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Research Article

Analysis of Offline and Online Learning Processes During the Covid-19

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ABSTRACT

The purpose of this study is to assess the offline and online learning process at Namlea State Primary School 5 (SDN 5 Namlea) during the Covid-19 pandemic and to identify the teacher's approach for integrating offline and online learning during the Covid-19 pandemic at SDN 5 Namlea. This study employed a qualitative descriptive methodology with a phenomenological approach. Principals, instructors, students in Classes I, III, IV, and VI, and students in Classes III, IV, and V served as data sources for both primary and secondary data. This research employs nonparticipant observation employing field survey techniques (field study), interviews (interviews), documentary studies, and literature studies as its methodology. During the Covid-19 epidemic, the results of the study demonstrate that the offline and online learning processes at SDN 5 Namlea are very efficient and effective. The school incorporates offline learning through 1) shift (alternating teaching and learning), 2) television, 3) study groups, and 4) home visits. In the process of online education, teachers utilize two media platforms, namely WhatsApp and YouTube. During the Covid-19 pandemic, SDN 5 Namlea implemented offline and online learning strategies by 1) conducting learning activities (Blended Learning, Offline, Online); 2) using technological facilities such as gadgets, laptops, internet, and wifi; and 3) utilizing application media, namely WhatsApp and YouTube.

Keywords: Covid-19, Elementari school, Learning process

1. INTRODUCTION

The emergence of COVID-19 is the world's first protracted health disaster. The dominant nations have chosen to shut down their schools, colleges, and institutions. The pandemic caused by COVID-19 is terrifying because it threatens all aspects of human life. According to data from the United Nations Educational, Scientific, and Cultural Organization (UNESCO), there are about 290,5 million kids whose teaching and learning activities are not ideal or are disrupted due to temporary school closures (Putria et al., 2020). The completion of the learning process in Indonesia is one of the educational world's long-distance effects. All learning processes that once occurred in classrooms are being replaced by online learning (study from home). This was mentioned in Circular No. 3 of 2020 from the Ministry of Education and Culture on the Prevention of Corona Virus Disease (Covid-19) in the Education Unit (Ambarwati et al., 2021).

The Minister of Education and Culture manages online and offline learning using a variety of internet media. Under parental supervision, primary schools also utilize online learning. Online learning is an open and distributed learning system that makes use of pedagogical resources (learning aids) enabled by the Internet and network-based technology to assist the production of learning processes and knowledge via meaningful action and interaction. In the meanwhile, online education is conducted by implementing health protocols (Ambarwati et al., 2021). During the COVID-19 pandemic, the problems of the learning process are becoming increasingly difficult. At each stage of the learning process, all challenging lessons are delivered. Many students believe that the current educational system is extremely challenging. Difficulties encountered by both students and teachers, include the use of learning techniques and the inability of students to comprehend the instruction offered by the teachers (Aini, 2021).

Education is the starting point for each individual to be able to recognize and develop potential, interests and talents as well as provisions for survival in a time. Education plays a very important role in preparing a person to enter the future. However, due to the outbreak of the COVID-19 pandemic, which directly impacted the education world, the education world was immediately in an emergency phase. New regulations and policies have been set by countries around the world including Indonesia. Learning in schools has been done offline so far, but from 2019 to now, since the emergence of the COVID-19 pandemic, the development of education in Indonesia has changed. The Covid-19 pandemic has caused learning activities to switch from offline to online learning. This is also felt by the students in Buru Regency, Maluku.

In Buru Regency, offline and online learning procedures have been ongoing for the past four months, in accordance with the numerous policies and regulations established by the Regional Government via the Education and Culture Office, Buru Regency. The school employs a variety of methods or techniques to ensure that the offline and online learning processes continue to be successful, efficient, and on-target. State Elementary School 5 Namlea employs a part-time system with a restricted number of students and adheres to stringent health protocols in its teaching and learning process.

