

**IMPLEMENTATION OF FACE-TO-FACE LEARNING
(Analysis of Readiness of Parents, Learners and Education Units
in Bengkulu city)**

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Abstract: This article discusses the application of face-to-face learning after implementing large-scale social restrictions and the Enactment of Community Activity Restrictions (PPKM) of various levels as strategies for preventing and handling the spread of Covid-19. The analysis in this article focuses on the readiness of learners and educational institutions in terms of learning policy and facilities, and infrastructure. Qualitative methods are used in this research with a field approach. Data sources are obtained from elementary, middle, and high school students and principals, and teachers in Bengkulu City who are selected based on research focus needs. The results showed that students were very ready to follow face-to-face learning. However, gradually vaccinations will be carried out, the need for face-to-face is felt to be very important because many students have never met classmates and teachers who teach, especially for students in grades I and 2 elementary schools, class VII and VIII junior high, and X and XI high school. In addition, the school also stated that it is very ready for face-to-face learning by preparing all supporting devices related to health protocols and efforts to prevent the spread of Covid-19 by designing learning patterns in terms of lesson hours, classrooms, and other facilities. Students and educational institutions found several things related to education about the importance of vaccination and limited lesson hours related to the obstacles faced. They increased teacher activity in carrying out teaching tasks.

Keywords: *Advance Learning, Readiness of Learners, Readiness of Educational Institutions*

Artikel ini membahas mengenai penerapan pembelajaran tatap muka pasca diterapkannya pembatasan social berskala besar dan Pemberlakuan Pembatasan Kegiatan Masyarakat (PPKM) berbagai level sebagai salah strategi pencegahan dan penanganan penyebaran Covid-19. Analisis pada artikel ini difokuskan pada kesiapan peserta didik dan Lembaga Pendidikan ditinjau dari aspek kebijakan pembelajaran serta sarana dan

prasarana. Metode kualitatif digunakan dalam penelitian ini dengan pendekatan lapangan. Sumber data diperoleh dari peserta didik tingkat SD, SMP dan SMA serta Kepala Sekolah dan Para guru di Kota Bengkulu yang dipilih berdasarkan kebutuhan focus penelitian. Hasil penelitian menunjukkan bahwa siswa menyatakan sangat siap untuk mengikuti pembelajaran tatap muka, meskipun secara bertahap akan dilakukan vaksinasi, kebutuhan akan tatap muka ini dirasakan sangat penting sebab terdapat banyak siswa yang sama sekali belum pernah bertemu dengan teman sekelas dan juga guru yang mengajar, terutama bagi siswa kelas I dan 2 Sekolah Dasar, kelas VII dan VIII SMP, dan X dan XI SMA. Selain itu, sekolah juga menyatakan sangat siap pembelajaran tatap muka dengan mempersiapkan segala perangkat pendukung terkait dengan protocol Kesehatan dan upaya-upaya pencegahan penyebaran Covid-19 dengan merancang pola pembelajaran baik dari segi waktu Jam Pelajaran, Ruangan Kelas, dan sarana lainnya. Terkait dengan kendala yang dihadapi, para siswa dan Lembaga Pendidikan menemukan beberapa hal, yaitu terkait dengan edukasi tentang pentingnya vaksinasi, keterbatasan jam pelajaran, dan juga meningkatnya aktivitas guru dalam melaksanakan tugas mengajar.

Kata Kunci: *Pembelajaran Tata Muka, Kesiapan Peserta didik, Kesiapan Lembaga Pendidikan*

INTRODUCTION

Since the declaration of COVID-19 or better known in Indonesia as the new coronavirus, as a global pandemic on March 11, 2020, almost the entire world institution order has been affected by extraordinary "distortions" or shocks that threaten the continuity of activities that are usually "normal" to run daily. No exception in the field of a world order of education.

All parts of the country in Indonesia are trying to adapt to various appeals, regulations, and policies provided by the Central Government and Local Government in order to be able to survive and reach a new equilibrium point. By groping and limping in uncertain circumstances, the leaders of educational institutions, through the direction and policies of the Ministry of education and kebudayaan, try to find strategies as a solution to run educational mechanisms while as much as possible to minimize the fatality impact of COVID-19 (Onyema, 2020).

