In Teaching Learning Activities during Pandemic, Student Response to Combination Learning Policy (SDUA Rejang Lebong Case Study)

by Guntur Gunawan Et. Al

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ABSTRACT

The purpose of this study is to examine the responses of parents of students at the Aisyah Primary School (SDUA) Rejang Lebong to a mixture of learning policies from teaching and learning activities while accompanying their children to learn from home and face-to-face. The survey technique used was a google form filled out by the guardians of SDUA Rejang Lebong Regency students. The data gathering method is in the form of a questionnaire, and the questionnaire distribution will take place between February 11 and February 20, 2021. During the pandemic, 30 people were given questionnaires with 9 items concerning integrated learning in teaching and learning activities (KBM). According to the study results, 60 percent of parents of students think that their children's learning outcomes through a mixture of online and face-to-face learning are good, while 40 percent disagree, then, in the percentage of responses from student guardians regarding working on teacher-assigned assignments via the internet, rendering youngsters inactive Because 56.7 percent agree and 43.3 percent disagree, it can be deduced that if pupils just use internet media, children will become more passive. Furthermore, guardians of students' responses to the existence of combination learning can give children freedom in the learning process were overwhelmingly positive, with 80% agreeing and 20% disagreeing. It is clear that combination learning can give students more freedom in carrying out learning activities. The following number pertains to the student's guardian's response in working on each of their children's assignments, and whether parents are constantly active in this, with 63.3 percent agreeing and 36.7 percent disagreeing, it is understandable that the teacher's duty for his students must include his parents. Furthermore, parents' responses to face-to-face learning are far more suitable than their responses to online learning, with 90 percent agreeing and 10% disagreeing. Furthermore, 56.7 percent agree and 43.3 percent disagree that holding learning activities in conjunction with face-to-face meetings improves student learning results, it is clear that learning in a group setting makes it more easier for pupils to absorb the topic and improves their learning outcomes. Furthermore, 60 percent of parents agreed and 40 percent disagreed that parents should be involved in completing the tasks assigned by the teacher, Then, in response to the question of whether combination learning can include children's learning activities, 76.7 percent agreed, while the remaining 23.3 percent disagreed. Finally, when asked if combination learning can improve children's discipline, 70 percent of parents agreed and 30 percent disagreed. As a result, it can be inferred that for the present, if just using the online system, most students cannot understand the content and

neglect the chores assigned by the teacher, and most students are more passive in their work since individuals who do more work are parents. Another advantage is that when it is integrated with a face-to-face system, the teacher may present entire material, track students' progress, and constantly push pupils to engage in the learning..

Keywords: Pandemic Period, Learning Policy, and Combination of Teaching and Learning Activities

INTRODUCTION

Learning activities are a method of presenting educational knowledge to pupils, which includes sources and learning materials (Lanani, 2013). There is an interaction and communication process in learning to communicate messages from educators to students so that material messages are well absorbed and can effect understanding as well as the shaping of students' mindsets and behavior. As a result, reaching a goal in learning activities has a significant impact on the communication and interaction that occurs during the learning process.

Through the stages of methodical design, execution, and evaluation, this learning process is defined by educative interactions rooted in educators and learning activities for students. According to (Fanani, 2010), there are components of teachers teaching and students learning in the learning process, and the mechanism of students in the learning process goes through three stages: receiving information input, managing information, and expressing the results of information management in learning.

Learning is a process of interaction between students and educators in a learning environment that includes instructional content, delivery methods, learning strategies, and learning resources. Learning is defined as a process of interaction between educators and students, as well as learning resources, that takes place in a learning environment, according to the Law of the Republic of Indonesia No. 20 of 2003 on the National Education System (Republik Indonesia). So, on a national level, learning is an interaction process involving several components such as educators, students, and learning resources that occurs in a learning environment because they are interconnected and interact with one another to achieve a goal that is expected to be optimally in accordance with the goals that have been set.

