



Strategies For Implementing Offline Learning After The Covid-19 Pandemic

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Abstract

This study aims to discover what learning strategies educators can still apply when face-to-face learning has resumed. With this strategy, learning can still take place well and efficiently. The research method used is Descriptive-Quantitative. Sampling technique using purposive sampling. The informants, in this case, were students of MTs Aswaja Tunggangri Kalidawir Tulungagung with specific criteria, which were determined to be 58 respondents. Data collection techniques using questionnaires (Questionnaire). This instrument was created with ten questions using Google Forms and then distributed via Whatsapp. The results of this study indicate that face-to-face learning strategies (Offline learning) that can be carried out after the Covid-19 pandemic are 1). Teachers constantly innovate in the learning process 2). Maintain and use learning applications that can be given to children 3). Teachers must have skills and facilitators in learning activities 4). Maintain intensive communication between parents, children and educators.

Keywords: Learning Strategies, Offline learning, Covid-19 Pandemic

Introduction

The emergence of this covid-19 outbreak, or what we are more familiar with as the corona outbreak, has spread to all parts of the world, one of which is Indonesia. Indonesia is one of the countries that has also felt the impact of the emergence of this Covid outbreak (Hardiansyah & Zainuddin, 2022). This corona outbreak has spread to Indonesia; it is estimated that in the middle of 2020. With this covid outbreak, all existing life arrangements in society have changed, like a society that has to innovate a lot so they can continue to survive during the current situation. In addition, this outbreak requires every student to learn with a remote system or what we know online (Hardiansyah, 2022b). The world of education is currently faced with a problem that requires education to be carried out online. This online application applies to all educational institutions, from elementary to tertiary institutions

(Hardiansyah & AR, 2022a). Even though the covid-19 outbreak has changed many aspects of life for every human being, without us realizing it, the existence of this covid outbreak has made people more creative and innovative in doing things. One of them is in terms of education, which with the existence of the covid-19 outbreak, has indirectly taught every student how to utilize or use means of communication that they may not have known. And also, with the Covid-19 outbreak, every educator can be more creative in using existing learning media so that existing learning seems more exciting and students become more enthusiastic about participating in the learning process (Hardiansyah et al., 2022).

In addition, it cannot be denied that the emergence of the Covid-19 outbreak changed the community's life and all the education systems in Indonesia. Such a change is that we who initially studied face-to-face (Offline) now have to study

remotely (Online) (Hardiansyah, 2022a). Implementing an online education system will significantly impact students' knowledge and interest in participating in learning. Besides that, educators are also required to be able to innovate more so that the learning material they convey can be well received and understood by students. Because as we know that if educators only explain and give assignments to students, this will make students bored and difficult to understand any learning material provided. As explained by (Hardiansyah & Mulyadi, 2022), it is defined as the tools and attitudes and abilities possessed by students to carry out learning activities alone or with the help of others based on their motivation to master specific competencies so that they can use what they encounter in the world. Real Not only can this outbreak provide new knowledge to every community, but it can also impact education. Such as helping educators to be more skilled in using existing media and learning facilities. So that when the post-covid-19 pandemic ends and educational activities have returned to normal as usual, teachers can apply existing technology and learning facilities so that learning can be even more enjoyable. In addition, the presence of the Covid Outbreak also made students more independent, active and creative in solving any problems given (Hardiansyah & Mas'odi, 2022). Because during the Covid-19 outbreak, students could study independently from home. In this way, students can think more maturely to solve existing problems. So the purpose of this study is to find out the strategy for implementing face-to-face (Offline learning) after the Covid-19 pandemic. Educators can determine what learning strategies can be used after Covid-19 ends. So that when the learning process is face-to-face (Offline), later educators can make learning even more enjoyable.

