Education regarding the Importance of Adjusting Study Habits when Implementing Face-to-Face Learning for Students in the Covid-19 Transition Period

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Abstrak

The research conducted by the author aims to observe and educate more broadly on the impact of the transition from online to offline learning, the readiness of students to face offline learning, and the way students adapt their study habits during the Covid 19 transition period in the education sector, especially in the transition from online learning to online learning. offline. The research method used in this journal is a qualitative descriptive analysis method. Analysis of survey data is processed by collecting data, filtering data, presenting data, and simplifying data. Then the data from the research analysis are summarized in concepts and classified according to categories and poured into descriptive form then the conclusion is drawn. The results of the education that has been provided can be seen in increasing students' insight into online and offline learning. This is evidenced by the increasing results of the tests that have been carried out by the respondents. This is due to the increased insight of the respondents as a result of the education that has been given. The impact of this research is that the respondents who are students feel that offline learning is necessary because it affects the level of understanding of learning. Then, the students felt that they were ready to carry out offline learning by making some adjustments to their study habits.

Kata Kunci: *Education, Student, Learning, Transition, Covid-19, Online, Offline*

INTRODUCTION

At the end of 2019, the world was shocked by the phenomenon and outbreak originating from China, namely Covid-19. This virus began to spread from Wuhan City, China, on December 31, 2019. Until March 14, 2020, WHO declared Covid-19 a global pandemic outbreak. A large number of people from around the world have been exposed to this Covid-19 virus. Several large countries such as Italy, China, the United States, Spain, and even Iran are listed as countries with the highest cases of COVID-19 exposure in the world (Mujahida, 2021:1).

The Covid-19 virus spreads very quickly, it is suspected by the method of transmission is relatively easy to occur. The SARS-CoV2 virus mainly lives in the mucous cells or mucous membranes of the respiratory tract. It can only be transmitted when someone sneezes, coughs, or talks that release droplets or splashes of saliva that carry the virus in it. This is the way of transmission. Keeping a distance and always wearing a mask will reduce the risk of exposure. It is only as long as the droplet is sprayed that it is in the air, after the droplet falls the virus cannot fly. If the droplet falls to the ground or other objects, then within a certain time it will be inactive (dead) along with the dryness of the droplet carrier (Nilam,2020:54).

As a result of its easy transmission and rapid spread, various efforts have been made to suppress the transmission rate of Covid-19, one of which is the social distancing method. According to Pratama (2020:49) social distancing itself means action by providing distance, avoiding crowds, and not having direct contact with other people. As explained by the Center for Disease Control (CDC), social distancing is an act of staying away from large gatherings of people, avoiding mass gatherings, and maintaining a distance between people. In the end, this social distancing policy reaped several positive and negative impacts and changed the way people live in various fields ranging from the economy, and tourism, to education.

Currently, the country of Indonesia is still facing the Covid-19 pandemic which has affected and changed various aspects of human life. One aspect of the field that has experienced the changes that have a major impact

on human life is the field of education. All levels of education ranging from elementary to tertiary education are asked to take preventive measures against the spread of Covid-19 by limiting and stopping all activities that cause crowds or social contacts (Kamza *et al.*, 2021:4120). Education is one of the main solutions to improving HR to have quality (Primasari & Zulela, 2019:1), with the current state conditions, elements of education must be able to take the right steps because this is a change that experiences a spike in the system of implementing learning activities. Where teachers, students, and even parents are required to carry out learning by using supporting media that many have not mastered before especially for parents with various educational backgrounds (Daheri *et al.*, 2020:4). That causes unpreparedness for the shock of change that is felt by humans to deal with change unplanned. However, all these changes must be accepted to run a learning implementation system that is experiencing a transition from face-to-face to face-to-face Online (online). There is no transmission of the Covid-19 virus. It aims to fulfill the right of to students in obtaining education in any way and situation (Farell *et al.*, 2021:1185). Technology in the field of science towards efforts to achieve educational goals is evidence that there has been a significant change in the field of education today (Karlina & Astuti, 2021:1717). However, the implementation of proper education is still prioritized, because it is feared there will be an emergency when This element of education will release responsibility. It has an impact on decreasing quality graduation competency standards (Primasari *et al.*, 2020:1888). With these changes, world education is now undergoing very fast changes, this is due to the pandemic period that has encouraged the use of technology with a digitalization system. As a result, teachers and students are given additional competencies (Diana, 2021:3290).

Through a circular letter from the Ministry of Education and Culture in 2020 which has instructed the implementation of online learning at home, it has become conservation of pros and cons in the community. This is due to the unpreparedness of students, educators, and parents who have an important role in assisting children to learn online (online) at home (Hardiansyah *et al.*, 2021:5840). With this policy, the learning method carried out has experienced a very significant change from what was originally carried out offline or outside the network, turned into online or in a network. When online learning is carried out, the efficiency of learning and the level of student understanding of a lesson is no longer fully determined by the factors of the learning method carried out or the teaching staff in this case the teacher who teaches, but it is also the responsibility of the parents of students to create a comfortable learning atmosphere and support, for students to absorb and understand learning optimally in the home environment. Three important elements influence the level of success of online learning, namely parents, students themselves, and teachers for students to absorb and understand learning optimally in the home environment. The ongoing change in methods and learning methods during the Covid-19 pandemic through the online system has been carried out for approximately one year. In the process, gradually the three important elements previously mentioned, gradually adapt to this new study habit. As a result of this online learning, many students, teachers, and parents are more aware of the technology. Many consider online learning to be unable to reap maximum results as the results, many people return to longing for offline learning (Hardiansyah *et al.*, 2021:5840).

In the new academic year 2021/2022 in July-August, there is a lockdown policy and a Ministerial letter about study rules while in the pandemic era regarding guidelines for the implementation of learning during the Covid-19 pandemic with one of the contents of the consideration for this decision is the need for face-to-face learning from students who experience problems. to implement distance learning. However, the implementation of the deepest learning in the guide does not have to be carried out by all schools in Indonesia. However, the implementation of offline learning during the Covid-19 pandemic was conveyed by Mr. Minister Nadiem Anwar Makarim while attending an event on private television. According to him, education units must pay attention to their regional zones in determining learning activities with areas of levels 1 and 2 to be able to start limited face-to-face learning, while levels 3 and 4 still have to hold PJJ (online) learning. Based on the instructions of the Minister of Home Affairs No. 48 of 2021 on October 5, several regions in Indonesia were assigned to the area of Enforcement of Community Activity Restrictions at level 2. As a result schools in some of these areas could hold offline learning during the Covid-19 pandemic (Hardiansyah *et al.*, 2021:5840).

