

Adaptation of E-learning during the Pandemic Towards Face-to-Face Classroom Learning

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ABSTRACT

The COVID-19 pandemic has prompted a significant shift in the Education Dynamics landscape, necessitating a move from traditional face-to-face learning to distance learning (e-learning). In the aftermath, this research focuses on the dynamics of students readjusting to face-to-face learning. The study, employing both quantitative and qualitative analyses, includes a field study with 56 Management study program students. Objectives include exploring how students adapt to resuming face-to-face learning and emphasizing direct interactions. Preliminary findings reveal a positive inclination towards face-to-face learning, though challenges like long commutes and financial burdens persist. The research suggests addressing these concerns to enhance the overall educational experience. A notable trend is the preference for a hybrid approach, combining online and face-to-face sessions, indicating a desire for increased efficiency and an enhanced learning experience. In conclusion, the study contributes insights for educational institutions to optimize the post-pandemic learning environment, considering both positive experiences and challenges faced by students.

INTRODUCTION

Since the emergence of the COVID-19 pandemic at the end of 2019 which had a global impact, various aspects of life, especially in the field of education, have undergone significant changes (Kumar et al., 2021; Turnbull et al., 2021). In Indonesia, the government has taken various policies to respond to the negative effects of this pandemic. In the early phase of the pandemic, the government made policies by limiting face-to-face learning activities directly to schools, campuses, and other educational institutions, including administrative activities (Ali et al., 2022; Ke et al., 2023; Schmid et al., 2023). This step is a form of social distancing efforts to reduce the spread of the virus. In this context, distance learning (e-learning) is applied as a solution to replace face-to-face learning in the classroom which was usually done before the pandemic occurred.

Distance learning requires the use of telecommunication devices based on information and communication technology (Marzuki, 2021). Such as laptops, computers, internet networks, and various online learning applications. In the synchronous online learning method, virtual face-to-face meetings between teachers and students occur through teleconference platforms such as Zoom, Google Meet, Webex, and other applications. On the other hand, online learning methods are asynchronous, online learning that does not require direct interaction, so that material can be accessed flexibly, anytime, and anywhere, by

utilizing LMS but requires student independence (Costado Dios & Piñero Charlo, 2021; Saputri et al., 2022; Senhaji-Tomza et al., 2023; Sevy-Biloon, 2021).

During the pandemic, online learning has positively and negatively impacted both parties, namely teachers and students. Positive impacts include easy access to learning materials and assignments, providing opportunities to explore new materials, and enabling the development of potential transformation without having to leave home (Kusumawati, 2022; Maqbool et al., 2022; Omari et al., 2023). In addition, online learning also contributes to improving students' language literacy.

However, negative impacts are also experienced in this online learning. Lack of understanding and knowledge using various online learning applications causes some students to become passive, less creative, and less productive; some also experience stress due to the demands of online learning (Balogun et al., 2023; Elzainy et al., 2020; Li & Hu, 2024; Mali & Lim, 2021; Özöztürk et al., 2023). Another thing is that limitations in internet connectivity facilities, infrastructure, and networks, as well as additional costs for internet access, have become perceived obstacles. In some cases, there is also a decrease in the quality of learning (Andriani et al., 2021; Argaheni, 2020; Dewi, 2020; Estriegana et al., 2023; Lee & Jeon, 2024). Although complete learning facilities have supported the online learning policy (e-learning), there are still areas for improvement that result in the disruption of the achievement of the expected learning outcomes. This is especially impacted by reducing academic knowledge and skills, known as learning loss, as conveyed.

In anticipation of the negative impact of the potential for sustainable learning loss due to online learning, the Indonesian government took steps by issuing a Joint Decree (SKB) with four Ministers on December 21, 2021, with Number 05/KB/2021, Number 1347 of 2021, Number HK.01.08/Menkes/6678/2021, and Number 443-5847 of 2021. The decree leads to a policy to restore limited Face-to-Face Learning (PTM), provided that its implementation follows established health protocols.

