

Implementing of Limited Face-to-Face Learning Policy in Schools

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ABSTRACT

The study aim was to determine the use of limited face-to-face learning policies in schools in the DKI Jakarta area. This policy resulted from a study of the impact of online learning as well as a reduction in the Covid-19 virus transmission rate. As a result, the understanding of the concept of implementing government policies regarding face-to-face learning is limited in this study. The survey method was used for the qualitative research. From Early Childhood Education to Senior High School, this limited face-to-face learning is being examined. Techniques for gathering data include observation, interviews, and document review. The data analysis technique is divided into four stages: data collection, data reduction, data presentation, and data conclusion. The data's validity is comprised of credibility, transferability, dependability, and confirmability. The findings revealed that the implementation of the limited face-to-face learning policy was influenced by the findings of a study of the condition of the spread of the covid-19 virus, discussions with schools, and parental input. Implementing limited face-to-face learning requires careful planning, direction, and routinely evaluating learning activities in order to minimize the obstacles encountered during limited learning activities.

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1. INTRODUCTION

The Covid-19 pandemic has changed the way we learn in schools. Face-to-face learning must take place via distance learning or online (Alsarayreh, 2020; Siahaan, 2020). The pandemic of COVID-19 poses a significant challenge to the educational system. To increase their capacity to teach remotely, schools and colleges should use asynchronous learning, which works best in digital formats. Aside from traditional classroom subjects, instruction should include a variety of assignments and projects that place COVID-19 in a global and historical context (Daniel, 2020). Distance learning activities will be carried out for up to three semesters beginning in March 2020 and ending in June 2021. Online education is a global solution for educational processes (Basilaia & Kvavadze, 2020). The educational process is evolving in response to the current pandemic situation (Moorhouse, 2020a). The COVID-19

pandemic is proving to be a positive disruptor, with the potential to restructure the traditional classroom-based education system. The quick transition to online mode aids in the continuity of the educational program (Rajhans, Memon, Patil, & Goyal, 2020). Learning management was extremely difficult during the COVID-19 pandemic due to numerous obstacles such as limited time, underutilized learning media, teachers' ICT skills, and insufficient school facilities and infrastructure (Asmuni, 2020).

After the spread of the covid-19 virus slowed at the end of the second wave in July 2021, the government issued a policy limiting face-to-face learning to all regions in Indonesia through four ministries: the Ministry of Education and Culture, the Ministry of Home Affairs, the Ministry of Health, and the Ministry of Religion. Limited face-to-face learning activities must also adhere to the rules established to prevent the spread of the coronavirus, such as educational units located in the green zone, which can carry out limited face-to-face learning while adhering to health protocols.

Several issues that arise during online learning are addressed by the face-to-face learning policy. As a result, teachers must engage in limited face-to-face learning in the classroom in order to interact directly with students and maintain the emotional relationship between teachers and students. Face-to-face learning can benefit aspects of collaboration in learning, discussing, practicing, role-playing, and being enthusiastic. This condition has not been met to the greatest extent possible through online learning, and face-to-face learning activities must be implemented as soon as possible. These obstacles must be considered, and students must be directed to continue learning (S, 2021). This has become the driving force behind this research project. Furthermore, the process of implementing the limited face-to-face learning policy necessitates preparation on the part of the school, parents, teachers, or students in order to protect students from the spread of the COVID-19 virus.

During the pandemic, the government also used the priority principles of health and safety in the implementation of education, focusing on children's growth and development as well as their rights. Many issues, including psychological issues, arise during the online learning process (Saha, Dutta, & Sifat, 2021). Even in southern Italy, approximately 20% of students do not have access to technological devices (Ferraro, Ambra, Aruta, & Iavarone, 2020). In contrast to Georgia, the rapid transition to online education was a success, and the lessons learned can be applied in the future (Basilaia & Kvavadze, 2020). Many parents are too preoccupied with their jobs to accompany their children to school (Putria, Maula, & Uswatun, 2020). Furthermore, internet access in several applications requires a large quota, which some students and parents find prohibitive (Febrianto et al., 2020; Lapitan et al., 2021). Additionally, students report higher levels of stress, anxiety, and difficulty concentrating. As a result, barriers to online learning include not only technological and instructional issues, but also social and affective issues like isolation and social distancing (Lemay, Bazelais, & Doleck, 2021). Students also report a decrease in the quality of their skills (Syah, 2020).

Previous research has shown that the online learning process cannot be carried out optimally during school closures caused by COVID-19 due to a variety of constraints. Because of this situation, the government has implemented a policy that restricts face-to-face learning. The policy of limited face-to-face learning is gradually being implemented in order to improve learning quality and make results measurable. As a result, this study's understanding of the concept of implementing government policies pertaining to face-to-face learning is limited. Because policy implementation is difficult in the context of the COVID-19 pandemic. The implementation of this policy requires the involvement of all parties. Students and teachers must become accustomed to new routines. The reopening of schools after restrictions have been lifted is another challenge, with many new standard operating procedures being implemented. This is a novel idea that will be researched further in this study.