With this policy, it means that some schools are allowed to implement PTM. Of course, with this new policy, students, parents, and teachers have to re-adapt to learning methods that are being carried out again offline. However, even though learning in schools must be carried out offline and some students have already done it, adaptation and adjustment of learning habits from and by students, parents, and teachers are still needed

because online learning has a huge impact on students' study habits (Tanuwijaya, 2021:80).

According by Hardiansyah *et al*. (2021:5840) carried out direct or covert observations to observe the practice, process, and impact of the implementation of online learning on the implementation of face-to-face learning at SMP Negeri 16 in Pontianak City. The analytical technique used in this research is through qualitative description analysis techniques by categorizing offline learning processes, offline learning practices, and the impact of online learning on offline which affects the implementation of offline learning. The research yielded the results that online learning affected student behavior and student learning habits.

Therefore, the research conducted by the author aims to observe more broadly the impact of the Covid 19 transition and transition period in the education sector, especially in the transition from online to offline learning. The novelty of this research is a wider target of observation, namely on students at various levels of education, the use of methods to take samples, namely by interviewing via a google form and focusing research on adjusting study habits rather than on the learning implementation system.

METHODOLOGY

Figure 1 describes the research subjects who are students who live in Gegerkalong Village, Bandung, West Java. We took a random sample of students in the Gegerkalong area. Respondents were 11 people with various levels of education that they were currently taking or had taken. A total of 5 respondents are students at the College level, 2 respondents are students at the Senior high school level, 3 respondents are students at the Elementary school level and 1 respondent is a student at the junior high school level.
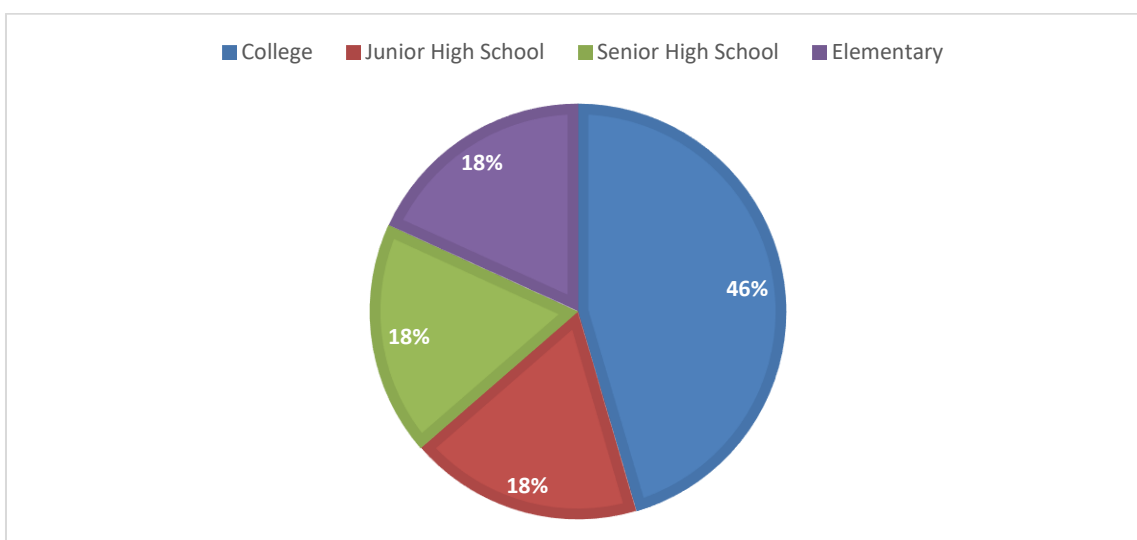

Figure 1. The level of education that is being or has been taken by the respondent

The research method used in this journal is a qualitative descriptive analysis method. According to Winartha (2006:155), the descriptive qualitative analysis method is to analyze, describe, and summarize various conditions, and situations from various data collected in the form of interviews or observations about the problems studied that occur in the field. The population in this study is students from different education levels. Data collection is obtained by filling out a form in the form of a Google Form.

Data were collected by conducting two tests called pre-test and post-test. The pre-test is useful for knowing and identifying students' abilities and understanding before being given an education. Post-test is useful for knowing and measuring the level of understanding of students after being given education by the author.

Data collection was carried out for 2 days, starting on 18-20 July 2022. A total of 11 respondents were collected from students starting from elementary school to the college level.

Table 1 shows the list of pre-test and post-test questions. The questionnaire that has been made consists of several parts, namely, identity and questions. This questionnaire contains a total of 20 questions. This questionnaire consists of several types of questions, namely, fill-in questions (essays), choice questions (yes/no), and in the case study section, five scales are provided in the form of numbers (1, 2, 3, 4, and 5), each of which represents students' level of understanding. Analysis of survey data is processed by collecting data, sorting or filtering data, presenting data, and simplifying data. Then the data from the research analysis are summarized in

concepts and classified according to categories and poured into descriptive form then the conclusion is drawn.

Table 1. Pre-Test and Post-Test Questions

No	Question	Type
1	What is online learning?	Essay
2	What is offline learning?	Essay
3	Which study do you prefer?	Multiple Choice
4	Do you know the acronym for online?	Yes No
5	Mention acronyms online!	Essay
6	Do you know the acronym offline?	Yes No
7	Mention the acronym offline!	Essay
8	Mention the positive impact of online learning	Essay
9	Mention the negative impact of online learning	Essay
10	Mention the positive impact of offline learning	Essay
11	Mention the negative impact of offline learning	Essay
12	Do you know the three types of synchronous communication in online learning?	Yes No
13	Is online learning easier to digest?	Yes No
14	Is offline learning easier to digest?	Yes No
15	In your opinion, will the return of offline learning affect the way you learn?	Yes No
16	On a scale of 1-5, how well do you understand online learning?	Scale
17	On a scale of 1-5, how important is it to adjust the way of learning during the transition from online to offline learning?	Scale
18	On a scale of 1-5, how well do you understand offline learning?	Scale
19	On a scale of 1-5, how prepared are you for offline learning?	Scale
20	How do you adjust when you have to go back to studying offline?	Essay

RESULT AND DISCUSSION

According to Wismaliya *et al*. (2021:5), some learning obstacles experienced by students in online learning resulted in decreased progress in student learning because it is influenced by the lack of support provided, the existence of isolated circumstances, and lack of discipline.