According to (Pane & Dasopang, 2017) that learning is primarily a process that regulates, organizes, and encourages pupils to engage in the learning process. Learning can also be defined as the process of assisting or guiding pupils through the learning process. Learning, on the other hand, is a very complicated feature of activities that cannot be entirely defined, according to (Trianto, 2009) To put it another way, this learning is the result of a continual interaction between development and life experiences. Essentially, Trianto stated that learning is an intentional effort made by a teacher to steer his students toward the desired outcomes. It is evident from the description that this learning is an interaction between educators and students who are able to organize and grow, as well as motivate students to participate in the learning process.

Meanwhile, this learning, according to (Rohana, Model Pembelajaran Daring Pasca Pandemi Covid, 2020), is an attempt to condition students such that the learning process occurs, by offering a stimulus and facilitating students with numerous sources of learning methods, one of which is online during the Covid-19 epidemic. Educators or teachers must be able to create learning methods that are appropriate for the topic and students' qualities. Educators must also be able to teach using a variety of online media that are designed to make it easier to access correctly and understand by pupils. As a result, an educator must be able to build and create online (online) learning by leveraging media applications that are acceptable and appropriate with the subject delivered.

Online learning is defined as learning that takes place via the internet and includes features such as accessibility, connectivity, flexibility, and the opportunity to engage in a variety of learning experiences. (Sadikin & Hamidah, 2020). This type of online learning brings educators and students together to conduct learning exchanges and communication. Meanwhile, according to (Gikas & Grant, 2013), implementing online learning necessitates the use of mobile devices such as smartphones,

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laptops, computers, tablets, and iPhones to access various information so that traditional learning methods can be employed to deliver this learning process.

In general, traditional learning entails an instructor offering an introduction, then vocally discussing the teaching materials, presenting an example, opening a question and answer session, and finally assigning assignments related to the content to be taught by students, The teacher can then confirm the tasks that the students are working on, and the teacher (teacher) wraps up the lecture. Conventional learning methods, according to (Kholik & Muhammad, 2011) are classic learning methods, also known as the lecture technique, because this approach has traditionally been utilized as an oral communication tool between educators and students in the learning process. This traditional style of history instruction is defined by lectures with explanations and the distribution of assignments and exercises.

This online education activity employs both asynchronous and synchronous learning techniques, namely online and face-to-face learning (offline). The two possibilities above are synchronous and asynchronous learning in the application of the learning process presently facing the new normal, because at the learning level, the learning process requires the learning process to adapt to practicing learning from home through online media (online). Offline, by adhering to the health plan and being assigned other times to complete the learning process. This circumstance necessitates that educational institutions continue to incorporate some of the most recent advancements in the learning process by combining teaching and learning activities.

Because today's learning must pay more attention to health in order to avoid the spread of Covid-19, we must pay more attention to health protocols through an online system (in the network) and also offline (outside the network). According to (Hosaini, 2020) the physical distance between students' seats, the usage of masks, hand washing in flowing water, and maintaining a spacing between students' seats all have an impact on classroom capacity. As a result, every school that has embraced face-to-face learning must divide its pupils into multiple shifts. Also, throughout the pandemic era, employ online and offline learning technologies that have been agreed upon by school policy.

As a result, the goal of this study is to examine parents' reactions to a mix of learning policies from teaching and learning activities at Aisyah Primary School (SDUA) Rejang Lebong while accompanying their children to learn from home and face-to-face at school.

Several studies have looked at online and offline system policies in schools during the current epidemic, but each location will have its own set of challenges and issues in adopting this mix of online and offline learning rules. (Rohana, Model Pembelajaran Daring Pasca Pandemi Covid-19, 2020) examines the online learning system in the post-Covid-19 pandemic situation, where the ability of an educator to innovate in building techniques and models in the learning process to be a solution the most effective way to break the chain of Covid-19 spread, *After the government imposed a new standard so that the learning process might be carried out offline, physical distancing (maintaining distance) is also a consideration for choosing online learning*. These findings are relevant to the author's research since the government has enforced a new policy in the learning process by utilizing integrated learning in teaching and learning activities.