Face-to-face learning, as a conventional learning model, brings teachers and students together to learn to convey knowledge (Oktavia M, 2022). However, the learning experience during the pandemic has also had a positive influence in the form of education in the use of technology and innovation in information-based learning, which provides opportunities to develop new ways of learning the educational process.

As the transition from online to face-to-face learning after approximately 2 years of the pandemic takes place, adaptability is key for educators and students. The preparation for face-to-face teaching and regulation of health aspects is very important to ensure that the implementation of face-to-face learning runs effectively and efficiently.

The results of previous research highlighted students' time management during the transition from online to face-to-face lectures after the COVID-19 pandemic. By involving 50 respondents of semester V students from Darma Persada University who had never previously experienced face-to-face lectures during the pandemic. Findings indicate that habit adaptation and time management are important for students in carrying out daily activities in a face-to-face lecture environment (Gherheş et al., 2021; Maphosa, 2021; Robbins & Cipollone, 2023; Sutanta et al., 2023; Xhelili et al., 2021).

This research is expected to provide insight into the adaptation process from online learning to face-to-face learning. This research reveals how students who have participated in online learning for two years, starting from the even semester of the 2019/2020 academic year to the even semester of the 2021/2022 academic year, managed to adapt to full face-to-face learning in the odd semester of 2022/2023. This study aims to understand the physical and health preparation students need in facing face-to-face learning after the pandemic. Another purpose of this study is to reveal the adaptation process carried out by students when facing the change in learning from online to face-to-face. In the end, this research can provide insight into the dynamics of transition in the post-pandemic world of education.

METHODS

This research uses a descriptive approach with quantitative and qualitative methods carried out as field research. Quantitative methods describe students' physical readiness and maintain student health when facing face-to-face learning after the pandemic. To collect data, a questionnaire was directed to 56 5th-semester students from the Management Study Program of Darma Persada University who attended face-to-face lectures in class in odd semesters of 2022/2023 and had never attended face-to-face lectures in class the previous semester. The results of the questionnaire will be analyzed using descriptive statistics and frequency. Next, qualitative methods are used to determine student adaptation in responding to face-to-face learning in class after previously being carried out online at home. This was done by observation and asking students who were respondents to this study questions. The qualitative data obtained will be analyzed descriptively.

The questionnaire grids used in this study were as follows:

The first part reveals physical readiness and personal health, consisting of 4 questions (no. 1 to no. 4) by choosing a statement that suits your condition. The second part is adaptive in responding to the learning system consisting of 5 questions (no.5 to no. 9) by answering according to the experience experienced by respondents.

Post-Pandemic Readiness and Self-Habits:

1. Covid-19 vaccination that has been carried out.
 - a. Vaccination stage 1, stage 2, and Booster
 - b. Stage 1 and stage 2 vaccination
 - c. Stage 1 vaccination
2. Do you continue to wear a mask when outside activities?
 - a. Yes
 - b. NotPlease give the reason why it is done
3. Is it after doing activities outside the home always wash your hands?
 - a. Yes
 - b. Not
4. Currently, are you still keeping your distance and avoiding crowds so as not to get COVID-19?
 - a. Yes
 - b. NotPlease give the reason why it is done

Adaptive in response to the learning system:

1. How do you build direct interaction and relationships with fellow students and lecturers during face-to-face learning in class?
2. What do you think are fun when face-to-face lectures are in class compared to online classes?
3. What do you think is burdensome during face-to-face lectures in class compared to online classes?
4. Hope for face-to-face learning to run effectively.
5. Can online learning that has been going on for 2 years still be combined with face-to-face learning (Blended learning)? Give your best advice.

RESULTS

The first part analyzes the picture of physical readiness and personal health in facing face-to-face learning after the COVID-19 pandemic based on the answers of 56 respondents consisting of 22 men and 34 women.

COVID-19 vaccination that respondents have carried out as an effort to help the body be protected from the COVID-19 virus and reduce the risk of transmission to others obtained information that 79% of respondents (44 people) have received phase 1, stage 2 and additional doses (booster) vaccines, in addition to 21% of respondents (12) who received vaccines 1 and 2, and 0% of respondents who only received phase 1 vaccines. This data shows that most respondents are highly aware of efforts to protect themselves by receiving phase 1 and phase 2 vaccines and additional doses (boosters).