Based on the research that has been done, **Figure 2** shows data regarding the answers of the respondents before being given education. As many as 81.8% of respondents prefer learning to be done offline and the rest online. However, after the respondents were given education, as many as 100% of respondents preferred learning to be done offline.
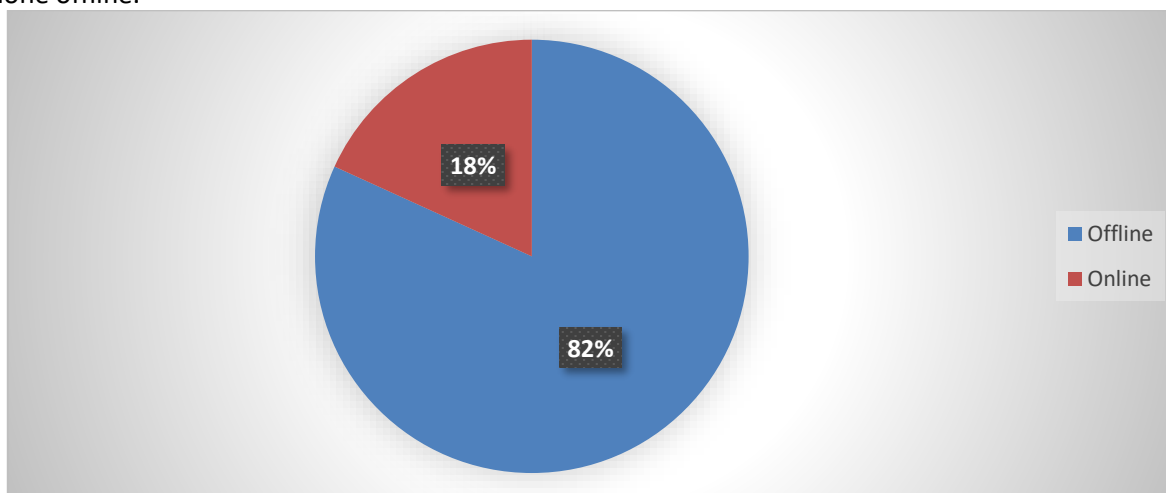

Figure 2. The type of learning chosen by the respondents before being given education

Figure 3 shows that after the respondents were given education, offline learning was the preferred type

of learning compared to online learning. This is in line with according to Hardiansyah *et al*. (2021:5840) online learning causes a lot of complaints from teachers, students, and parents for the online learning they experience, this is based on the learning process that has an impact on the learning outcomes obtained by students during online learning.
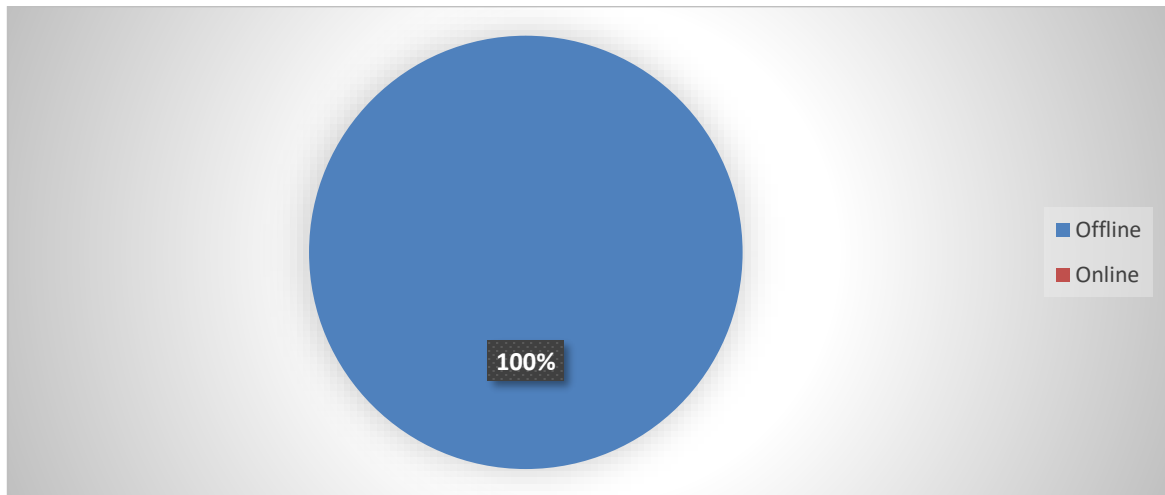

Figure 3. The type of learning chosen by the respondents after being given education

According to Tampubolon *et al.* (2019:1), changes in learning outcomes can be obtained. It appears students to include cognitive, affective, and psychomotor aspects. This is one of the considerations of teachers and students in assessing student learning outcomes

