical education and health teachers who have more field activities than in the classroom, because the PJOK subjects prioritize basic movement repertoires for the creation of a healthy, fit body for students and themselves,

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