Salah the only independent learning policy proposed by the Minister of Education and Culture (Martoredjo, 2020). At least, various alternative solutions have been applied to overcome learning problems for learners in elementary, junior, and high school and even higher education (Damayanthi, 2020). In addition to these fundamental policies, during the covid-19 pandemic, the government has implemented online and offline learning policies in the form of distance learning (Putria et al., 2020) then in Bengkulu Province, followed up in the form of the Governor's Circular Letter on The Determination of Entering the New School Year 2020/2021 in the Covid-19 Pandemic.

Some research results mention that online learning impacts students and schools from various points of view, including the readiness of devices, used such as HP / Gadget, Laptop, Signal, and including quotas (Tambunan et al., 2021). At the same time, the ability to operate learning technology devices, innovation of learning methods, and media and policy support is a factor that is often a complaint about teachers (Sudrajat, 2020). As a result, the slowness of the availability of competency standards and also psychological resistance experienced by parents, teachers, and students themselves (Manik, 2021).

Face-to-face learning is one solution for students who experience obstacles in online learning (Cahyati & Kusumah, 2020). Face-to-face learning during the current pandemic reaps counter version from various circles of society. Most parents, students, and teachers want to learn to be carried out face-to-face (Supriyanto & Rozaq, 2021).

Based on the evaluation of the government in charge of addressing the spread of the covid-19 virus, referring to the ranking of PPKM levels has been established a limited Face-to-Face Learning policy for areas located at levels 1 to 3, so that dated September 10, 2021, recorded as much as 91% of 540 thousand units of education, it has been able to carry out limited face-to-face learning (RI, 2021) by aligning the Instruction of the Minister of Home Affairs with the shift system, where each class can be filled a maximum of 50%.

Although learning can be done anywhere and anytime, it is understandable if Indonesian people from various backgrounds believe that face-to-face learning will be more able to accelerate the process of character formation and behavioral coaching and improve students' understanding ability to receive subject matter. Therefore, the government reopened face-to-face learning, considering that the spread of the covid-19 virus has hit and has finished vaccination for educators and education personnel (Taufik et al., 2021).

It is crucial to research the readiness of learners (students) and educational institutions in facing face-to-face learning policies. This research will focus on the readiness of parents and students internally and externally and the readiness of education units to remain compliant with health protocols so that not only the readiness of educators but also facilities and infrastructure are needed.

RESEARCH METHODS

The writing of this article uses qualitative research methods with a descriptive approach through data collection carried out on the ground. The location of the study is Bengkulu city in August, September, and October 2021, with data sources coming from elementary, junior high, and high school education units. Informants in this study are parents, students, and teachers from various education units and other related parties, including the Principal and the Community. Information from informants is collected using *snowball* techniques, meaning that the information is taken randomly from the informant to saturated data. Then triangulated the source and analyzed with three main stages: data collection, reduction, and withdrawal of conclusions.

DISCUSSION

Readiness of Parents and Learners in Face-to-Face Learning

As previously explained, in the sloping period of the spread of the covid-19 virus and the completion of vaccinations for educators and

education personnel, the government has allowed educational institutions in various units. education to apply face-to-face learning (Robiatul Adawiyah, Nur Fajriyatul Isnaini, 2021). Related to this, it requires thorough preparation for students, especially those related to the health protocol.

The government determines the implementation of this face by considering the level of pandemic threat consisting of several provisions, namely:

1. Levels 4 and 3; Learning activities are held remotely (Distance Learning (PJJ)/ Learning from Home (BDR))
2. Levels 2 and 1; following Covid-19 Risk Zoning: Red and orange learning zones are organized on a PJJ basis. The yellow and green learning zones are following SKB 4 Minister.

The regulation is contained in the Joint Decree of 4 Ministers in March 2021, which regulates the acceleration of limited face-to-face learning while maintaining health protocols. For academic units in areas that have been or are in the process of doing limited face-to-face learning even though they have not been vaccinated are still allowed as long as they follow health protocols following local government permits.