Students at SD Negeri 5 Namlea originally responded positively to the process of learning using offline and online media, suggesting that it may be a method or solution for the offline teaching and learning process. However, many students have expressed concerns, such as the onset of boredom with the repetition of the learning approach and a diminished desire to participate in teaching and learning activities due to the professors' failure to adequately explain the subject matter. The school, namely the Principal and the Teachers of SDN 5 Namlea, are doing their best to develop instructional practices that will make learning more enjoyable, inspire students, prevent boredom, and improve academic accomplishment. According to Susiati, et al., (2019) the efficiency of the teaching and learning process may be enhanced if the teacher employs appropriate learning strategies for the students and the subject to be delivered. Effectiveness in the teaching and learning process may be achieved if the instructor is able to employ learning strategies that correspond to the circumstances of the students and the content to be presented.

Several previous studies, namely, in 2020 by Ria Yunitasari and Umi Hanifah (2020) with the title "The Effect of Online Learning on Students' Interest in Learning During the Covid-19 Period" by focusing on the effect of online learning on student learning interest during the COVID-19 period. The results showed that the online learning process during the covid-19 pandemic affected students' interest in learning. There is boredom in students because they do not meet friends and teachers in person(Yunitasari & Hanifah, 2020). Moreover, a Study explored by Ali Sadikin and Afreni Hamidah (2020) with the title " Pembelajaran Daring di Tengah Wabah Covid-19" that focusing on the issue of describing the implementation of online learning at the Biology Education Study Program in Jambi University. Online learning was very flexible in its implementation and was able to encourage independent learning and motivation in students. Distance learning encouraged the emergence of social distancing behavior and minimized the emergence of student crowds, thereby reducing the potential for COVID-19 to spread in the university environment. Weak student monitoring, a lack of a strong signal in rural places, and hefty quota fees are obstacles to online education. Other benefits of online learning include increased learning autonomy, curiosity, and motivation, as well as the confidence to voice thoughts and queries (Sadikin & Hamidah, 2020). Mustakim (2020) conducted a study entitled "Efektivitas Pembelajaran Daring Menggunakan Media Online Selama Pandemi Covid-19 pada Mata Pelajaran Matematika". The purpose of this study is to describe the efficacy of online mathematics learning utilizing online media during the COVID-19 epidemic. Students ranked the effectiveness of internet media for studying mathematics as extremely effective (23.3%), effective (46.7%), and ordinary (20%). Although 10% of students believe online learning to be useless, there are none who believe it to be extremely ineffective (Mustakim, 2020).

2. LITERATURE REVIEW

Learning

Learning is a method, a process, and an act of causing individuals or something to acquire knowledge. A person can see the occurrence of changes, but not learning itself. The idea is abstract and cannot be immediately observed. In addition, learning is an interactional process involving students, instructors, and learning materials in a learning environment. Learning is also a support offered by educators to facilitate the process of pupils learning information and skills, developing character, and creating attitudes and beliefs. In other terms, learning is a procedure meant to facilitate effective student learning. (Hamdani, 2016). The quality of learning has a significant impact on student motivation and originality. Students have high levels of motivation and enthusiasm because they are supported by teachers who can cultivate students' excitement such that it contributes to their efficacy and success in achieving their learning objectives. Students can attain learning objectives through cognitive and emotional changes that occur during the learning process. Good learning techniques, backed by suitable facilities and supported by instructors' creativity can facilitate students' achievement of learning objectives (Rahardjo, 2018).

Online and Offline Learning

In the new normal, everyone is now starting to go about their daily activities as usual. However, to protect the safety and health of students, some schools employ online or virtual rules or systems without in-person meetings. This system is also known as an online learning system (Sadikin & Hamidah, 2020). Teachers and students use the video call function of the WhatsApp program to improve communication in order to keep the school running efficiently. This is done so that coordination pertaining to learning stays effective and durable. In the teaching and learning process using an online (network-based) system, numerous programs such as zoom, google classroom, and google meet, among others, provide

support (Hikmatiar et al., 2020). While in offline learning means a learning system conducted face-to-face. During the Covid-19 pandemic, it is strongly advised that all schools implement offline and online learning techniques for each and every session. This is because when pupils acquire the content, they are not confused. During this Covid-19 epidemic, it is envisaged that teachers would be resourceful in their management of online and offline learning.

Learning strategies

According to Suparman in (Setiono et al., 2020), A learning strategy is a mix of numerous sets of activities, how to organize subjects, resources, equipment, and time employed in the learning process to accomplish the objectives of the learning activities. Strategy may also be regarded as a plan and a means for achieving its objectives. A learning strategy is a plan that includes a variety of specially developed activities. Educators must further refine and create learning methodologies matched to the status of the Covid-19 pandemic during the pandemic. B. the usage of applications (WhatsApp, Zoom and YouTube) (Ambarwati et al., 2021).