The Use of Online Media in the Process of PAI Teaching and Learning Activities in the Pandemic-19 Period (Jelani, Fauzi, Aisah, & Zaqiyah, 2020) in his research (Jelani, Fauzi, Aisah, & Zaqiyah, 2020) proved that During the Covid-19 epidemic, the usage of online media has an impact on the teaching and learning process (KBM) as well as the level of development of pupils in responding to the information offered. While the research that the author examines differs slightly from previous research, the explanation is specifically with the existence of a learning policy that includes a combination of teaching and learning activities with alternating systems, namely online (in the network) and offline (outside the network) in the learning process.

Each of the aforementioned research journals is required because of a collection of hypotheses and references that either support or refute the research. In terms of the various journals gathered, it is clear that the study being conducted is becoming more robust, as the content provided in each article can be used as a reference. As a result, it may be assumed that the research to be conducted is relatively new and has not been undertaken by many other researchers.

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RESEARCH METHOD

This research takes a qualitative approach, focusing on the condition of natural things and emphasizing understanding the deeper meaning of a symptom (Sugiyono, 2018). This qualitative research, according to (Ahmadi, 2016), produces conclusions that are not reached using statistical techniques or other quantification tools. So, based on a variety of viewpoints, this qualitative research can be defined as a condition that depicts a natural phenomenon that occurs during research, as well as a symptom of data manipulation. This study collects data through observation, internet interviews, and the distribution of questionnaires and videos. While the data analysis methodology use content analysis to uncover difficulties that arise during school-based learning activities, data is collected, processed, and concluded in accordance with the study's needs.

The questionnaire, which was presented to parents, has nine questions on Aisyah Superior Elementary School (SDUA) Rejang Lebong's program of combining teaching and learning activities during the epidemic.

Table 1. In the learning process, the percentage of parental/guardian reactions to children's learning outcomes using a combination of online and face-to-face learning.

| No	Feature	The Total Number of Respondents	
		Agree	Disagree
1	The learning outcomes for children are fairly favorable when online and face-to-face learning are combined in the learning process.	19	11
	Percentage (%)	60%	40%

30 responses
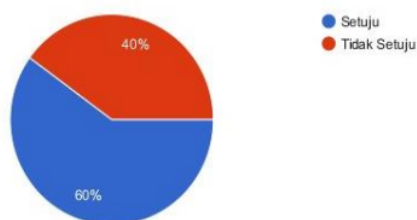
Picture 1. The reaction of students' guardians/parents to their children's learning results as a result of mixing online and face-to-face schooling.

60 percent of the 30 respondents agreed, with 19 stating that their children's learning outcomes were quite good using a combination of online and face-to-face learning, while the remaining 40% disagree, with 11 stating that their children's learning outcomes were quite good using a combination of online and face-to-face learning, because there are numerous replies and

reasons from the parents in the current epidemic, integrated face-to-face and online learning, especially in the implementation of learning such as tasks given by the teacher, 60 percent of parents agree with the teacher's tasks since some of them say it brings them closer to their children and allows them to monitor their own children's progress. While 40% of those who responded disagreed because of the majority of the reasons, as well as responses from parents of students, the children had to be accustomed to independent learning beginning with the school's assignment, and there were also guardians of students who responded because there was enough work so that there was time to help children complete the assignments. not so crucial.

Table 2. The percentage of parents who said their children were passive in doing the teacher's tasks.

No	Feature	The Total Number of Respondents	
		Agree	Disagree
1	The student who is uninterested in doing the teacher's tasks.	17	13
	Percentage (%)	56,7%	43,3%

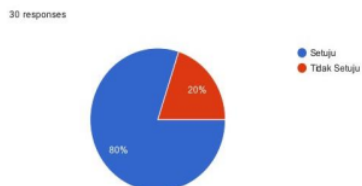30 responses

● Setuju
● Tidak Setuju

43.3%

56.7%
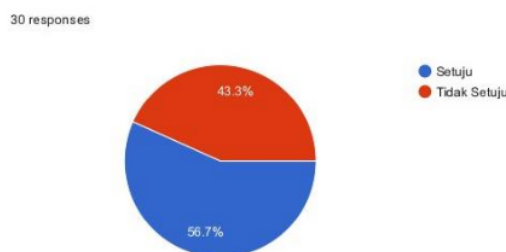
Picture 2. The student's guardian/reaction parent's to the teacher's task determines whether the youngster becomes passive in learning.