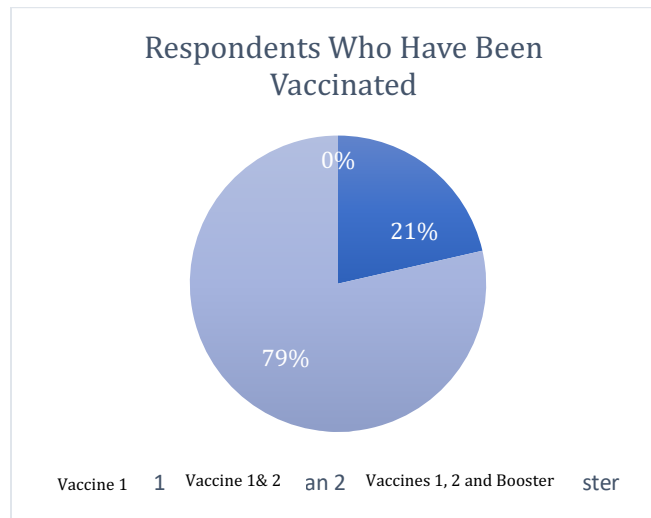


Figure 1. Vaccinated respondents

The habit of using masks as one of the preventions of COVID-19 after the pandemic subsided received respondents' answers that most respondents (55 people or 98%) continue to use masks when doing activities outside the home, there is only one respondent (2%) who no longer uses masks. The reasons respondents show varied motivations when doing activities outside the home that play an important role in the decision to continue wearing masks are compliance with health protocol regulations. It has become a habit, a sense of comfort using masks, personal safety, and other personal reasons such as maintaining appearance, and more confidence.

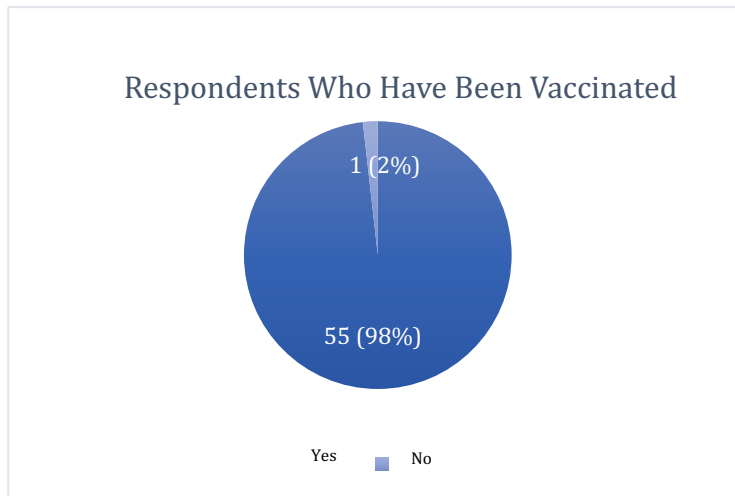


Figure 2. Use of Masks

Washing hands after doing activities outside the home is a good way to maintain cleanliness and prevent the spread of disease, a habit that is always done during a pandemic. Yes, according to respondents to this habit after the pandemic, as many as 48 people (86%) still practice washing hands after activities from outside. Answer no by 8 respondents (14%) do not have the habit of washing their hands after activities from outside.



Figure 3. Washing Your Hands After Outdoor Activities

The habit of maintaining distance and avoiding crowds after the pandemic was answered by respondents. "Yes," there were 20 people (36%), while respondents who answered not as many as 35 people (64%). Different reasons for respondents responding to the habit of maintaining distance and avoiding crowds are no longer done because the rules for maintaining distance and crowds are no longer enforced because they can go anywhere without restrictions, the assumption that the COVID-19 virus no longer exists, other people around them have not carried out the habit of maintaining distance, have been fully vaccinated. Hence, they feel safe, but it is difficult to maintain distance because outside activities are quite dense. Respondents who still practice social distancing habits because they express the importance of

maintaining general health, staying aware of the risk of transmission, avoiding other diseases, and personal reasons do not like crowds and are not allowed to leave the house so that they automatically avoid crowds.