3. RESEARCH METHOD

Research Design

This research is a qualitative descriptive study. Bodgan and Tailor in (Susiati, Nurhayati, et al., 2019) disclose the kind of qualitative descriptive research, which is one of the research methods that creates descriptive data in the form of speech or writing and the behavior of the persons being watched. This study will disclose the offline and online learning processes at SD Negeri 5 Namlea, as well as the tactics employed by teachers during the covivirus-19 outbreak. This research employs a phenomenological methodology. This method is concerned with comprehending how the daily, intersubjective world functions (the world of life) (Buton et al., 2020). Data and Data Sources. The data gathered are main data and secondary data. This study's primary data were collected through direct observation of students' and instructors' daily lives during the teaching and learning process. Secondary data collected from student work and instructor evaluations in schools are utilized. Multiple informants, including students of SD Negeri 5 Namlea Class I, Class III, Class IV, and Class VI, instructors, and the principal, provided the data for this study. To collect correct data, the researcher used triangulation of sources and methodologies to verify the veracity of the data. The Namlea 5 State Elementary School was selected as the setting for the research.

Data Collection Methods and Techniques

Observation is used as the data gathering strategy in this study. This technique collects spoken or written data in the form of offline and online learning processes at SD Negeri 5 Namlea during the Covid-19 epidemic, as well as teaching tactics in the offline and online learning process. The observation approach is completed through field studies (field studies), interviews (interviews), documentary studies, and literary research.

Data Analysis

Using the following procedures to analyze the gathered data: The first phase, data reduction, involves centralizing or organizing "raw" data gathered from on-site written notes pertaining to offline and online learning processes during the COVID-19 epidemic in SD Negeri 5 to identify Namlea and teacher methods in offline and online learning processes. The second phase is the data presentation phase, which includes the display of data on offline and online learning processes at SD Negeri 5 Namlea during the Covid-19 epidemic, as well as teaching techniques in offline and online learning processes derived from the data reduction phase. The data is given with a straightforward explanation. Lastly, the data verification phase, i.e., the formation of theoretical truths, offline and online learning process data facts during the Covid-19 pandemic at SD Negeri 5 Namlea, and offline and online learning process teacher strategies collected for processing were analyzed and can be tested hypothetically.

4. RESULTS AND DISCUSSION

Learning Process at SDN 5 Namlea during Covid-19 Pandemic

The offline and online learning approach conducted by schools in the Buru Regency is in response to an appeal from the Department of Education and Culture of the Government of the Buru Regency. The COVID-19 pandemic has had an effect on classroom learning activities. According to the learning objectives, the learning process does not operate properly and efficiently. How many months has the Buru regional government's instruction for the implementation of offline or face-to-face and online learning methods been in effect? Offline, the learning process is implemented in schools in a variety of methods, including:

1) Sifts Learning Process

Teachers at SDN 5 Namlea employ shifts or alternating teaching and learning; formerly, a class of 30 students was divided into two classrooms with only 15 students each class. This occurred owing to the economic circumstances of parents who were unable to satisfy their children's (students') demands for online learning, namely the lack of an Android phone. The application of offline learning at SD Negeri 5 Namlea is highly effective, despite the fact that there are only two topics per day and just four study hours per day. In addition, teachers supplement students' everyday education by giving reading and memorization activities via autonomous module books and worksheets (LKS). Even during the pandemic, the deployment of offline learning in one shift has not been optimized, as evidenced by the fact that student engagement in the learning process is not 100 percent. Some students were absent from class.

2) Television

Even if schools are temporarily closed because of the pandemic, teachers are working to ensure that students do not stop studying. SDN 5 Namlea instructors using television as a learning tool for students at home. The learning that is mediated by instructors through television media is still changing to the learning material. For instance, in the Indonesian language class, the teacher assigns the students the duty of viewing a children's video, such as a folktale or something similar, and then verbally and in writing recounting it. During the epidemic, this strategy is claimed to stimulate students' interest in studying.