The majority of respondents agreed with 56.7 percent of the duties assigned by the teacher, while the remainder 43.3 percent disagreed. As a result, it can be concluded that online learning can render youngsters passive by assigning chores to them.

Tabel 3. The percentage of parents and guardians that believe that integrated learning can allow a child more independence in the learning process.

No	Feature	The Total Number of Respondents	
		Agree	Disagree
1	Combination learning allows youngsters to be more independent in their learning.	24	6
	Percentage (%)	80%	20%

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Picture 3. the student's guardian/parents' reaction to the mix of learning and whether it can allow a child learning freedom.

Based on the percentage of guardians of students who agree as much as 80% and disagree as much as 20% on the aspect of combination learning providing full freedom in the learning process for students, it can be concluded that in this combination learning students can do a lot in the learning process..

Table 4. The percentage of parental/guardian answers in carrying out each child's teacher-assigned duty is always taken into account.

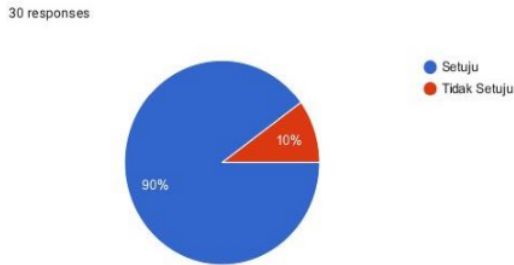| No	Feature	The Total Number of Respondents	
		Agree	Disagree
1	Always assist students in completing any task assigned by the teacher.	19	11
	Percentage (%)	63,3%	36,7%
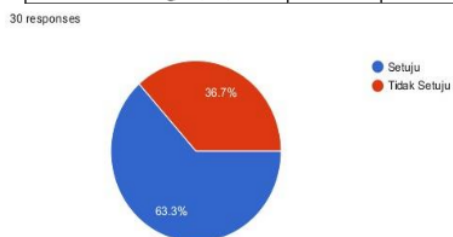
Picture 4. The involvement of the student's guardian / parent in carrying out each child's teacher-assigned duty is always present.

Following that, it was discovered that 63.3 percent of parents of students agreed with the assignment given by the teacher at school, while 36.7 percent disagreed. It can be concluded that most parents of students always assist their children in completing assignments, while a small percentage did not agree because there were guardians whose parents did not agree.

Table 5. The percentage of replies to face-to-face learning is far higher than that of online learning.

No	Feature	The Total Number of Respondents	
		Agree	Disagree
1	The face-to-face learning method is far	27	3

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|		
superior to internet learning.		
Percentage (%)	90%	10%

30 responses

Picture 5. The response of guardians/parents during the face-to-face learning process is far more appropriate than the response of guardians/parents during the online learning process.

Furthermore, as evidenced by the number of respondents who agree and disagree, face-to-face learning will be far more appropriate than online learning in the face-to-face learning process. As a result, it can be concluded that most parents of students prefer to agree to begin learning offline or face-to-face rather than needing to be online all of the time.

Table 6. Percentage of replies indicating that combining online and face-to-face learning activities in the learning process improves children's learning outcomes.

| No	Feature	The Total Number of Respondents	
		Agree	Disagree
1	Combining online and face-to-face learning activities in the learning process to improve children's learning results	17	13
	Percentage (%)	56,7%	43,3%

30 responses
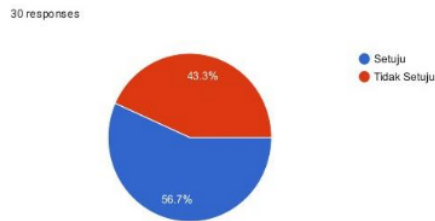
Picture 6. Parents' and guardians' reactions to using a combination of online and face-to-face learning activities in the learning process to improve their children's learning results.

