

LIMITED FACE-TO-FACE LEARNING POLICY SOCIALIZATION MODEL IN JUNIOR HIGH SCHOOL

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Abstract

The spread of the coronavirus has decreased significantly in various regions, so the government has issued a limited face-to-face learning policy that can be carried out by the requirements set by the government. The purpose of this study was to determine the socialization model of limited face-to-face learning policies in junior high schools. The research method used qualitative through qualitative descriptive. The research was conducted at a State Junior High School in Merauke. Sample selection was the purposive sampling technique. The 70 participants consisted of the Head of the Merauke Regency Education Office, school principals, teachers, parents, and students. Data collection techniques used observation, interviews, and documents. The data analysis technique consists of the stages of data collection, data reduction, data presentation, and concluding. The validity of the data consists of credibility, transferability, dependability, and confirmability. The data findings conclude that the limited face-to-face learning socialization model that has been carried out in junior high schools is in the form of interactive dialogue with all parties, namely teachers, parents, and students. Socialization activities are carried out in stages using video conferencing. The contents of the socialization provided to teachers, parents and students are adjusted to the needs. Socialization to teachers is directed at the concept of the content of the limited face-to-face learning policy and the process of implementing learning in the classroom. Socialization to parents is directed at the contents of the limited face-to-face learning policy. The students get information related to the implementation of learning activities in the classroom and various rules that must be obeyed by students. The results of this study have implications for the understanding of all parties regarding the limited face-to-face learning rules so that the spread of the Coronavirus does not occur in schools.

Keywords: Face-to-face, Learning, Policy, Junior High School

INTRODUCTION

The results of the evaluation of online learning during the Covid-19 pandemic are social impacts such as the risk of dropping out of school, decreasing learning achievement, as well as violence against children and external risks. Even the level of student motivation has also decreased significantly (S, 2021). Motivation is an important factor in the success of learning,

including online learning (Fitriyani et al., 2020). Disturbances in the direct learning process between students and teachers and the cancellation of learning assessments also have an impact on the psychology of students and the decline in the quality of student skills (Syah, 2020). Even though both online and offline learning systems are expected by teachers to be able to provide a successful learning process. Teachers and students prefer offline learning (Erwan Pratama et al., 2020). Another inhibiting factor of online learning shows that not all students have a smartphone and there are still many parents who are busy working so they cannot accompany students to study (Putria et al., 2020). Even the teachers make home visits to provide learning to students (Amalia, 2016; Asmuni, 2020). The findings of learning difficulties during the Covid-19 pandemic, it has provided a deep understanding that currently face-to-face learning activities must be carried out even though they are limited. Thus, all problems in the administration of education can be resolved and educational goals can be achieved.

Moreover, the spread of the coronavirus has decreased significantly in various regions, so the government has issued a limited face-to-face learning policy that can be done with the requirements set by the government. This policy is based on the Joint Decree of the 4 Ministers announced on March 30, 2021, that the government requires education units to provide two services, namely face-to-face learning on a limited basis while still implementing health protocols and distance learning. This policy is based on evaluating the results of online learning during the Covid-19 pandemic.

From this understanding, it can be understood that the implementation of learning in each region varies depending on the readiness of the school itself. The implementation of the limited face-to-face learning policy will only be carried out at schools in areas that are considered representative according to the provisions set by the government. All parties involved in the provision of education must actively participate in implementing policies, be it local governments, heads of education offices, heads, schools, teachers, students, parents and society in general.

The implementation of limited face-to-face learning will be supervised by the central government to local governments. School principals are encouraged to provide education on the consistent application of health protocols to ensure all limited face-to-face learning is carried out by complying with all health protocols. Meanwhile, local governments through the education and health offices are advised to ensure the fulfilment of checklists in each education unit and to monitor and evaluate the implementation of limited face-to-face learning in education units. In addition, the regional government together with the regional Coronavirus disease 19 (Covid-19) task force carry out testing when symptoms are found and carry out tracking when positive confirmed cases are found.

