



Analysis of the Implementation of Limited Face to Face Meeting as an Effort to Prevent Learning Loss Due to the Covid Pandemic Elementary School

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Receive: 27/08/2022 Accepted: 07/09/2022

Published: 01/10/2022

ABSTRACT

The discovery of the Coronavirus Disease virus or what is often called Covid-19 in Indonesia has caused several impacts, especially in the world of education. With the increase in positive cases of this virus, schools are doing home learning. The implementation of home learning is carried out for a long period of time so that it can result in learning loss. Learning Loss is the non-optimal learning process that results in the loss of specific and general knowledge and skills, a decline in academic achievement and most often an extended gap or discontinuity in education. In this study using descriptive qualitative methods using research techniques of observation, interviews and documentation. The purpose of this study is to describe the implementation of face-to-face meetings limited to elementary school students. The results of this study indicate that limited face-to-face meetings have a positive impact, and limited face-to-face meetings are expected to reduce learning loss.

Keywords: *limited face-to-face meetings, learning loss*

INTRODUCTION

Currently, the world is being stirred by the discovery of a new virus. The virus is transmitted very quickly in the human respiratory system, this virus is called Coronavirus Disease or what is often called covid-19 in Indonesia. This corona virus causes sufferers to experience infections in the respiratory tract starting from the flu to fatal consequences such as death. This virus is very dangerous if prevention is not carried out from the beginning. According to the Ministry of Health in Azimah et al., (2020) Corona virus or Coronavirus Disease is a large family of viruses that cause mild to severe illness, such as common cold or cold and serious diseases such as MERS and SARS. The virus originated in Wuhan, China and has spread to various countries. The emergence of this virus in Indonesia has resulted in several changes felt by the Indonesian people. These changes make people's lives different. Pardiyanto, (2020) stated that as at the beginning of the pandemic, the government decided to carry out Work from Home activities, so that all activities that were originally carried out as usual must be done at home. This is continued with social distancing and the implementation of strict health protocols to reduce the spread of the virus.

In addition to causing changes, the impact of the pandemic is very significant on all sectors, including the education sector (Naila & Khasna, 2021). This is very clearly felt for the people of Indonesia, because it can interfere with the living system. One of them that has had a long influence is in the world of education. Education itself is basically an obligation that must be carried out by the people of Indonesia. Based on the Preamble to the Constitution in the 4th paragraph of 1945, it is the right of every nation's children that has been stated, namely: protecting the entire nation and all Indonesian bloodshed and to promote the general welfare, educate the nation's life, and participate in carrying out world order based on independence, lasting peace and social justice. Not only that, Article 31 Paragraph 1 of the 1945 Constitution of the Republic of Indonesia states that every citizen has the right to get an education (Nafrin, 2021).

Quoting from Setiawan & Sukamto, (2021) The condition of the Covid-19 pandemic which provides a crisis and the impact of limitations changes all planning, especially for the scope of elementary schools, so it requires practical solutions. Distance learning or often called online is part of the practical factor decided by the Government for the world of Education. At first, learning activities were carried out face-to-face as usual. Over time, this online learning continued to be carried out until the emergence of several opinions stating that online learning is less effective if carried out continuously. It can be caused by the change of the previously conventional learning system to an online system very suddenly without careful preparation, so that many obstacles are encountered. The obstacle is the decrease in individual performance when asked to work in groups. In fact, group work can improve various skills including: collaboration, communication, critical thinking and creativity. These four skills are known as 4C that students need to master in the 21st century (Naila, 2021).

The implementation of online learning that occurs for more than a year makes students follow learning from home through gadgets. So most of them are not serious about participating in learning and have an impact on the ability to absorb information and knowledge from teachers. Opinion from Andriani et al., (2021) one of the things that is worried that if this learning at home lasts for a long time, it can result in Learning Loss.

Farhan (2022) mentioned that Learning Loss is a lack of maximalization of the learning process that results in the loss of knowledge and skills specifically and generally, deterioration of academic achievement and most often there are extended gaps or discontinuities in education. According to Nadiem Makarim as the Minister of Education and Culture, learning loss is an event in a generation that experiences a loss of opportunity to add knowledge because there is a delay in the learning process. Likewise, in this case, the government finally implemented a limited face-to-face learning system. Face-to-face learning is limited, namely learning that is carried out to reduce thinking gaps. Limited face-to-face learning is a limit on the number of students in one class, so it is necessary to regulate the number with

a rotation system and a capacity of 50% of the normal number of students, the approval of the parents of the students, the implementation of strict health protocols, the education staff has vaccinated, and the facilities and infrastructure supporting the implementation of health protocols are available (Ode et al., 2021).

From the results of interviews with teachers, researchers found that students are more enthusiastic when doing face-to-face learning even though it is only limited, in order to train thinking patterns to be more targeted. Face-to-face learning is rated more effective than distance learning. The reason is that it can provide material input directly rather than remote learning. From this description, the researcher's goal is How Efforts to Implement Limited Face-to-Face Learning as an Effort to Prevent Learning Loss.