Then **Figures 4, 5, 6, and 7** explain the level of knowledge and insight of respondents regarding the implementation of online and offline learning, initially, 45.5% of respondents did not know acronyms both offline and online and the rest knew acronyms online and offline. However, after providing education, as many as 100% of respondents know that online acronyms are in the network and offline are outside the network.
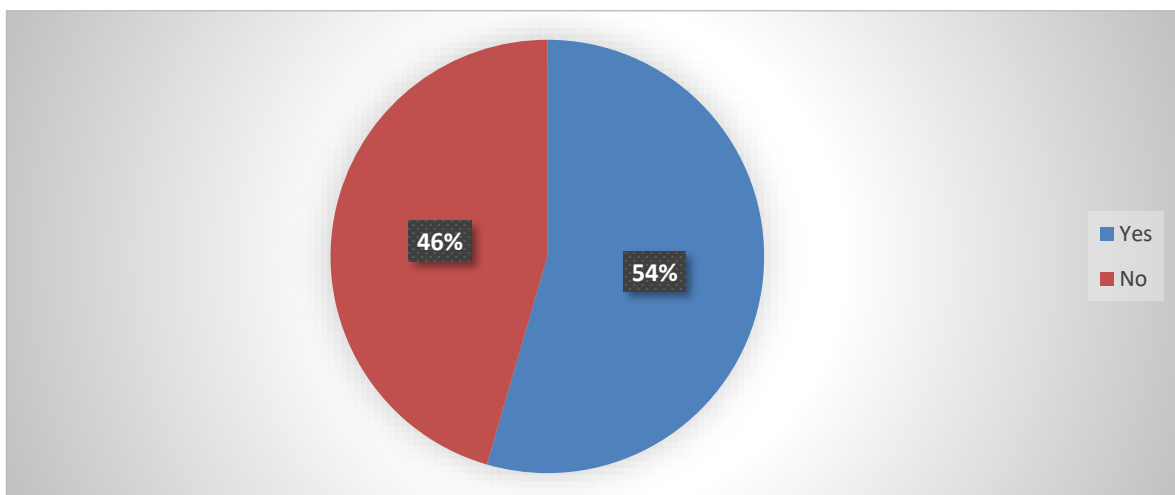
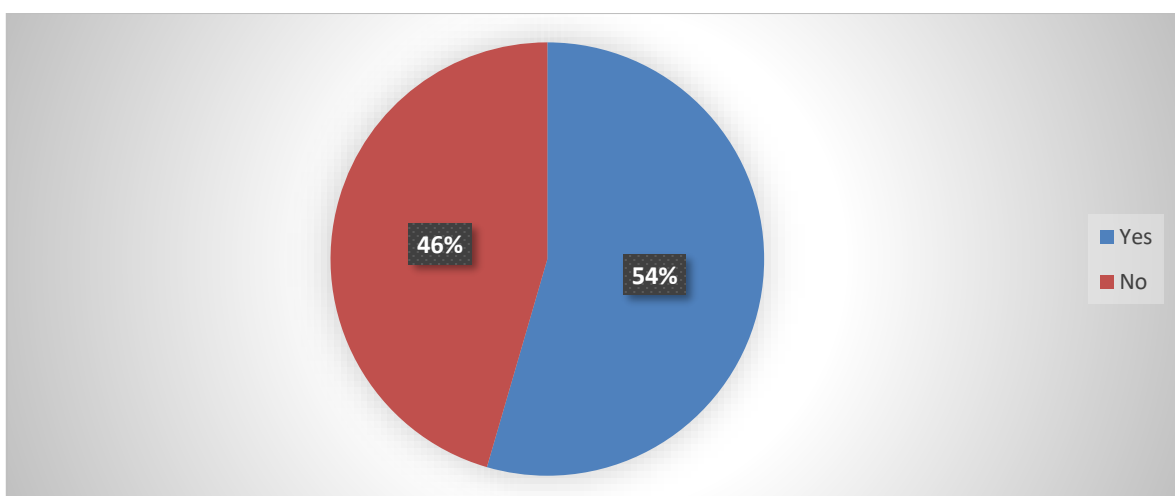**Figure 4**. Respondent's level of insight regarding online acronyms before education was given

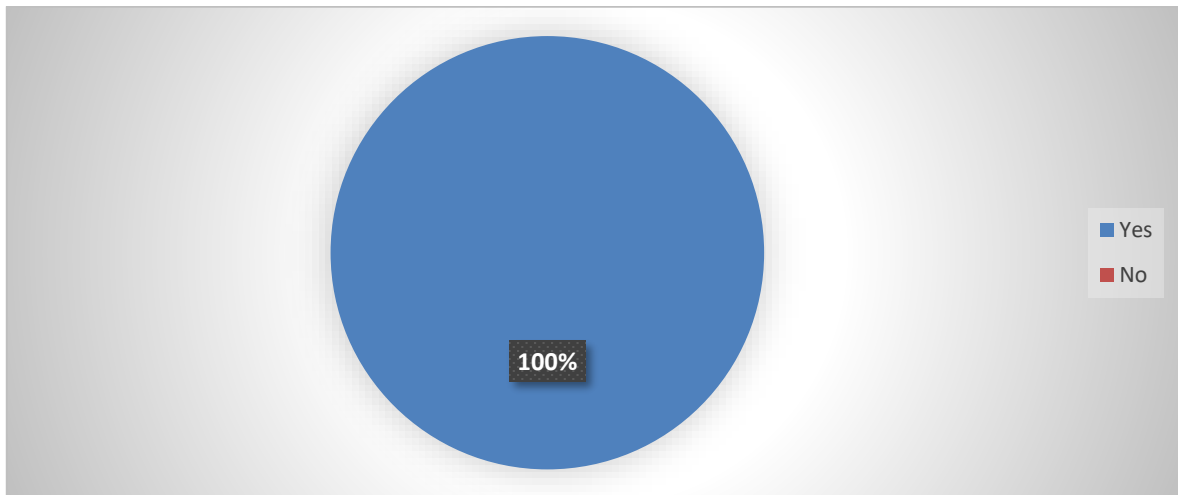**Figure 5**. Respondent's level of insight regarding offline acronyms before education was given

Figure 6. Respondents' level of insight regarding online acronyms after providing education
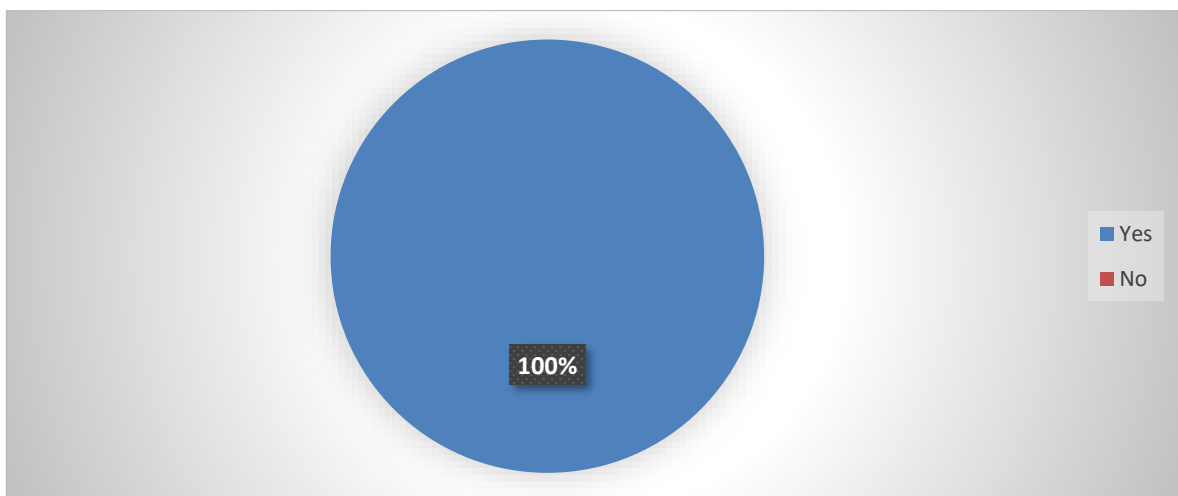