3) Study Groups

Learning group, an activity in which multiple individuals work together to solve a problem while learning. The objective is for the learning process to be effective and for students to learn about one another's similarities and differences, to exchange ideas, to cooperate, and to develop into autonomous persons. During the COVID-19 pandemic, SDN 5 Namlea hosted a study group for students to prevent them from falling behind and ignoring the topic. Each instructor sets study groups depending on the proximity of students' residences to one another. The teacher links a student's residence to the study group's location. This is done to maintain compliance with health guidelines, especially social separation and the diminution of large gatherings. The learning process with study groups is quite beneficial for both students and teachers, despite the fact that the surroundings are not as conducive as they would be in a classroom, but the teacher provides and explains the subject extensively. Enhancing social interactions amongst students is one of the benefits of introducing study groups during the Covid-19 pandemic. When students discuss a subject or question provided by the teacher, the social links between them become apparent. In the meantime, the deficiencies of the learning process in this kind of study group, notably the competitiveness between students, are less apparent, as is the teacher's difficulties in completing the evaluation findings.

4) Home Visits

Visiting professors will facilitate the learning process at each student's residence throughout the epidemic. This approach was carried out when pandemic circumstances in Buru Regency were still severe, but the outcomes were far from optimum and effective, therefore it did not persist long. So that students are not complacent and fearful of the epidemic, one objective of the learning process is for instructors to visit each student's family. However, while applying the learning process, dominating students are less enthused about obtaining lessons because none of their friends are receiving lessons. SDN 5 Namlea utilizes an online learning method in addition to its offline learning process. This is in response to a request from the Buru Regency's Department of Education and Culture to undertake online (network) learning. This had no effect on the SDN 5 Namlea school. The school administration collaborates with classroom instructors to ensure that online learning operates maximally, effectively, and with purpose. The SDN 5 Namlea online learning procedure, namely:

a) Whatsapp App

WhatsApp is currently one of the most popular social networking services on the world. This platform is utilized by several nations as a way of communication. According to a study by Business of Apps, the number of WhatsApp users worldwide will reach 2.2 billion in the first three months of 2022. This number grew 2.8% from the previous quarter's total of 2.14 billion. Reuters Institute research indicates that WhatsApp is the most popular social media platform in Indonesia for news consumption. In reality, 54% of individuals surveyed claimed to have received the messages over WhatsApp. The proliferation of WhatsApp is also evident, as evidenced by the SDN 5 Namlea school's choice to implement an online learning method via WhatsApp. This is because the application is incredibly user-friendly and its capabilities can be operated by both parents and students, regardless of whether they are sending text messages, videos, or pictures. Teachers at SDN 5 Namlea construct an online learning system using the WhatsApp program, since they not only utilize it as a communication medium, but also as a way to distribute information via the forwarding feature. This function can save documents in PDF, Microsoft Word, PowerPoint, and Excel formats. Suyadi disclosed in (Fauzi & Munastiwi, 2020)

that the operation of WhatsApp is nearly identical to the SMS program often used on older mobile phones, with the exception that WhatsApp uses the internet and is recognized by a mobile phone number (HP). During the pandemic, teachers engaged in a variety of activities with students via WhatsApp during the learning process, including serving as a forum for the discussion process, sending lesson plan information, sending materials, creating groups for lesson coordination, and sending LKS (Student Worksheets) for evaluation. Teachers believe that studying through WhatsApp is highly beneficial and simple to adopt since WhatsApp is a very lightweight and quick application that helps students stay connected and makes it simpler for them to obtain the most recent information on their subjects. In addition, the WhatsApp application can learn about the video call capability because it supports up to 50-person video conversations. Teachers utilize the video call to learn how to communicate the content verbally. The teacher instructs pupils on lesson assignments to be reported or gathered via photo or video files when presenting learning content. Due to the absence of contact between professors and students and the dominance of teachers who provide several assignments, this WhatsApp application occasionally receives complaints from students and parents. Consequently, the pupils are overburdened by the assignments supplied by the teacher.

