The Strategy of Implemented Limited Face-to-Face Learning Policy in Junior High School During the Covid-19 Pandemic

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Abstract: The purpose of this study was to describe the strategy of implementing a limited face-to-face learning policy in junior high school during the covid-19 pandemic. The study used qualitative method. This research was conducted at a State Junior High School in Merauke, Papua Province. Participants consisted of 30 people consisting of principals, teachers, and school committees. Data collection techniques using observation, interviews, and documents. Data analysis techniques consist of 1) data collection, 2) data Reduction, 3) data display, and 4) conclusion. The validity of the data were credibility, transferability, dependability, and confirmability. The finding shows that there were two main strategy which implemented in limited face-to-face learning policy in the school. It used to make the concepts of communication, the readiness of human resources, and the development of cooperative attitudes. The strategies were standard operational procedures and fragmentation. School made the rule for limited learning process. Standard Operational Procedures that are used as internal school demands to implement policies uniformly in junior high schools. Fragmentation is designed as a form of division of responsibility for implementing limited face-to-face learning policies. It is carried out by taking into account the nature of the policy to be implemented, and the distribution of responsibilities to all policy implementers. The strategy provided the concept of face-to-face learning is limited to meeting the needs of children's growth and development towards educational needs so learning activities must refer to the principles of health, safety, and children's rights.

How to Cite: Rismawati, N., Hanafi, I., & Zulaikha, S. (2022). The strategy of Implemented Limited Face-to-Face Learning Policy in Junior High School During the Covid-19 Pandemic. *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran, 8*(1), 190-198. doi:https://doi.org/10.33394/jk.v8i1.4838

https://doi.org/10.33394/jk.v8i1.4838

Introduction

The Covid-19 pandemic has made a huge difference to the implementation of education. Various problems arise related to the distribution of quality education (Prodjomaroeto & Muhyidin, 2021). Various problems arise related to the distribution of quality education. All of these problems are not only related to student learning outcomes, but other aspects are also affected such as constraints on facilities and infrastructure, technological devices, and the level of student motivation has also decreased (S, 2021; Fitriyani et al., 2020). This means that there is an influence on student psychology and a decrease in the quality of student skills (Syah, 2020). Therefore, there are many considerations from various parties involved in the implementation of education such as the government or schools regarding the implementation of face-to-face learning. Moreover, distance or online learning activities have been carried out since March 2020 from Kindergarten to tertiary level. The change in the concept of face-to-face learning to distance learning is one solution in achieving learning goals during the Covid-19 pandemic (Nafrin & Hudaidah, 2021). The condition of the Covid-19 pandemic, which does not yet have a

certainty when it will end, has become a thought for the government to take policies related to limited face-to-face learning.

This is because the learning process during the pandemic in Merauke - Papua Province also faces various problems or obstacles. Some of the problems experienced during online learning activities are 1) parents find it difficult to accompany students to study, 2) the internet network is often problematic due to regional differences, 3) incomplete technology tools, 4) schools have not prepared adequate technological equipment facilities for teachers to design online teaching materials, 4) teachers still face obstacles in operating online learning, and 5) teachers' technological competence is still low so that they do not maximize the use of various technology applications and online learning resources. In addition, the implementation of learning is not supported by the source of the teacher's handbook is not complete and the student's handbook is also still limited. Meanwhile, teachers also find it difficult to provide online learning resources.

Besides that, the result of the learning evaluation about the potential prolonged social impact of distance learning in several junior high schools in Merauke - Papua province was the risk of dropping out, decreasing learning achievement, and the external risk of students on learning outcomes. Another inhibiting factor for online learning shows that not all students have smartphones. In addition, internet access in several applications requires a large quota so it becomes an obstacle for some students and parents (Febrianto et al., 2020; Lapitan et al., 2021). Even in the southern region of Italy, about 20% of students do not have access to technological devices (Ferraro et al., 2020). In contrast to conditions in Georgia, the rapid transition to an online form of education was successful and the experience gained could be used in the future (Basilaia & Kvavadze, 2020). Many parents are busy working so they cannot accompany students to study (Putria et al., 2020).