Figure 7. Respondents' level of insight regarding offline acronyms after providing education

Synchronous communication is communication that uses a computer as a medium for this type communication, this communication occurs in real-time and simultaneously. One that includes synchronous online communication is text messages and video messages (Emilia *et al.*, 2021:1).

Figures 8 and 9 prove that the same thing happened at the level of respondents' insight regarding the three types of synchronous communication that are commonly used in the online learning process. At first, as many as 45.5% of respondents did not know the three types of synchronous communication that are commonly used during online learning. However, after education, all respondents now know three types of synchronous communication in online learning.
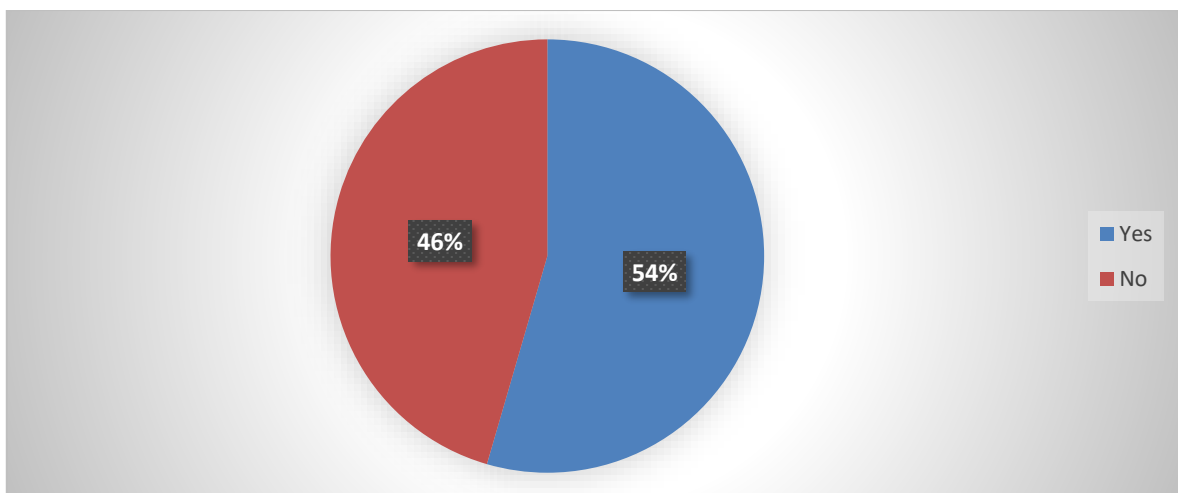
Figure 8. The level of respondents' understanding of the three types of synchronous communication in online learning before being given education
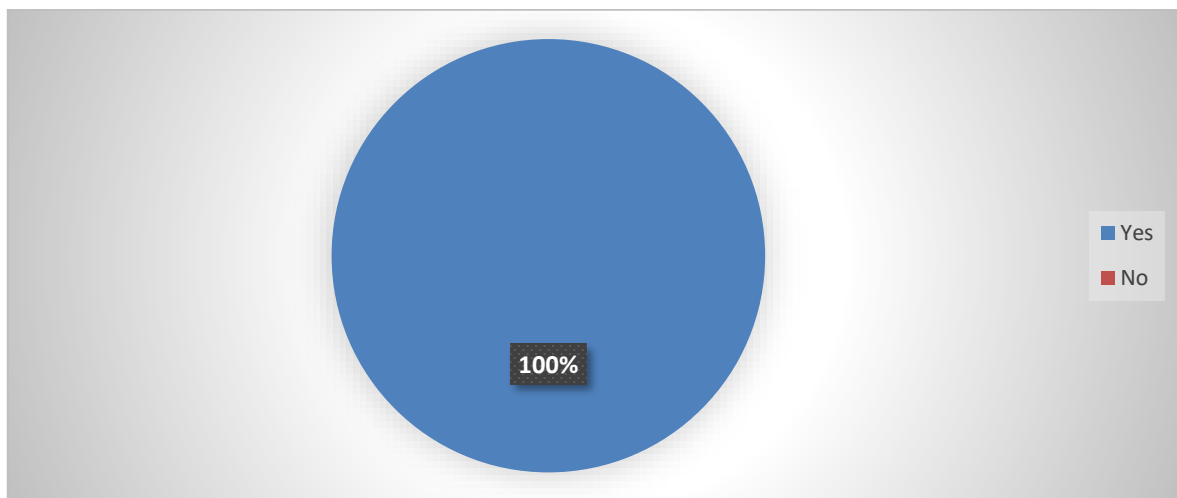

Figure 9. The level of respondents' understanding of the three types of synchronous communication in online learning after being given education

Alfiyah *et al.* (2021:3158) stated the environment in the family is very influential on children's education to study at home, but the biggest obstacle is the limited education of parents who are difficult to help their sons. Where parents will face many additional tasks to accompany children's learning, like a teacher at school (Sari, 2021:8). Often some parents are not ready, However, over time the unpreparedness in the implementation of online learning (online) with technology, now students, educators, and parents as children's companions have been able to adapt, although not optimally. Where online learning will be found in students who are passive and the teacher teaching only conveys material and gives assignments to students (Angie *et al*., 2021:854).