The relevant research that is in accordance with this research is the research from (I. Wati, 2022) with the title "Strategies to Minimize the Risk of Learning Loss After Distance Learning in Early Childhood Education in Al-Ibrah Integrated Islamic Kindergarten Group B" that distance learning is ineffective and less optimal for early childhood, especially parents' concerns about learning loss experienced by children over a long period of time. The opening of limited face-to-face learning is a solution to overcome these impacts after distance learning. Teachers' efforts in carrying out several strategies to maximize face-to-face learning are limited, including; carry out face-to-face learning towards normal with a longer time than limited face-to-face learning, and design active learning for children.

The next research entitled "Learning Loss Due to Distance Learning During the Covid-19 Pandemic in Indonesia" by Cerelia et al., (2021) there is an inequality between provinces in the adaptation of the PJJ system during this pandemic, where some provinces are called vulnerable and have a higher risk of being affected by learning loss than other provinces. With the highest percentage of dropout rates, areas experiencing the highest internet access difficulties, areas with the highest poverty rates and areas where the population has a low average length of schooling, all variables point to provinces that fall into 3T (outermost, lagging and frontier) areas.

The research of Fadilah et al., (2022) entitled "Religious Education as an Effort to Anticipate Learning Loss at SDN 023 Tarakan" explained that the efforts made in anticipating learning loss through Religious Education emphasize the cultivation of character, of course with the participation of parents. The results showed that there was a compatibility between the efforts illustrated by the completeness of the learning materials provided to children, the learning methods used, the process of monitoring children through active communication with parents or guardians of children and the use of learning media tailored to the needs and circumstances of the child. So it can be concluded that efforts to overcome learning loss through Islamic Religious Education at SDN 023 are good.

From the three relevant studies, it can be concluded that distance learning is less effectively applied in early childhood, but when limited face-to-face learning begins to be held, teachers can monitor students through parents. So that the problem of learning loss can be overcome by teachers with the application of PTMT compared to PJJ, therefore it is necessary to conduct further research on this problem. Based on the description of the background above, the title raised in this study is "Analysis of the Implementation of Limited Face-to-Face Learning as an Effort to Prevent Learning Loss Due to the Covid Pandemic in Elementary Schools". The purpose of this study is to describe the implementation of the application of limited face-to-face learning to elementary school students. **RESEARCH METHODS**

This research uses the Descriptive Qualitative research method, this research aims to describe or describe the problem to be studied. According to Creswell in Dr. J. R. Raco, ME., (2010) qualitative is an approach to explore or understand the central symptom, where from these symptoms the researcher needs to conduct interviews or questions addressed to the object under study using a wider scope of questions.

The research techniques used are:

1. Observation

Observation is part of collecting data directly from the field. According to (Oliver, 2017) observation is a data collection technique that

is usually carried out by conducting detailed research and recording it systematically. The instrument that will be used in this study is an observation sheet. The purpose of this observation is to find out teaching and learning activities during limited face-to-face learning at SD Muhammadiyah 13 Surabaya.

2. Interviews

An interview is a conversation of two or more people on a subject that will be questioned to the source for information, which cannot be obtained through observation or questionnaires. According to (J. U. M. Wati et al., 2021) an interview is an interaction activity that aims to obtain in-depth information using a question and answer method between researchers and informants. The instrument used is an interview sheet. In this study, interviews will be addressed to 3 students, 3 teachers and principals. This interview aims to find out how students, teachers and principals of SD Muhammadiyah 13 Surabaya respond to limited face-to-face learning as an effort to prevent learning loss.

3. Documentation

Documentation is the process of collecting information in the form of books, images, archives and other excerpt materials. According to (Oliver, 2017) documentation is a record of events at a certain time that can take the form of images, writings or works that have a certain impression. In this study, documentation was used as proof of the truth that limited face-to-face meetings have been implemented at SD Muhammadiyah 13 Surabaya.

This study uses triangulation as a data validity technique where the data will be checked and used as a source of truth for a study. According to Alfansyur & Mariyani, (2020) Triangulation is used to mature the consistency of cross methods, such as field observations or observations and interviews or with the use of the same method. The

following triangulation used in this study is in the form of I. Source triangulation

Source triangulation is the excavation of information to the target that will be used as an object or in people related to research. Triangulasi teknik

II. Triangulation technique

is a validity check used to test data by sources using several varied techniques. Menurut Miles dan Huberman dalam (Rijali, 2018) teknik analisis data yaitu sebagai berikut :

1. Data reduction

Data reduction can be interpreted as a series of several obtained data. The data will later be pursued according to what is analyzed. Thus the data will provide an overview of what is being studied.

2. Data presentation

After the data is reduced, the next stage is the presentation of data where the information to be compiled will allow conclusions to be drawn. This presentation is used for reference as a decision making based on data presentation analysis

3. Drawing conclusions

The last step in this data analysis technique is to draw conclusions, the data drawn conclusions will answer the research focus.