Mentoring children's learning at home depends on how parents help their child's task difficulties, explain the material that is not understood, and respond well to all online learning from school (Yulianingsih et al., 2020). Even teachers make home visits to provide learning to students (Amalia, 2016; Asmuni, 2020). Distance or online learning is also described as a difficult and challenging experience that lacks efficient communication channels (Alshawabkeh et al., 2021). This means that teachers face challenges related to the preparation, implementation, and assessment of online learning (Hikmah et al., 2021). The current need is to innovate and implement alternative education systems and appropriate strategies (Pokhrel & Chhetri, 2021).

From the findings of previous researchers, it is known that there are different gaps in this study. The concept of distance learning or online has a different impact on the achievement of each learning goal. This could be due to differences in human resources, regional background, and ownership of technological equipment. The findings of learning difficulties during the Covid-19 pandemic in the Merauke area have also provided a deep understanding that currently face-to-face learning activities must be carried out immediately. Therefore, the education office in Merauke follows the policy of the central government's decision regarding the implementation of learning during the Covid-19 pandemic. From the Joint Decree of the 4 Ministers announced on March 30, 2021, the government requires education units to provide two services, namely limited face-to-face learning while still implementing health protocols and distance learning.

Thus, this study offers a different concept from previous research, because the focus of this research is directed at the strategies used by junior high schools in implementing limited face-to-face learning policies during the Covid-19 pandemic. This is because learning in schools requires the right procedures and strategies to prevent a wider spread of the virus.

Moreover, students in junior high school are the next generation who have a big role in the future. Other reasons for carrying out this research are 1) each junior high school has a different character, 2) the socialization of limited face-to-face learning policies that appropriately reflect the success of achieving educational goals, so that the spread of the virus can also be controlled, and 3) the strategies applied in socializing The limited face-to-face learning concept can provide a concept or model of providing education during the Covid-19 pandemic. Moreover, the Covid-19 pandemic cannot be predicted when it will end.

So the purpose of this study was to describe the strategy of junior high schools in implementing limited face-to-face learning policies. So, this research is expected to provide benefits to the concept of limited face-to-face teaching and learning during the Covid-19 pandemic and can achieve learning objectives. In addition, this research is also expected to provide recommendations that can provide solutions to all learning problems faced today and can carry out face-to-face learning without the wider spread of the virus. It can also provide concepts related to the cooperation of all parties in dealing with current learning implementation problems.

Research Method

This study used qualitative research methods. Qualitative research is data collection in a natural setting to interpret the phenomena that occur where the researcher is the key instrument (Creswell & Creswell, 2018). So, this study describes the strategy of implementing limited face-to-face implementation in junior high schools during the coronavirus disease pandemic. This research was conducted at a State Junior High School in Merauke. Participants consisted of 30 people consisting of principals, teachers, and school committees. The participant selection technique used the purposive sampling technique. Data collection techniques using 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 interviewed the informants in-depth via cellular calls. The research documents are in the form of lesson schedules, reports from teachers and school principals related to teaching and learning activities.

Data analysis techniques used the Miles and Huberman concept (Miles & Huberman, 2014). It consists of 1) Data Collection. At the initial stage, the researcher conducts a general exploration of the social situation or object under study, everything that is seen is recorded in the observation notes. 2) Data Reduction means summarizing, choosing the main things, focus on the things that are importantly related to the research problem. 3) Data Display is carried out through a description of the data analysis that has been obtained. 4) Conclusion drawing is done by drawing information on the results of data analysis as an answer according to the research problem. The validity of the data consists of first, credibility (credibility) indicates the level of conformity of the concept of the informant or resource person with the concept of the researcher. The second, is transferability, namely the existence of a person's responsibility in making generalizations. The process of transferability is obtained by doing work that describes the research context and the assumptions that are central to the research. Third, is dependability, where the researcher explains the changes that occur in the setting and how these changes affect the research approach. Fourth, objectivity (confirmability), namely the researcher re-examines repeatedly and matches the findings with supporting data.