In the current learning strategy, the face-to-face learning method is the method that is considered the best to be applied in learning activities. One of the advantages is that the face-to-face method will strengthen the interaction between the teacher and students. Then the weakness is that there are differences between each individual in receiving or capturing the learning material delivered. (Hardiansyah & AR, 2022b) says that blended learning is a mixture of the various learning strategies and delivery

methods that will optimize the learning experience of the user. Add to the learning experience, especially for its users. Face-to-face learning is a learning model still being carried out in implementing learning (Nazaruddin & Efendi, 2018). Face-to-face learning is a form of learning with a conventional learning model, which seeks to convey knowledge to students (Pratiwi et al., 2020). Face-to-face learning is learning that finds educators and students in one learning room. Face-to-face learning has several characteristics, such as place-oriented and social interaction (Widhiastuti, 2020). Strategy is like an art where you have to use the right skills and resources to achieve goals that are effective with the environment and are also expected to create favourable conditions. The strategy is the same as the model where in order to be able to describe a systematic procedure to be able to achieve goals which will later provide limitations related to teaching and learning strategies to be able to create a more conducive learning atmosphere so that the goals of education itself can be achieved (Deliyannis & Kaimara, 2019).

Method

The purpose of this study was to analyze the Post-Covid-19 Pandemic Face-to-Face (Offline Learning) Implementation Strategy; therefore, the approach used in this research was quantitative descriptive; the researcher distributed questionnaires (Questionnaires) to several students at MTs Aswaja Tunggangri Kalidawir Tulungagung. The subjects of this study were several students using a questionnaire (Questionnaire). The respondents who were involved in this study were 58 people. The object studied in this study is the Post-Covid-19 Pandemic Face-to-Face (Offline Learning) Implementation Strategy. This instrument wants to measure the strategy educators will carry out for learning after the Covid-19 pandemic. This data was collected using instruments. Research that uses various kinds of literature and the Google Form will then be distributed to all respondents. After that, it was analyzed using a quantitative descriptive by looking at the results of the answers from the respondents.

Result and Discussion

From the results of the research, it has been shown that it is necessary to have a learning strategy for every educator in carrying out the teaching and learning process, especially in an online situation like this; educators are required to continue to be able to innovate when teaching so that every material he conveys can be well received and understood by every student. It is hoped that when the learning process returns to face-to-face, an educator can continue to innovate and further develop each existing learning strategy so that the teaching and learning process can run more effectively and efficiently. A teacher is likened to the spearhead in the learning process while in the classroom. The teacher must be able to prepare various learning strategies so that each student can adequately digest every material he presents. Besides that, a professional teacher must be able to prepare a variety of good learning strategies, and it is hoped that this innovation will help children understand the learning being conveyed by educators (Elmunsyah et al., 2019).

Innovation is an idea, practice, or idea that can be accepted as something new by someone to be adopted. Innovation is the result obtained from a brilliant thought with new characteristics, for example, as a practice or in the form of goods or products resulting from an idea and assisted by technology which is then applied through certain stages. This is done to solve existing problems and improve the existing conditions in society (Diyantari et al., 2020). The teacher is an essential instrument for ensuring whether or not a learning objective is achieved based on indicators that have been made according to the needs of students. The success of students is a form of success of educators when teaching. Everything must be planned properly when carrying out learning to provide exemplary service for participants. A teacher has a significant role in innovating and developing learning media. The teacher is a significant player in the learning process in the classroom; therefore, a teacher should be able to manage his ability to create effective and efficient learning media. In order to be able to plan innovative learning that can later be useful for students' lives, teachers need to pay attention to several essential components when carrying out the learning process. With the learning component,

the teacher can plan learning activities and strategies per the learning objectives. Besides that, the development of information technology, of course, gives many positive things in the world of education. Such as computers and the internet have provided many offers and choices in the world of education that can support the learning process. Thus, innovation has become a necessity that should continue to be carried out and developed as a consequence and is a form of response to developments in the conditions of society in general and a form of the rapid development of information technology.