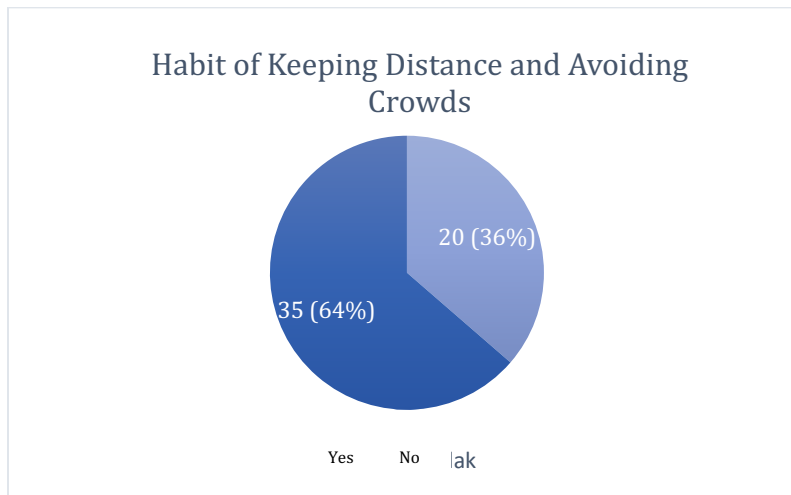


Figure 4. Keep Your Distance and Avoid Crowds

The analysis of students' physical and health readiness for face-to-face learning after the COVID-19 pandemic shows a high awareness of self-care. As many as 79% of respondents have received phase 1, 2, and booster vaccinations. Most respondents (98%) wear masks when doing activities outside the home. Handwashing habits are maintained by 86% of respondents, and 36% maintain distance and avoid crowds. Although there were various behaviors in adaptation, awareness of health protocols seemed strong among respondents.

The second discussion discusses adaptive analysis in response to learning systems, focusing on students' ability to identify individual needs and characteristics adjusting from face-to-face learning. The data used in this analysis is based on the answers of 56 respondents with the following results:

Build direct interaction and relationships with fellow students and lecturers during face-to-face learning. When carrying out face-to-face learning again, respondents found various ways to adjust after being at home for a long time during the pandemic. The way this is done is to build direct interaction and relationships with fellow students and lecturers. Forty-six respondents revealed that they socialize and mingle with lecturers and other fellow students through various means such as greeting, discussing, expressing opinions, being polite, exchanging ideas, and discussing various things such as lectures, entertainment, and trends. On the other hand, the other 10 respondents focused more on the lecture; they adapted to talk as necessary, concentrated so that there were no sleeping habits while studying, and still complied with strict health protocols.

Fun things during face-to-face lectures in class compared to online classes. After studying online at home for a long time, the face-to-face learning experience in class provides some fun things. 39 student respondents revealed the pleasant incident through meeting with friends directly, being able to chat, exchanging experiences, joking, expanding associations, and adding friends. In addition, 13 respondents revealed other fun things in classroom learning, such as the opportunity to ask lecturers more freely, get pocket money from parents, clearer explanations and a better understanding of the material delivered by lecturers, and lecturers who are more focused on presenting material and class management so that the lecture atmosphere becomes livelier.

Things that are burdensome when face-to-face lectures in class compared to online classes, although face-to-face learning is considered fun by respondents, there are some obstacles and things that are less pleasant than the online classes they have experienced during the COVID-19 pandemic. Based on opinions expressed by 19 respondents, activities and atmosphere could be more pleasant during face-to-face learning when traveling from home to campus which is quite far away, traffic jams on the road, and weather that is not always friendly when going to campus. Eight respondents complained about spending large funds on campus fees and wasteful use of pocket money. Habit problems such as having to get up early, immediately take a shower, and have breakfast, and 8 respondents also revealed the habit of waking up to take a nap. In addition, 10 respondents mentioned unexpected unpleasant events such as sudden cancellations made by lecturers before lectures began, changes in lecture schedules that caused course conflicts, delivery of less interesting material from lecturers, and the frequency of assignments by lecturers to more students than during online learning. While 9 respondents also expressed unpleasant feelings because they had to adapt to carrying out face-to-face lectures after 2 years through online lectures, they felt pressure when conducting face-to-face lectures in class. Only 2 respondents stated that online and face-to-face learning in class did not make a significant difference for them.