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According to the part of the conversation regarding boosting student learning outcomes by combining online learning systems with face-to-face, 56.7 percent of respondents agree and 43.3 percent disagree.

Table 7. Parental/guardian involvement in completing children's chores given by the instructor as a percentage of total parental/guardian replies

No	Feature	The Total Number of Respondents	
		Agree	Disagree
1	participation in the completion of the teacher's assignments for the pupils	18	12
	Persentage (%)	60%	40%

30 responses


Setuju
Tidak Setuju
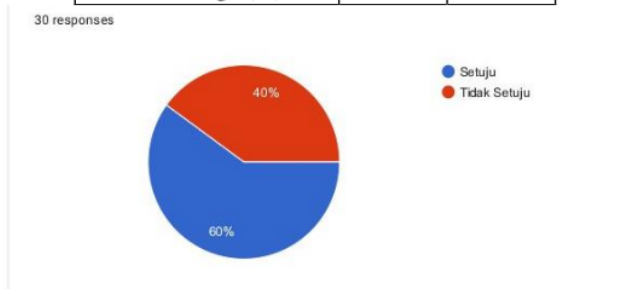
Gambar 7. Responses of guardians/parents to their children's participation in completing teacher-assigned tasks.

In the next percentage, it is determined whether parents are more or less active in making their children's assignments when the teacher assigns them. As a result, from a maximum total of 100 percent, it can be seen that those who agree account for 60% of the total, while those who disagree account for 40%.

Table 8. Children's learning activities can be increased by the percentage of replies to a mixture of online and face-to-face learning.

No	Feature	The Total Number of Respondents	
		Agree	Disagree
1	Combining online and face-to-face schooling can boost children's learning activities.	23	7
	Persentage (%)	76,7%	23,3%

30 responses

- ● Setuju
- ● Tidak Setuju

23.3%

76.7%
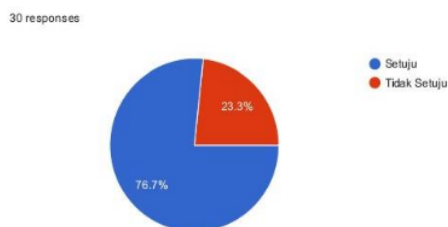
Picture 8. Parents' reactions to the use of both online and offline learning to increase their children's learning activities

Furthermore, it can be noted that 76.7 percent of those who responded agreed, while 23.3 percent disagreed, when it came to learning activities through a mixture of online and face-to-face learning.

Table 9. Children's discipline can be improved by increasing the percentage of integrated learning responses.

No	Feature	The Total Number of Respondents	
		Agree	Disagree
1	Combination learning can help children become more disciplined.	21	9
Persentase (%)		70%	30%

30 responses

- ● Setuju
- ● Tidak Setuju

30%

70%
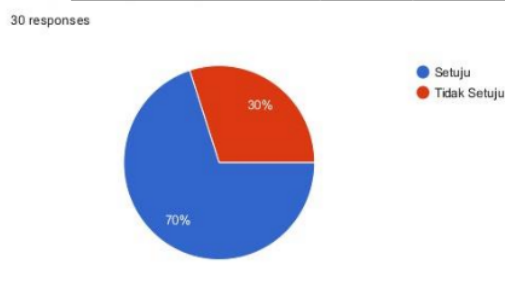
Picture 9. Children's discipline can be improved by parents' reactions to integrated learning.

Furthermore, the percentage of those who agreed with the application of this combination learning between face-to-face and online in the learning process can be seen in the percentage of those who disagreed with the application of this combination learning between face-to-face and online in the learning process.