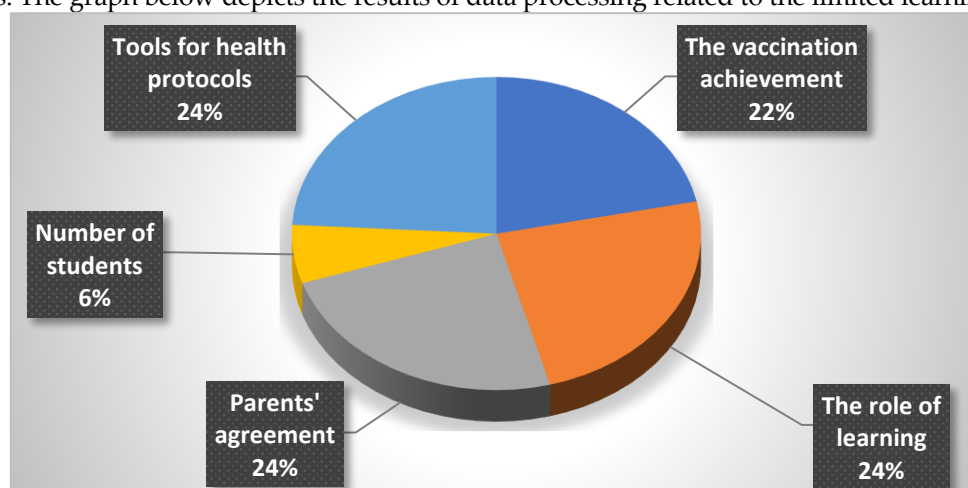
As a result, the purpose of this study was to determine the outcomes of implementing limited face-to-face learning policies in DKI Jakarta schools. The study's findings are also expected to help in the development of policy concepts. Furthermore, limited face-to-face learning is contributing to higher educational quality during the COVID-19 pandemic. Limited face-to-face learning is not the same as regular face-to-face learning. As a result, the study's findings can serve as a guide for the COVID-19 task force in terms of regulation and responsibility, ensuring that no risk of coronavirus transmission exists.

2. METHODS

The qualitative research employed the survey method. Because it is intended to interpret phenomena that occur in the field, the researcher is the primary instrument in qualitative research (Creswell, 2012). As a result, this research looks into the Jakarta region's limited face-to-face learning policy. This limited face-to-face learning is being investigated from Early Childhood Education to Senior High School. On Monday, August 30, 2021, the Jakarta Provincial Government, through the DKI Jakarta Provincial Education Office, began limited face-to-face learning Phase 1 with 610 schools. Techniques for gathering data include observation, interviews, and document review. When face-to-face learning was limited, observations were made by visiting 20 schools (from Early Childhood Education to High School). Observations were made from August to September 2021. Interviews with 20 school principals, as well as observation activities and the head of the Jakarta education agency, were conducted. Interviews were conducted to learn about the process of implementing the limited face-to-face learning policy. This research was based on a decree issued by four ministers concerning the implementation of face-to-face learning. The data analysis technique consists of the stages of data collection, data reduction, data presentation, and conclusion. (Miles & Huberman, 1994). Credibility, transferability, dependability, and confirmability are components of data validity.

3. FINDINGS AND DISCUSSION

The limited face-to-face learning policy was implemented in Jakarta based on data obtained from document analysis, observation, and interviews, taking into account a variety of conditions and situations. The graph below depicts the results of data processing related to the limited learning policy.



Graph 1. Data for Face-to-face Limited Learning Policy

The first graph describes the most important aspects to consider when conducting distance learning activities. This percentage was derived from interviews with school principals about distance learning readiness. Overall, the principal believes that the key points for learning activities are those that must be prioritized in order to prevent the Covid-19 virus from spreading.

Data on vaccination documents for educators and education staff show that vaccination is achieved by 85.15 percent of educators in DKI Jakarta, while it is achieved by 94.03 percent of students. If school residents are suspected of being exposed to Covid-19, the education unit is closed for three days and learning is done online. The rules document for implementing limited face-to-face learning also explains that the rules for limited face-to-face learning must be implemented by the President's direction, including:

1. Face-to-face learning in schools is limited to a maximum of 25% of total students. Meanwhile, the majority of students (75%) continue to use distance learning.

2. Face-to-face learning is limited to two days per week, with each meeting lasting no longer than two hours.
3. Each parent signs the limited face-to-face learning agreement.