Furthermore, **Figures 10, 11, 12, and 13** describes the time before and after the education was carried out, The x-axis explains the number of respondents and the y-axis describes the level of agreement of the respondents with the statements provided. As many as 81.8% of respondents felt that with online learning, it was more difficult to digest the learning provided. 81.8% of respondents feel that offline learning is easier to digest.
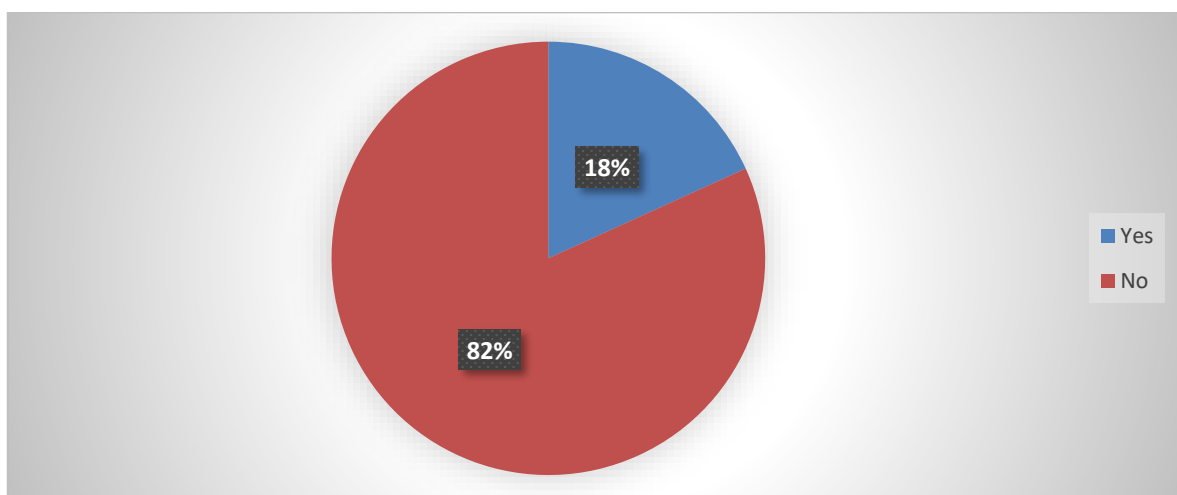

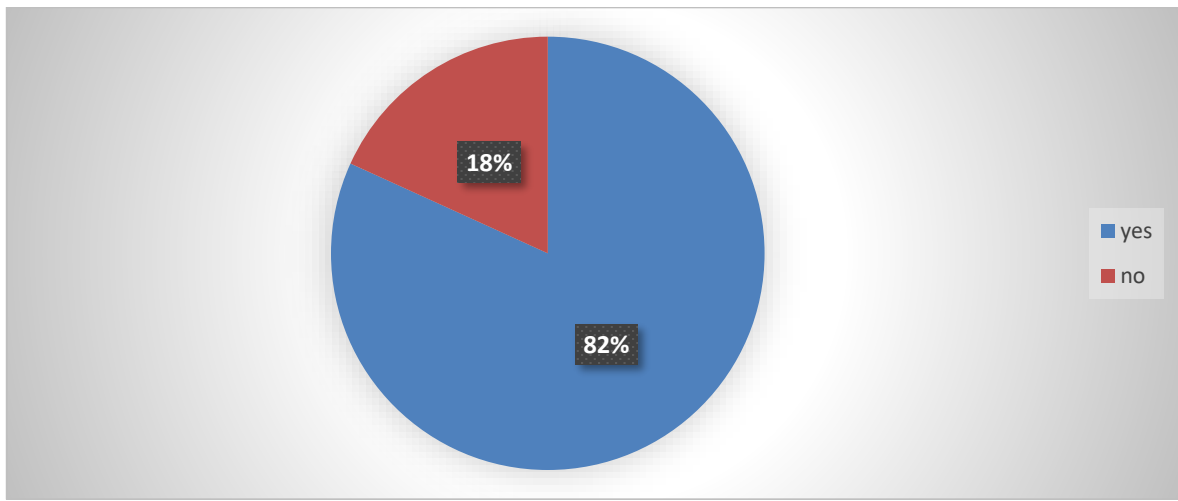**Figure 10.** The level of respondent's knowledge when online learning

Figure 11. The level of respondent's knowledge when offline learning
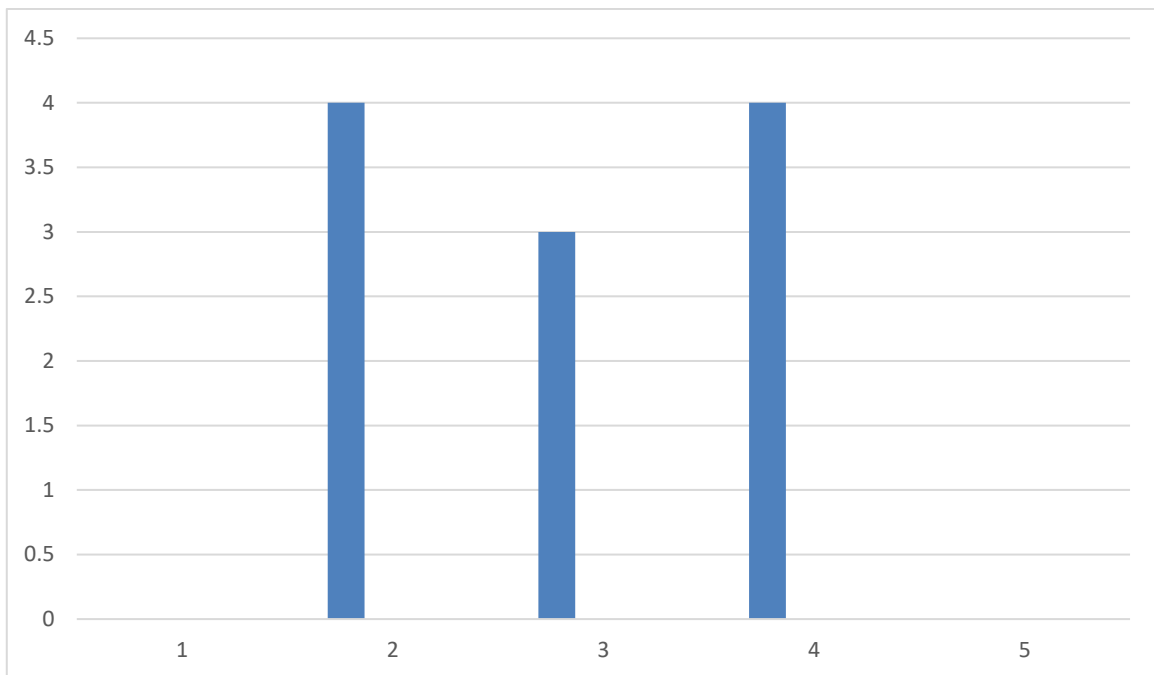