The results showed that in terms of students' readiness, in principle, the students do not mind carrying out this face-to-face learning, and even the policy is very long-awaited. Nevertheless, there are still some students who object to this face-to-face learning. For those who support the reason that home learning or distance learning makes it difficult for them to understand the subject matter and saturation in the process that seems monotonous.

The learning process that students in the city of Bengkulu have passed is at least divided into three forms, namely:

1. networking, this model is done by utilizing internet technology and teachers delivering material in the form of Video, Audio, and assignments.

2. Outside the Network, this model is done using a pattern of assignment and distribution of materials where teachers prepare in school and students through parents take the materials in school. School.
3. Hybrid, this model is done by combining in-network and off-network. Teachers prepare materials and distribute them to students through technological devices and then deliver tasks. It is left directly to the teacher.

Some of these models from the observations of the majority of researchers were carried out at the Basic Education unit involving parental participation. This model is why non-face-to-face learning activities are very troublesome for them and parents because almost every subject and everyday task is given so much time consuming their play.

This statement is in line with research conducted by Noviansyah, which states that there are various obstacles experienced by students in the online learning process, including; difficulty concentrating while studying at home, difficulty obtaining learning resources, lack of parental assistance, and lack of understanding of what is explained by the teacher (Noviansyah & Mujiono, 2021).

Meanwhile, the reason for the objection of students to carry out face-to-face learning due to the massive spread of the covid-19 virus and the unevenness of vaccination is the main reason, especially for The students in the high school education unit, in addition, according to them in this situation are feared to increase the spread of this virus further, let alone the delta variant is very much infecting children (Republika.co.id, 2021).

The fact supports this on the ground that it was found that the health protocol tended to be ignored by the public, not least in the observations of the author seen from public transportation that is still like There is no pandemic, does not keep a distance, and the disorderly use of masks. The situation is feared to increase the spread of the covid-19 virus (Limbong et al., 2021).

Another aspect that encourages students to follow face-to-face learning is parental support (Sholikhah, 2021). Based on the research results

found that parental encouragement becomes a factor. It determined the implementation of face-to-face learning in every unit of education in the city of Bengkulu. Some of the findings of this study suggest that the most commonly found reason is that the effectiveness of face-to-face learning is believed to be better than online learning.

In addition, support for parents' understanding of pandemic situations is also a consideration in supporting face-to-face learning for their children. However, to prepare for face-to-face learning, parents provide some proposals to be taken seriously by the Educational Institutions at the elementary, junior high, and high school levels of Bengkulu City, especially health protocols that include; Cleanliness of the school environment, toilets, sanitation, handwashing, hand sanitizer, and also the cleanliness of the room, provision of handwash, masks and vitamins. In order to anticipate the needs of their children, parents also prepare provisions brought from home.

The results of this study found that actually, parents have good trust in educational institutions, it is seen from the strict procedures when entering the schoolyard with Doing temperature check, washing hands, limiting the number of students in the classroom, using masks, and the formation of a school-level covid-19 task force team.

The implementation of face-to-face learning is also increasingly strengthening the involvement of parents in the learning process of their children (Lilawati, 2020), that school learning is not only the responsibility of the parties. School also needs the support and participation of parents in various things (Harahap et al., 2021). Especially in this pandemic situation, parents feel difficulty controlling and accompanying the child's learning process at home (Putria et al., 2020).

Readiness of Educational Institutions in Carrying Out Face-to-Face Learning

After the establishment of a face-to-face learning policy through a Joint Decree of 4 Ministers governing the Guidance on The Implementation

of Learning in the Corona Virus Disease Pandemic Period 2019 (COVID-19) (Umara & Hasanah, 2020), then the Governor of Bengkulu and the Mayor of Bengkulu followed up through Circular letter that each refers to the SKB. Then the Education unit within the Province's authority and the City /Regency follow up the policy technically.

There are at least eight aspects regulated in the DECREE related to pandemic learning, namely; a. Learning is carried out in two forms (choices) Face-to-face or Remote; b. Educators and Education personnel must have a complete vaccination; c. parents can make choices, allow face-to-face for their child, or choose a distance. Provision of educational services; e. The government's obligations in conducting supervision;f. The government's obligations to handle; and g. termination of face-to-face learning activities if deemed necessary (Adiyono, 2021).