Based on this explanation, limited face-to-face learning socialization has a very important role in providing understanding to all parties involved in providing education so that the COVID-19 virus does not spread more widely. In addition, all parties involved in the learning process continue to apply the Health protocol. So, schools must have the right framework or model in providing socialization of limited face-to-face learning activities so that the objectives of implementing this learning can be achieved and the coronavirus does not spread again. This is the basic reason for this research activity and provides a different focus from previous research. Thus, the purpose of this study was to determine the socialization model of limited face-to-face learning policies in junior high schools. The results of this study are expected to contribute to science related to the implementation of education. Schools as

formal educational institutions have a clear concept in holding face-to-face learning activities during the Covid-19 pandemic.

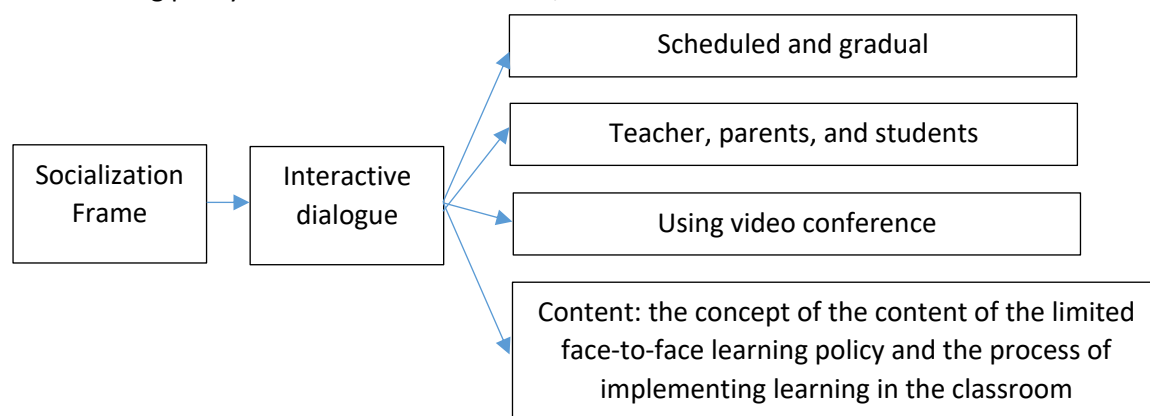
RESEARCH METHODS

The research method used qualitative through qualitative descriptive. Qualitative research is intended to interpret the phenomena that occur in the field and the researcher is the key instrument (Creswell & Creswell, 2018). This research was conducted at a State Junior High School in Merauke. The sample selection used the purposive sampling technique. The 70 participants consisted of the Head of the Merauke Regency Education Office, school principals, teachers, parents, and students. Data collection techniques used observation, interviews, and documents. In this study, the researcher used unstructured observation. This is due to the unpredictable situation of the coronavirus disease (Covid-19) pandemic, so researchers developed observations by following developments in the field. Interviews were conducted openly. In this interview stage, the researcher was interviewing the informants in depth. The research documents were lesson schedules, reports from teachers and school principals.

The data analysis technique consists of the stages of data collection, data reduction, data presentation, and concluding. At the initial stage, the researcher conducts a general exploration of the social situation or object under study, everything that is seen and heard is recorded. The data reduction stage is carried out through the selection and sorting of data according to the problem being studied. The presentation of the data is done through analysis and narrating the data to answer research problems. The final stage is concluding according to the results of data analysis. The validity of the data consists of first, credibility (credibility) shows the level of compatibility of the concept of the informant or resource person with the concept of the researcher. The second, transferability, namely the existence of a person's responsibility in making generalizations. The transferability process is obtained by doing a job describing the research context and the assumptions that are central to the research. Third, dependability, which is where the researcher explains the changes that occur in the setting and how these changes affect the research approach. Fourth, objectivity (confirmability), which is where the researcher re-examines repeatedly and matches the findings with supporting data

RESULT AND DISCUSSION

The data findings conclude that the limited face-to-face learning socialization model that has been carried out in junior high schools is in the form of interactive dialogue with all parties, namely teachers, parents, and students. The following is the model of limited face-to-face learning policy socialization in the school;



Picture 1. The Framework of Socialization Process about Limited Face-to-Face Learning

Picture 1 showed the process of socialization in the school about the limited face-to-face learning. Socialization activities are carried out in stages using video conferencing. The contents of the socialization provided to teachers, parents and students are adjusted to the needs. Socialization to teachers is directed at the concept of the content of the limited face-to-face learning policy and the process of implementing learning in the classroom. Socialization to parents is directed at the contents of the limited face-to-face learning policy. The students get information related to the implementation of learning activities in the classroom and various rules that must be obeyed by students.