RESULTS AND DISCUSSION

The results of the analysis of research data show that there are similarities between the perceptions of principals, teachers and students regarding the occurrence of learning loss in students and how limited face-to-face meetings can prevent this. Here is an elaboration of the interview results obtained.

1. Implementation of Limited Face-to-Face Meetings

Limited face-to-face meetings are one of the government's efforts to control learning loss in students. However, in its implementation, the safety of

school residents, especially students, must be really considered properly so as not to cause clusters of COVID-19 transmission (Firdaos et al., 2021). Therefore, when implementing face-to-face meetings in schools, the principal has prepared maximum health protocols such as hand washing stations, hand sanitizers, masks, seating arrangements to spraying disinfectants regularly.

The class teacher stated that in addition to cleanliness and social distancing, the school also only carries out learning with a short time, which is 2 to 3 hours and there is a division of study groups. Limited face-to-face meetings also make it easier for teachers to transfer the material to be provided through media and learning methods that allow students to understand it well in person. The existence of this is certainly very helpful to prevent the worsening of learning loss in students. The principal stated that the health protocols in the school have been prepared to be strictly related to this matter. Hygiene tools such as hand sanitizers, soap, tissues, masks, and disinfectant spraying. In-class learning when face-to-face is limited has been adjusted according to the distance rules between child 1 and other children. For its learning is only 2 or 3 hours in 1 day. The existence of limited face-to-face learning is certainly very helpful to prevent learning loss in students.

According to students' statements during limited face-to-face meetings they felt it was quicker to understand the learning material from the teacher directly. The learning atmosphere that is carried out in two directions and presents friends around them makes them feel more enthusiastic about learning. Although at the beginning, difficulties were found during the process of reviewing the material by the teacher. But at least students' interest in learning began to rise when face-to-face meetings were limited. The three speakers gave the same statement regarding the positive impact of face-to-face meetings limited to both cognitive and social abilities of students. Students' cognitive abilities can be restored and can even improve when face-to-face meetings are limited because when learning is carried out in person most of their focus is on the teacher, so that students' grasp of the material is faster and learning objectives can be achieved optimally. In addition, when students are

confused they can ask the teacher directly or discuss with their friends in class.

In its implementation, this limited face-to-face meeting can reduce the impact of learning loss, so that the difficulties experienced by students when doing learning at home can be overcome when the implementation of face-to-face meetings is limited and it is hoped that this limited face-to-face learning can overcome problems that occur during online learning.

1. Learning Loss in Students during Limited Face-to-Face Learning

Learning Loss is a condition of fading student abilities both in terms of knowledge and skills in general and specifically (Cerelia et al., 2021) In addition, this condition is also characterized by the weakening of students' abilities in the academic field as a result of the not optimal learning they receive, especially during online learning.

Research from Maulyda et al., (2021) states that students prefer learning and teachers can directly monitor students so that learning objectives will be achieved. From this information, the impact of learning loss will decrease as face-to-face learning progresses.

According to the principal, learning loss is an event where the level of interest in learning of students causes their abilities in academics and character to fade. This can happen because students spend more time at home playing and lack of parental or adult mentoring. In addition, online learning that is carried out without face-to-face interaction between teachers and students makes students' ability to understand the material taught less and less every day.

Based on the results of interviews with class teachers, it shows that learning loss is one of the negative impacts of online learning. This is reinforced by student learning outcomes during the pandemic which are very contrasting where one day students do not do but during exams always get very high scores. In line with the principal, the three teachers agreed that when the first face-to-face meeting was held, many students looked confused and did not understand the material taught during the review process, even though the material had actually been taught during online learning.

The students did not fully understand the concept of learning loss but they realized that online learning had a significant impact. They revealed that the difficulty of understanding the material taught

often occurs and it has an impact on the ability to complete the tasks assigned by the teacher. Without the help of parents and google they can't do it themselves. The existence of learning loss can make students experience thinking gaps so that when conducting limited face-to-face learning, material reviews are very important for teachers so that the concept of the material will not be forgotten by students.

From this statement, it can be concluded that distance learning is still less effective in early childhood, but when limited face-to-face learning begins to be held, teachers can monitor students through parents. So that the problem of learning loss can be overcome by teachers with the application of PTMT compared to PJJ, therefore it is necessary to conduct further research on this problem.

CONCLUSION

The results of the study showed that the implementation of limited face-to-face meetings had a positive impact on learning loss that occurred in students. The existence of limited face-to-face meetings can help teachers and schools to prevent learning loss from getting worse. However, schools must also properly prepare for the supporting components of limited face-to-face meetings.

In accordance with the narrative from the resource person that 2 to 3 hours of learning carried out in schools can improve the ability to absorb information and learning from teachers well. In addition, the conditions of the learning environment in schools that are different from home can increase students' interest in learning which was initially very low due to online learning.

Therefore, the next researcher is expected to dig deeper into the solution of learning loss and its prevention when face-to-face meetings have been carried out 100%.

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