b) Youtube

YouTube videos were utilized during the Covid-19 epidemic at SDN 5 Namlea as part of the online learning process. Youtube is a well-known video-sharing website that enables users to download and view a variety of video clips for free (Burnet Dalam) (Fauzi & Munastiwi, 2020). Teachers at SDN 5 Namlea always use YouTube as a learning medium. This is done to create a fun, interactive, non-boring, enthusiastic, and interesting learning environment. Sukarni (2012) demonstrates that educational videos on YouTube can be used for interactive learning in the classroom, both for students and teachers through online and offline presentations. Teachers utilize YouTube for learning to guarantee that students are engaged in their studies and acquire knowledge rapidly. Teachers at SDN 5 Namlea utilize YouTube tutorial videos created by others, altering the content to be given to students. The teacher then sent the video link over WhatsApp so that children could view and comprehend the movie's content under parental supervision. Teachers and parents perceive YouTube learning to be highly successful since pupils are engaged and rapidly grasp the subject they are seeing. The fact that each student's evaluation results are outstanding demonstrates this. The demands of students' learning styles today prefer audiovisual and full-color interactive learning. Of the two forms of online learning utilized by instructors at SDN 5 Namlea, it is hoped that they would be able to complete unfinished learning materials from the COVID-19 epidemic. Both programs have benefits and drawbacks, but the learning experience utilizing these two tools has thus far been successful and efficient.

Teacher's Strategy in Implementing Offline and Online Learning

The strategies of teachers at SDN 5 Namlea in implementing offline and online learning during the covid-19 pandemic, namely:

1) Learning Activities (Blanded Learning, Offline, Online)

During the COVID-19 pandemic, blended learning, or the blending of offline and online learning processes, was utilized as one of the instructional tactics by SDN 5 instructors. This method is employed to increase the quantity and efficacy of the instructional content. In addition, the degree to which pupils comprehend a lesson. Blended learning is an instructional approach that blends offline and online learning techniques. Teachers of SDN 5 Namlea who employ this strategy are intended to assist pupils in achieving the greatest potential learning results. In addition, teachers of SDN 5 Namlea employ both online and offline approaches.

2) Technology Facilities

During the COVID-19 epidemic, the instructors of SDN 5 Namlea did their utmost to ensure that their pupils could enjoy the online learning experience, notably by providing them with devices, the internet, and computers, among others. According to (Lestari, 2018), several forms of technology integration are utilized in education as learning media, management tools, and learning resources. During this epidemic, accessing learning gadgets is very efficient and effective. It becomes easy for pupils to obtain curriculum and study resources, significantly enhancing student learning performance.

3) Application media

During the COVID-19 epidemic, the SDN 5 Namlea instructor uses the WhatsApp and YouTube applications to facilitate the learning process. Teachers may use the WhatsApp program to take attendance, provide lecture materials, communicate homework, and coordinate study time. In addition, teachers utilize the YouTube application by giving students with a link to the content. The instructor employs this method so that the pupils may study with greater enthusiasm and rapidly comprehend the instructional material. As tasks and evaluations, the teacher asks students about the substance of YouTube videos after pupils have viewed them. The various strategies used by the teachers at SDN 5 Namlea are a benchmark for the effectiveness of the learning process during the COVID-19 pandemic. In addition,

the strategies used have been in accordance with the times, namely the use of capable and more modern applications. The principal also demands that teachers must be creative in creating strategies in learning, teachers are also required to master technological tools such as computers and android phone.

5. CONCLUSION

Based on past study and debate, it can be determined that during the Covid-19 epidemic, the SDN 5 Namlea had numerous offline and online learning-related elements. During the Covid-19 epidemic, the offline and online learning processes at SDN 5 Namlea are highly efficient and effective. During the offline learning process, the school uses 1) shift (alternating teaching and learning), separating one class into two classes so that pupils are not crowded, and 2) television to view instructional programming. This approach is conducted at home under parental supervision; 3) study groups, in which teachers continue to oversee students' learning and comprehension of the topic; 4) home visits, in which teachers travel to students' homes to teach and explain the subject. Teachers utilize two media tools in the online learning process: WhatsApp and YouTube. During the Covid-19 pandemic, SDN 5 Namlea implemented offline and online learning strategies by 1) conducting learning activities (Blanded Learning, Offline, Online); 2) using technological facilities such as gadgets, laptops, internet, and wifi; and 3) utilizing application media, namely WhatsApp and YouTube.

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AUTHOR'S CONTRIBUTIONS

The authors discussed the results and contributed to from the start to final manuscript.

CONFLICT OF INTEREST

There are no conflicts of interest declared by the authors.

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