During the process of observing limited socialization activities for face-to-face learning policies, teachers and parents still have concerns about this policy. The input from teachers if schools reopen is the need for greater health protection among teachers and children in schools. This means that coordination and collaboration with local stakeholders are very important, and further capacity building to ensure that the learning process can be safe, comfortable and effective (Amri et al., 2021). Because the end of this pandemic period cannot be predicted, education cannot be postponed. The Indonesian government must be more aware of the social welfare gap of the Indonesian people and focus on specific solutions to these obstacles to online education (Pradana & Syarifuddin, 2021). The limited face-to-face learning policy is the right solution. However, compliance with school health protocols as a significant matter in the delivery of face-to-face classes following national and international guidelines in mitigating the impact of the COVID-19 pandemic as a public health crisis must be considered (Sarmiento et al., 2021).

Limited face-to-face learning is important to be carried out immediately by going through the stages of giving priority to teachers to get the Covid-19 vaccine because the provision of vaccines accompanied by the implementation of strict health protocols will provide a safe learning environment for students. Based on data from the Ministry of Education and Culture, it is known that the Merauke Junior High School has stated its readiness to carry out limited face-to-face learning of 83.33% with a participation rate in the prevention and prevention of COVID-19 through the participation of the vaccination program as much as 51.72% which is a prerequisite for limited face-to-face activities so that they can be carried out properly. and effective by the direction of the ministry of education and culture and the ministry of health. Although the pace of development of Covid-19 in Merauke continues to increase, the Merauke Regency Education and Culture Office still allows limited face-to-face schools.

This policy is to see the development of students because the online system does not provide an effective way of learning for students. The policy of reopening schools during the COVID-19 pandemic with a limited face-to-face learning process must be of great concern to the government. Governments and schools must balance the uncertainties and risks that arise (Viner et al., 2021). From the results of this socialization, the concept of limited face-to-face learning refers to the principles of health and safety in the implementation of education and takes into account the growth and development and rights of children. This means that the implementation of limited face-to-face learning does not only pay attention to how schools can facilitate the facilities and infrastructure needed in limited face-to-face learning but also must pay attention to the quality of children's rights in learning. Thus, adequate resources both in quantity and quality need to be considered in the implementation of limited face-to-

face learning. In addition, the commitment and attitude of resources are also important in the implementation of limited face-to-face learning.

CONCLUSION

The results of the study concluded that the socialization process related to the limited face-to-face learning policy in junior high schools in Merauke was carried out very well and provided understanding to all parties about the implementation of limited face-to-face learning. The school has provided socialization to all related parties in a gradual and scheduled manner. Each party involved gets different information. Parents and teachers get the content of limited face-to-face learning policies and procedures for implementing learning in schools. Meanwhile, the school socializes the learning process in class and the rules for implementing health protocols that students must obey. The socialization process is carried out through interactive dialogue using video conferencing so that parents, teachers and students can conduct question and answer process related to the limited face-to-face learning policy.

The results of this study have implications for the understanding of all parties regarding the limited rules of face-to-face learning so that the spread of the Coronavirus does not occur in schools. The process of socializing this policy is a very important part of achieving the success of face-to-face learning without an increase in the number of people who are positively affected by the COVID-19 virus. However, this research is limited to the analysis of the framework of the socialization process of face-to-face learning policies. Therefore, the results of this study can still be developed by further researchers. Research activities can be linked to the perceptions of teachers and parents about this policy. So, the results of this study also recommend to the school that all activities carried out in schools related to limited face-to-face learning must be socialized with the right framework.

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