Results and Discussion

The results of the analysis of the form of lesson schedules, reports from teachers and school principals related to teaching and learning activities and observations show that the strategy in implementing the limited face-to-face learning policy in Merauke junior high schools is appropriate to the needs of the school. The strategy for implementing the limited face-to-face learning policy used also refers to central government regulations. The following activities are carried out as a form of strategy to implement a limited face-to-face learning policy in junior high schools;

Table 1. Activities of Strategy to Implement Limited Face-to-face Learning Policy

No	Activities	The strategy of implementing the limited face-to-face learning policy
1	Preparation before starting face-to-face learning is limited	1) The curriculum is adjusted to the conditions of achieving learning objectives and the needs of graduates in Merauke. 2) The school has a task force team The school has an administrative system for the activities of school residents 3) Periodic reports related to the implementation of face-to-face learning are limited to the Merauke district education office 4) The school makes a form to monitor student conditions every day or every student arrival at school 5) Schools have health protocol equipment 6) Classrooms designed according to the rules of face-to-face learning activities are limited 7) School activities involving crowds will be eliminated 8) The lesson schedule is adjusted to the limited face-to-face learning concept. This means that the lessons learned in school are only focused on certain subjects.
2	Limited face-to-face learning	1) Record and ensure that students and teachers who are sick or feel unwell do not go to school 2) Always apply health protocols 3) Ensure that no one enters the school environment without permission from school security 4) Checking the temperature of every school member who comes and goes as data collection 5) Always remind to comply with health protocols. 6) Don't open the canteen and don't do activities that cause crowds 7) No break time 8) Teachers and students have been vaccinated
3	Division of study groups	1) The learning capacity of 50% 2) Each student has the same opportunity to study at school for 2 days. 3) Limited face-to-face learning activities are carried out in turns 4) The study group is divided into two parts, namely morning and afternoon shifts
4	Online and offline learning models	1) Face-to-face learning activities are limited and equipped with additional material that students can learn at home through learning videos 2) The assignment and return of assignments are carried out based on the schedule that has been set in the implementation of limited face-to-face learning. 3) Distance learning using google classroom

Meanwhile, from the results of interviews, schools made several strategies in implementing face-to-face learning policies that were limited to several aspects, namely;

1) Communication.

   The communication process has an important role in achieving limited face-to-face learning objectives. However, some of the obstacles found from the transmission process in policy communication were not carried out thoroughly, because the education officials did not conduct socialization and simulations related to the implementation of limited face-to-face learning. Department of education only makes a circular to the head-related schools in Merauke Regency with face-to-face learning guidelines limited face of the covid-19 pandemic. From these findings, it can be concluded that schools must make intensive, comprehensive and interactive communication strategies so that all problems found when face-to-face learning is carried out can be overcome.

2) Human Resources

   The results of interviews and observations found that teachers at Meraukke junior high school still have low quality in mastering technology for teaching. So, schools provide training as a form of strategy for implementing limited face-to-face learning policies. They are given training to master technological devices so that they can carry out synchronous and asynchronous learning appropriately and according to the needs of students and the curriculum design that has been made. Because human resources (HR) have a significant role in every activity in educational institutions. Therefore, the functions in the management of human resources must be carried out optimally so that the needs related to the goals of individuals, organizations/institutions, organizations or institutions can be achieved (Tanjung, 2020). It means that in the era of advances in knowledge and technology with the Covid-19 pandemic, the feeling of HR has a big influence in achieving the success of the implementation of education. The quality of human resources today is very important, because the competence of human resources who have the knowledge and skills will be able to cope with environmental changes. Teachers and employees are the key to success in educational institutions. Good and bad performance of teachers and employees will support the competitiveness of schools (Nurochim, 2017; Rahmi et al., 2020; Subaidi et al., 2021).

3) Building a Cooperative Attitude.

   Schools build a conducive learning environment and conditions. This means that all school members work together to create comfortable learning activities, but still carry out health protocols. Teachers, students, school principals and administrative staff do not feel fear of the transmission of the covid-19 virus. This finding becomes a very appropriate strategy so that limited face-to-face learning activities can run conductively and achieve learning objectives. The attitude built by the school is an incentive. Techniques used in overcoming problems related to the policies applied. One form of activity in developing strategies is the use of boss funds which are intended to meet health facilities and infrastructure, teacher training and technology equipment. This means that coordination and collaboration with local stakeholders are very important, and further capacity building to ensure the learning process can be safe, comfortable and effective (Amri et al., 2021). Governments and schools must balance the uncertainties and risks that arise from the actions taken by each school citizen (Viner et al., 2021).