Figure 12. Respondent's level of familiarity for online learning
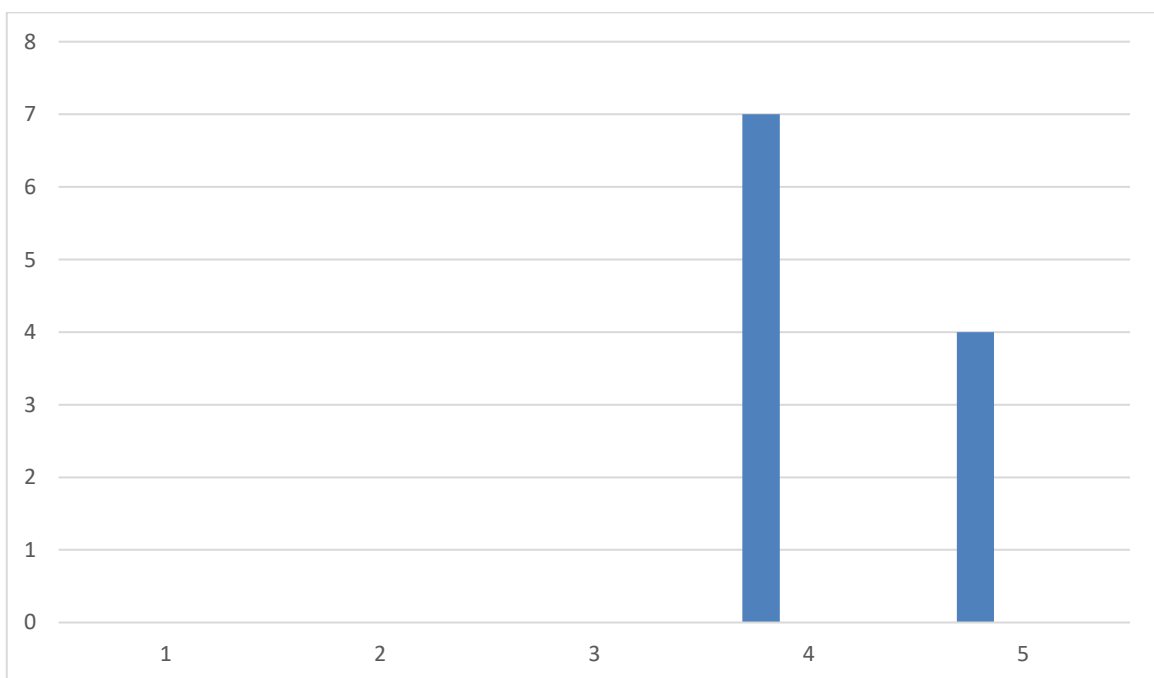

Figure 13. Respondent's level of familiarity with offline learning

Related to previous research, the topic of student interest in the face-to-face learning process before the Covid-19 pandemic on one of the subjects followed by students showed that the process followed by students in junior high school is still in the low category (Puspitawati, 2013:24). In the other report on the topic of the quantum teaching education game learning method, some students were still less involved well. Previous researchers often found several students who were skipping following the learning process in the classroom (Hirdaus *et al*., 2014:1)

Figures 14, 15, and 16 explains that all respondents feel the policy of returning to the implementation of offline learning will affect the adjustment and adaptation of learning methods. The x-axis explains the number of respondents and the y-axis describes the level of agreement of the respondents with the statements provided. Adjustment of this way of learning is considered very important when undergoing the transition period from online to offline learning. This is evidenced by the filling in the scale with as many as 45.5% of respondents assessing 4 and 54.5% of respondents giving several 5 to the question of the importance of adjusting the way of learning in the transition period. The factors that need to be prepared in facing this transition period are changing and adjusting the time, especially on hours and sleep patterns, increasing learning motivation, preparing study intentions and determination, mentally preparing, and maintaining health.
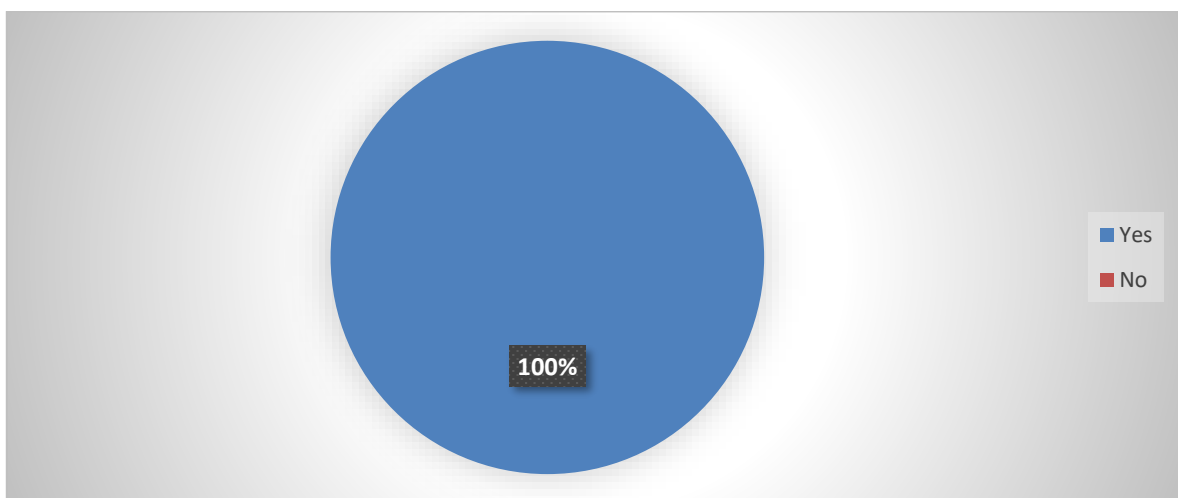