Several items were discovered as a result of the analysis of observational data, documents, and interviews with principals at 20 schools and heads of education offices in Jakarta, ranging from early childhood education to senior high schools;

1. Teachers who have been vaccinated twice can teach.
2. The school has established a COVID-19 task force to supervise limited face-to-face learning activities in schools so that both students and teachers feel safe learning in class.
3. The school socializes the rules for implementing limited face-to-face learning so that parents feel comfortable sending their children to school.
4. The Covid-19 Task Force at the school level always coordinates with the Covid-19 Task Force at the village level, as well as with the nearest health facility. Learning comfort requires coordination and collaboration with local stakeholders (Amri, Tebe, Siantoro, Indrawati, & Prihadi, 2021). Governments and schools must weigh the uncertainties and risks posed by the actions of each school citizen (Viner et al., 2021).
5. Disinfectants are routinely sprayed throughout the school.
6. Schools provide medical protocol services. However, in order to mitigate the impact of the COVID-19 pandemic as a public health crisis, compliance with school health protocols must be considered a significant issue in the delivery of face-to-face classes by national and international guidelines (Sarmiento, Sarmiento, & Tolentino, 2021).

According to the study's findings, learning loss due to school closures is a phenomenon with extraordinary consequences. Because of the magnitude of the learning loss, the government and the general public were forced to devise appropriate and urgent strategies to organize limited face-to-face learning so that students could return to class. Based on the data analysis, there are two priorities: the first is the development of diagnostic methods, training, and evaluation of educational personnel that provide a specific picture of the concept of learning. The second is that when students return to school, teachers adjust to the diversity of their learning levels. The limited face-to-face learning policy strategy implemented aims to close gaps in the distribution of educational quality. Furthermore, the limited face-to-face policy can be used to assess the quality and effectiveness of educational units, as well as what children learned during the pandemic, thereby assessing student learning readiness in emergencies and providing input to the government and schools in arranging limited and emergency face-to-face learning during the COVID-19 pandemic. In response to the learning crisis, which worsens as the emergency subsides, this limited face-to-face learning policy provides an opportunity to enact reforms and transform the education system.

Since the schools were closed due to the pandemic in March 2020, the government has issued at least four SKB four ministerial decrees outlining the plan to reopen schools for limited face-to-face learning. Beginning Monday, August 30, 2021, the DKI Jakarta Provincial Government, through the DKI Jakarta Provincial Education Office, has mandated limited face-to-face learning in 610 schools. Nahdiana stated in an interview with the Head of the DKI Jakarta Provincial Education Office that the implementation of this Limited PTM was governed by the Joint Decree of the Ministers of Education and Culture, Religion, Health, and Home Affairs Number 03/KB/2021, Number 384 of 2021, HK.01.08 /MENKES/4242/2021, and 440-717 of 2021 concerning Guidelines for the Implementation of Learning During the Corona Virus Disease 2019 (COVID-19) Pandemic.

In Jakarta Province, limited face-to-face learning phase 1 is carried out with a capacity of 50% in each education unit. However, for Early Childhood Education, Special Elementary School, Extraordinary Madrasah Ibtidaiyah, Extraordinary Junior High School, Extraordinary High School, and Extraordinary Madrasah Aliyah, a maximum of 5 students per class and a minimum distance of 1.5 meters are permitted. Because special or inclusive schools still require parental assistance, the implementation continues to follow strict health protocols. According to the school principal, the DKI

Jakarta Education Office's collaborative activities were also realized through training in coaching education units on the procedures for implementing limited face-to-face learning. As a result, all parties must adapt to the process of implementing this distance learning (Moorhouse, 2020b).

The findings emphasize the significance of coordination and collaboration among all stakeholders in Jakarta's education implementation. This is done to ensure that the learning process is as safe, comfortable, and efficient as possible (Amri et al., 2021). As a result, every school and government must ensure policy balance and alignment regarding the risks that school residents face as a result of this limited face-to-face learning policy (Viner et al., 2021). Furthermore, teachers and employees are important components of school performance in terms of learning implementation (Nurochim, 2017; Rahmi et al., 2020; Subaidi et al., 2021).

4. CONCLUSION

All parties are involved in the government's policies on limited face-to-face learning, including the four ministries tasked with dealing with the problem of COVID-19 spread, local governments, schools, and community representatives who have been participating in educational activities. Because the school community is intimately familiar with the field conditions, information on the implementation of face-to-face learning policies is also limited based on input from the school and school residents. Implementing limited face-to-face learning necessitates careful planning, direction, and routinely evaluating limited face-to-face learning activities in order to minimize obstacles encountered during limited face-to-face learning activities. The guidelines for implementing limited face-to-face learning in the New Normal are followed when implementing limited face-to-face learning. When it comes to implementing the teaching and learning process in class, the delivery of material is quite compact and only conveys the important points while emphasizing the completion of practice questions, so that students are motivated by time and maximize the time spent available so that they can concentrate on the learning process. Teachers do not use interactive learning models or innovative media learning media to support the delivery of concrete information to students, which has an effect on student activities and the acquisition of sufficient and meaningful learning outcomes.

According to the findings of this study, the regional education office or school should provide all parties involved in educational implementation with an understanding of limited face-to-face learning policies. The socialization of this policy must be comprehensive, with clear technical instructions, so that all parties can carry out limited face-to-face learning activities effectively and the coronavirus does not spread. As a result, the study's findings can be pursued further by pedagogical researchers to demonstrate the benefits of increased student achievement.

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