   From the findings of observational data, documents and interviews, it was found that several main strategies were designed by schools to implement limited face-to-face learning policies, including; 1) Standard Operational Procedures that are used as internal school demands to implement policies uniformly in junior high schools. 2) Fragmentation is designed as a form of division of responsibility for implementing limited face-to-face learning policies. Fragmentation is carried out by taking into account the nature of the policy

to be implemented, and the distribution of responsibilities to all policy implementers. This distribution of responsibilities is evenly distributed among teachers, including the picket schedule for teachers and education personnel as well as school residents as the COVID-19 task force team.

It is known that the concept of face-to-face learning is limited to meeting the needs of children's growth and development towards educational needs so learning activities must refer to the principles of health, safety, and children's rights. 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. Moreover, most students in Indonesia still prefer face-to-face learning in class (Alhamuddin & Sebua, 2021)

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. Because even though the education unit already has adequate resources both in quality and quantity, if it is not accompanied by a good commitment and attitude to make the policy successful, limited face-to-face learning will be difficult to implement properly. Furthermore, in the implementation of the limited face-to-face learning policy, standard operating procedures are also needed that regulate the work system flow and policy implementation so that the bureaucratic structure of both the central government, regional governments and educational units can carry out limited face-to-face learning policies properly. So, the strategy that has been designed in Merauke junior high school shows an adaptation of the face-to-face education process. This adaptation process is very important and must be comprehensively understood by all stakeholders (Moorhouse, 2020)

Conclusion

From the results of data analysis, it is concluded that junior high schools in Merauke have prepared various activities for limited face-to-face learning which are realized in several aligned strategies. Several activities for the strategy of implementing the limited face-to-face learning policy include; 1) preparations that must be made by the school for the implementation of limited face-to-face learning; 2) the implementation of face-to-face learning is regulated and carried out by standard operating procedures that have been made by the school and follow the regulations. the central government; 3) class divisions that are adjusted to the rules of learning activities during the Covid-19 pandemic; and 4) readiness of online and offline learning facilities, especially the readiness of technology devices. Thus, the strategies used by junior high schools in Merauke are the concepts of communication, the readiness of human resources, and the development of cooperative attitudes. From the overall data, the findings also show that the main strategy for achieving limited face-to-face learning success is standard operational procedures that regulate all activities, attitudes, and limited face-to-face learning rules. In addition, fragmentation is a technique of choice in developing the nature of central government policies related to procedures for implementing limited face-to-face learning activities.

Recommendation

The results of this study recommend to the regional education office to be able to apply a fragmentation strategy as a form of understanding the concept of limited face-to-face learning policies. In addition, the Merauke regional education office can make guidelines for limited face-to-face learning management that can be equated in Merauke according to the

Jurnal Kependidikan:
Jurnal Hasil Penelitian dan Kajian Kepustakaan
di Bidang Pendidikan, Pengajaran dan Pembelajaran
https://e-journal.undikma.ac.id/index.php/jurnalkependidikan/index

Vol. 8, No. 1 : March 2022
E-ISSN: 2442-7667
pp. 190-198
Email: jklppm@undikma.ac.id

needs and characteristics of schools. In addition, several recommendations that can be used comprehensively to improve face-to-face learning policies are limited, including:

1) More comprehensive policy socialization is needed from the education office to the education unit in schools to prepare competent resources and understand technical guidelines for limited face-to-face learning.
2) The importance of partnership and collaboration from policymakers (Merauke district education office) to surrounding schools and bringing in technical instructors for implementation and assistance on the implementation of limited PTM so as not to cause misunderstandings and worries from all school components to parents.
3) The division of responsibility for implementing policies must be widespread among organizational units which are commonly called fragmentation. In doing fragmentation, it is necessary to pay attention to the nature of the policy to be implemented, and the distribution of responsibility to all policy implementers.

While the recommendations for principals and teachers as implementers of the limited face-to-face learning policy are 1) principals must direct teachers to make classroom management relevant to the needs of implementing policies, 2) school principals build a COVID-19 handling team as implementers and supervisors from all school community activities, 3) teachers must understand the concept of limited face-to-face learning policies in order to properly apply the learning process, and 4) teachers must prepare materials and assignments that can be relevant to limited study time.

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