Referring to the policy, elementary to SMA located in Bengkulu city the observation of author has followed up by preparing everything related to the implementation of face-to-face learning. . The results of the interview are known that schools at the elementary to a junior high level have done several stages before applying them, namely;

1. Spreading surveys limited to parents through google form to see the extent of parental enthusiasm and support in implementing face-to-face learning
2. Disseminate and require parents to fill out an affidavit whose contents are related to the support and readiness of parents to follow face-to-face learning
3. Provides handwashing at every entrance to the school and other strategic places
4. Stop/close the school cafeteria.
5. Designing the number of students in each class with a volume of 50%
6. Preparing the learning schedule of each subject with a hybrid system provides the same opportunity for those who choose BDR and face-to-face.

7. Establish a Covid-19 task force in schools that serves as policymakers related to the supervision and handling of Covid-19 and coordinates with relevant parties.

According to the principal of SMAN 7 Plus Kota Bengkulu, some of these preparations have been designed by the school since the implementation of face-to-face learning in early 2020. However, due to delays and the spread of the covid-19 wave two virus in June-July, it was postponed until the issuance of SKB 4 ministers and awaited the circular of the Governor of Bengkulu.

In particular, regarding face-to-face learning at the high school education unit level, preparation is carried out by involving the parents of student guardians who are members of the school committee based on the meeting results. Agreed on several things, namely;

1. Children are divided into two shifts: the first shift in the first week and the third week, the second shift in the second week and the fourth week, etc.
2. The number of students in one class is a maximum of 50% arranged alphabetically.
3. The time spent by students studying for each subject is 2 x 40 minutes.
4. There are a maximum of 3 subjects and no time off outside the classroom every day.
5. Class X is scheduled to enter on Monday to Thursday, class XI entered Wednesday to Saturday, and class XII entered Monday, Tuesday, Friday, and Saturday.
6. All teachers and students must adhere to health protocols using masks, and before entering and exiting the classroom, they should wash their hands.
7. The learning switch bell is accompanied by information regarding health protocols.
8. Educators and Education Personnel should be involved in supervising student health protocols.

In addition to technical preparation related to health protocols, education units of various levels in Bengkulu City also equip teachers by socializing face-to-face learning policies both technically and pedagogically. Technically related matters start from scheduling subjects that each level is not done every day, and the teaching system is arranged on a shift.

SD 79 Bengkulu City, for example, applies an odd-even learning system, and SMP 4 Bengkulu City applies a shifting system where 50% morning and 50% noon. Here lies the importance of the socialization of technical learning policies for teachers because they will carry out an unusual teaching process from previous learning systems.

Likewise, regarding the Learning Implementation Plan (RPP), teachers are also emphasized to compile RPP relevant to the pandemic situation (RI & RI, 2020), such as compiling basic materials and considered essential to be understood or mastered by students. Then draw up a structure and schedule according to the emergency curriculum and determine realistic graduate competency standards (Marwiji et al., 2021). This research also proves that the learning process has been going well and following government policies regarding pandemic learning, especially face-to-face (William & Manalu, 2021).

CONCLUSION

Based on the research results that have been done, it can be known that face-to-face learning preparation for students and education units in Bengkulu City has been done through the planning process involving parents and related stakeholders. Students' readiness is known from their interests and motivations that they feel significant because, in the online learning process, they experience obstacles from material mastery, supporting facilities, and low concentration. While from the aspect of parents, it is known that parents experience many obstacles when learning online, so the face-to-face learning policy is strongly supported by several proposals related to students' health and safety insurance to avoid the

spread of the covid-19 virus. At the same time, the school has designed face-to-face learning regarding the guidelines for the implementation of face-to-face learning issued by the relevant Ministry and translating the Governor and mayor's policies with preparatory stages to implementation and supervision. In general, this learning process has been going very well, and until now, there has been no surge in the spread of the covid-19 virus in every unit of education in the city of Bengkulu.

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