Figure 14. Respondent's opinion about the return of offline learning that will affect the way of learning
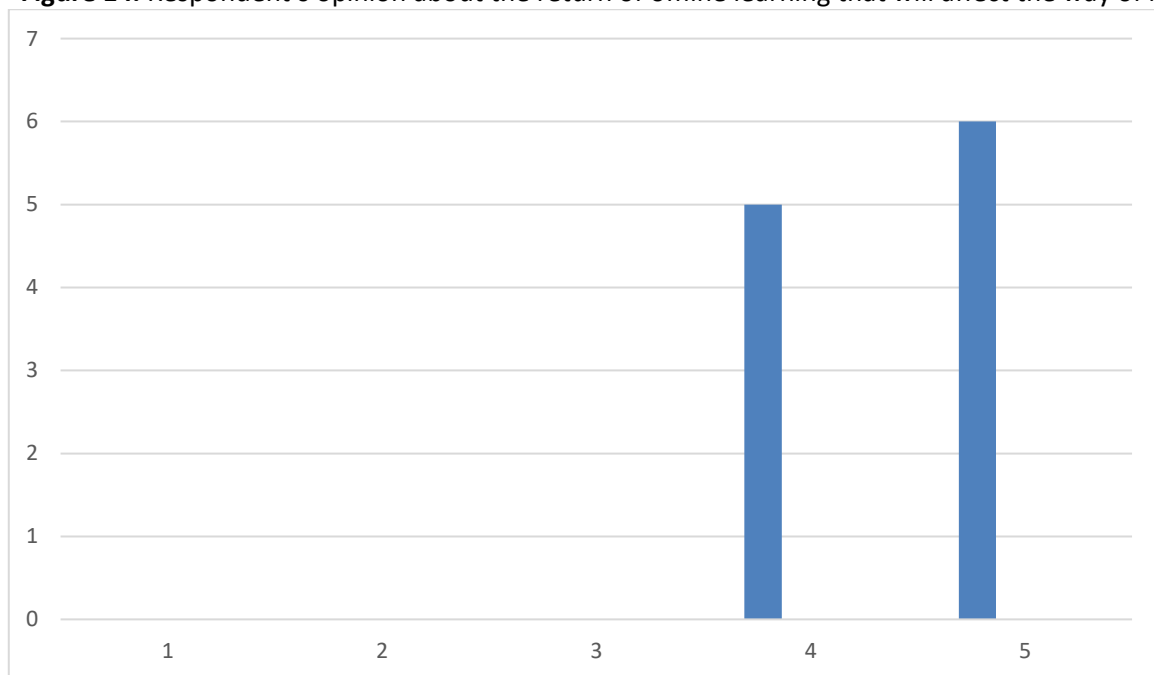

Figure 15. Respondent's opinion about the urgency of adjusting study habits when offline learning return
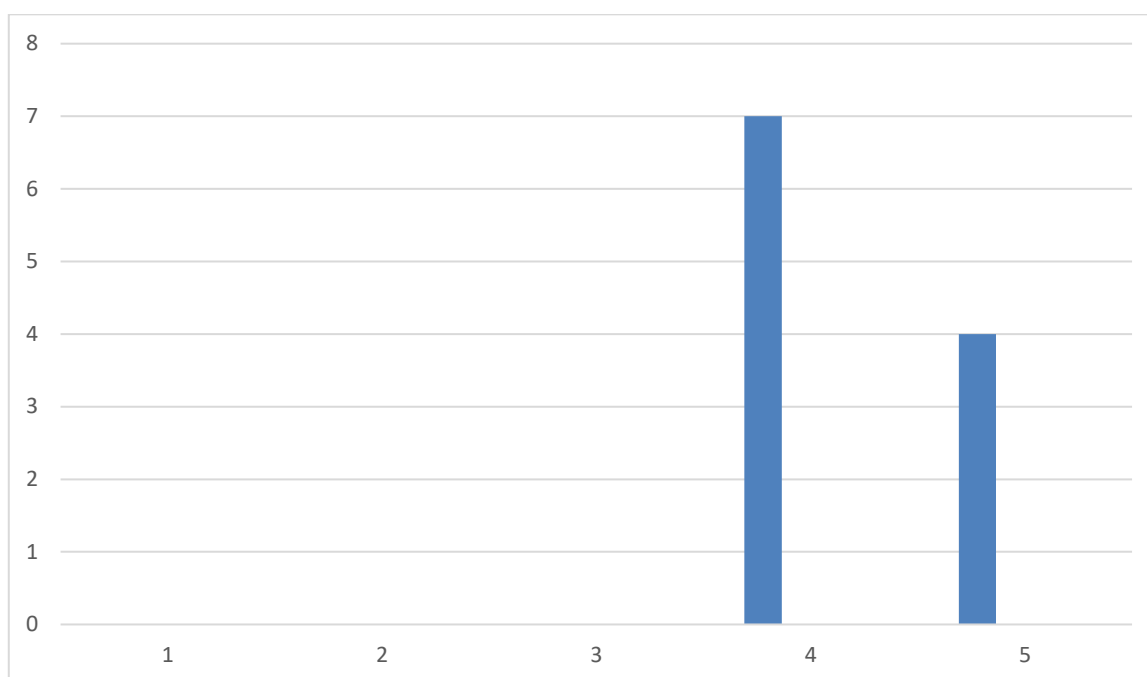
Figure 16. Respondents' readiness for offline learning.

CONCLUSION

The research carried out aims to observe and educate more broadly on the impact of the transition from online to offline learning, the readiness of students to face offline learning, and the way students adapt their study habits during the Covid 19 transition period in the education sector, especially in the transition from online to offline learning. This education is carried out to students at various levels in Gegerkalong, Bandung, Indonesia. The three steps taken in this research are (i) the implementation of the pre-test; (ii) providing education through video media; and (iii) taking the post-test. There is an increase in the level of understanding and insight among respondents regarding online and offline learning after education. The result is the respondents who are students feel that offline learning is necessary because it affects the level of understanding of learning. Then, the students felt they were ready to carry out offline learning by making some adjustments to their study habits such as changing their lifestyle and sleeping hours, reinforcing their determination and motivation to learn, preparing mentally, and taking better care of their health.

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