Hope for face-to-face learning to run effectively. Respondents expressed their desire for face-to-face learning to run effectively, and the active participation of students, lecturers, and universities to achieve this. Some opinions from respondents were expressed as follows:

The classroom atmosphere and learning activities are interesting and interactive, including good classroom management, time allocation for lectures, assignments, and balanced discussions. Effective use of learning time and adherence to agreed rules are also expected. With the ease of access to lecture materials and attendance, respondents also hope for feedback from lecturers and students regarding the discussion of the courses taught, which is also considered important by respondents for good interaction and response between lecturers and students. Respondents expect lecturers to provide information on absenteeism by notifying them in advance. As for the smooth running of face-to-face learning activities, respondents want the availability of the internet that is easily accessible, and academic portals as lecture websites always run well. Moreover, the last respondent's hope remains the provision of adequate health facilities.

Online learning is combined with face-to-face learning (blended learning). The online learning experience experienced by respondents for two years and currently using face-to-face learning in class has its own experience for respondents. Respondents' opinions about using two types of learning received dominant responses about their desire to combine these two learning models. A total of 47 respondents expressed their desire to use the two models because they are considered more efficient in the use of studies in learning as online use is used for material that is considered easy. In contrast, difficult material requires complete explanations, assignments in the form of discussions, and simulations can be used face-to-face. Respondents also revealed other factors due to long trips, erratic weather, busyness, and health. The remaining 9 respondents think they prefer face-to-face learning; according to him, face-to-face learning is more effective in learning, and there are fewer internet network constraints.

Post-pandemic face-to-face learning, students are taking steps to adjust by actively building direct interaction and relationships with fellow students and lecturers. 46 out of 56 respondents socialize and mingle with colleagues and lecturers through various means, such as discussing, expressing opinions, and sharing information. The remaining 10 respondents focused more on academics, prioritizing speaking as necessary, concentrating during learning, and adhering to strict health protocols.

The return to face-to-face learning provides a positive and enjoyable experience for students after a long period of online learning. Thirty-nine respondents felt happiness when meeting friends in person to

interact, exchange experiences, and expand associations. 13 Other respondents revealed that face-to-face learning provides an opportunity to communicate more freely with lecturers, better understand learning materials, and feel a lively and interactive lecture atmosphere.

Some of the barriers expressed by respondents were related to face-to-face learning after the pandemic. Although considered fun, obstacles such as long trips, weather that is only sometimes supportive, large expenditures of funds, and changes in schedules and tasks that are more often given than online learning are less pleasant factors. In the blended learning model, students also expressed interest in this learning, namely the combination of online and face-to-face learning. Most respondents think combining these two methods is an efficient solution to take advantage of advantages, such as face-to-face learning for material that requires more in-depth explanation and direct interaction and online learning for material that is easy to understand. Some respondents also reminded that several factors, such as long trips, weather, and health, must be considered in learning models.

CONCLUSION

The COVID-19 pandemic has prompted a significant shift in the education landscape, transforming distance learning into a viable alternative to traditional face-to-face instruction. Despite its positive impacts, this adaptation has introduced challenges, manifesting in reduced interaction quality and learning setbacks. In response, the Indonesian government has initiated the reinstatement of face-to-face learning (PTM). This transition necessitates adjustments for both educators and students alike. Students are actively engaging in this adaptive process by fostering meaningful interactions with peers and instructors, leading to positive experiences and enhanced understanding of the subject matter within a dynamic classroom environment. Nonetheless, obstacles such as lengthy commutes, unpredictable weather conditions, and abrupt schedule changes persist. This research delves into students' responses to face-to-face learning post-pandemic, examining the sustainability of the online learning model within the blended learning approach as an efficient option. Various crucial factors are considered in this exploration, providing a comprehensive overview of the evolving educational landscape.

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