Based on the findings of research, SD Unggulan Aisyah (SDUA) Rejang Lebong has implemented a policy of combined learning in teaching and learning activities (KBM) between online and face-to-face since receiving a policy from the government by implementing the new normal and following health protocols.

Schools use recommendations for integrating learning during the COVID-19 pandemic while still adhering to health rules while adopting face-to-face learning. Because a teacher must be able to pay attention to numerous things that must be done in learning utilizing methods and models or even a combination program, online learning is another option for continuing the learning process Specifically, by providing the syllabus, materials, opportunities for students to review the syllabus,

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presenting students' progress and achievements, and maintaining interaction with students and their guardians so that the relationship between teachers and guardians of students, as well as students, remains established. This online or online learning is accomplished by assigning homework to pupils so that they can think and guardians / parents of students can monitor their children's development.

Students study by learning alternately (alternating) which tries to limit the number of students who attend, for example, students are divided into two sessions over the course of six days Students in the first session attend school on Mondays, Tuesdays, and Wednesdays, while students in the second session attend school on Thursdays, Fridays, and Saturdays. However, this system does not mean that students only attend school for three days, but that they continue to learn only through the online system on the following day. Therefore, in the current learning process, proper learning techniques and models must be employed, including by employing integrated learning techniques and models, namely face-to-face and online.

At current time, schools use a variety of methods and models to carry out the learning process, including traditional face-to-face learning, online learning, blended learning, or a combination of face-to-face and online learning, so that each institution in each school has a choice of learning models and methods that will be utilized as models and learning methods in their individual schools. In general, teachers in every school have reasons and considerations that are appropriate for each topic to be held in student learning and in accordance with the elements examined in selecting each model and style of learning.

The achievement factor for learning outcomes, namely models and methods of learning that are considered suitable and can deliver cognitive learning outcomes that at least run smoothly, is the main factor that should be considered in determining a method and model in the learning process, according to (Anggrawan, 2019). As a result, it can be stated that as long as the methods and models are effectively implemented, it will be simpler for students to participate in all teaching and learning activities at school.

CONCLUSION

Based on the findings of the study, it can be inferred that parents' reactions to the combination of teaching and learning activities, and their children's learning outcomes through this mix of online and face-to-face learning, are positive. 60% of those polled said they agreed, while 40% said they disagreed then, in the percentage of responses from student guardians regarding working on teacher-assigned assignments via the internet, rendering youngsters inactive Because 56.7 percent agree and 43.3 percent disagree, it can be deduced that if pupils just use internet media, children will become more passive. Furthermore, parents of students' responses to the combination of learning can allow children independence in the learning process were overwhelmingly positive, with 80% agreeing and 20% disagreeing, It's easy to see how this mix of learning might give pupils more freedom in their learning activities. The next percentage concerned the response of student guardians in carrying out each of their children's assignments, and whether parents are always involved here, with 63.3 percent agreeing and 36.7 percent disagreeing. It is clear that the task assigned by the teacher to his students must involve both parents. Furthermore, parents' responses to face-to-face learning are far more suitable than their responses to online learning, with 90 percent agreeing and 10% disagreeing. Furthermore, 56.7 percent agree and 43.3 percent disagree that holding learning activities in combination with face-to-face can improve student learning outcomes. It can be understood that learning in combination can make students much easier to understand the material and thus improve students' learning outcomes. the outcomes of learning. Furthermore, when asked if parents should be involved in completing duties assigned by the teacher, 60% agreed and 40% disagreed, and when asked if integrated learning can include children's learning activities, 76.7 percent agreed and 23.3% disagreed. Finally, when asked if combination learning can improve children's discipline, 70 percent of parents agreed and 30 percent disagreed. As a result, it can be concluded that for the present, combination learning is very appropriate to see if only using the online system, most students cannot understand the material and neglect the teacher's tasks, and most students are more passive to do their work because people who do more work are people who are older. Another advantage is that when it

is integrated with a face-to-face system, the teacher may present entire material, track students' progress, and constantly push pupils to engage in the learning.

APPRECIATION NOTE

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