With the development of science and technology, it is increasingly providing challenges for every graduate of education in order to be able to create a learning media which can later improve the quality of learning so that it can be even better. In addition, the development of science and technology also encourages educators to be able to produce computer-based learning media. The advancement of technology can help educators make learning media for subjects that require it. With the development of the times, information technology and the world of entertainment are also developing rapidly. This ultimately causes children to prefer watching movies and playing games and makes them prefer to open the internet, which will become their teacher, rather than having to hear explanations from the teacher directly. Because of this, today's teachers are asked to be able to create learning that is both interesting and entertaining so that they are equal to increasingly sophisticated technological developments. In addition, in the current era, learning activities are requested to reduce the application of the lecture method and be diverted by using many media. Especially in current learning activities that emphasize processes and active learning, learning media is becoming increasingly important.

One of the impacts of the existence of Covid-19 is that initially, face-to-face learning had to switch to online. In this case, the teaching and learning process switches to using several applications such as WhatsApp and Google Classroom. Utilizing a smartphone, which is easy to carry, easy to access and affordable for use in learning media, will undoubtedly have a separate impact on students. This application can help

teachers and students to keep interacting even though they are in the middle of a pandemic. Teachers can use this application to send students files, videos, photos and audio. Because this application is easy to use, this application can still be used by teachers even when learning has returned to face-to-face again. In addition to its straightforward use, this application can also help teachers increase their knowledge to be even more innovative in developing learning media. Not only that but using this application can also make it easier for students to receive material presented by educators. Therefore, teachers must continue to maintain and use this application in learning both online and face-to-face learning (Putri & Yaswinda, 2022). Thus, no matter how great the progress of technology, of course, will still have advantages and disadvantages of each. Therefore, there is still a need for conventional learning. Because, after all, face-to-face learning is the best learning experience that has existed and cannot be replaced by technological advances.

Educators have a very strategic and urgent role in all educational endeavours. All updates in the field of curriculum and the application of methods in teaching teachers ultimately return to the teachers themselves. A teacher is often used as a role model and even becomes a figure to identify himself. Therefore a teacher should have attitudes and abilities that can be used to develop student's abilities as a whole. In the current era, there is a concept called soft skill education which means education that has relevance to one's abilities. Through soft skill education, educators are taught to be able to have the ability to communicate and socialize with the surrounding environment. A teacher must have solid and soft skills. Because in general, soft skills are skills that a person has to be able to communicate with other people (interpersonal skills) and also skills in self-regulation (Interpersonal skills) that can develop maximum performance.

Besides having to have skills, an educator must also be able to become a facilitator in the learning process. In increasing students' learning effectiveness, a teacher has a significant role in learning activities. In addition, an educator must be able to become a facilitator in which the teacher allows students to determine their learning needs and goals and utilize various sources in learning.

The teacher as a facilitator must have a good attitude and an understanding of students, which can be seen by the activities in learning and must have competence in responding to differences that occur in students. A teacher must know the quality of student work and learning. With the assessment data, it is hoped that it can be used as feedback for educators and students in seeking further developments. A teacher has the main task of educating, teaching, guiding, directing, training, assessing and supervising; besides that, he also has attitudes towards all attitudes, behaviour and practices in terms of being able to guide and foster students. Thus the role of the teacher as a facilitator is that a teacher must be able to provide facilities to students when participating in the learning process. In addition, an educator must be able to provide teaching by what has been planned in implementing learning that educators have made. And also, educators must be able to provide services and facilities to students when participating in learning activities in class.

Conclusion

The results of this study indicate that the Post-Covid-19 Pandemic Face-to-Face (Offline Learning) Implementation Strategy can be seen from several certain indicator items. This shows that many learning strategies can still be applied by educators even when learning has been carried out face-to-face again. one example of a learning strategy that can be implemented is such as the teacher constantly innovating in the learning process, maintaining and using learning applications that can be given to children, and maintaining intensive communication between parents, children and educators. With this strategy, the teaching and learning process can continue to run conducive, and students can be even more enthusiastic about participating in the learning process.

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