



Implementation of face-to-face learning at Bunda Hati Kudus catholic elementary school 1 Tara-Tara, Tomohon City

Roos Marie S Tuerah

Elementary School Teacher Education Study Program, Faculty of Education and Psychology, Manado State University, Indonesia

Abstract

This study aims to find out how face-to-face learning is implemented at Bunda Hati Kudus Taratara Catholic Elementary School 1. This study uses a qualitative research method. The research subjects were school principals, class teachers and class III students. Data collection was carried out using the method of observation, interviews, and documentation. The techniques used in data analysis are data collection, data reduction, display, and verification and confirmation of conclusions. The results of this study indicate that the implementation of face-to-face learning at Bunda Hati Kudus Taratara Catholic Elementary School 1 in class III, namely (1) face-to-face learning has been going well but there are obstacles faced by students and teachers during learning takes place (2) in teacher learning using printed books, pictures as well as laptops (3) and the methods used by the teacher in implementing face-to-face learning, namely the lecture method, question and answer, discussion and assignment.

Keywords: face-to-face learning, qualitative research, learning outcomes

Introduction

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spirituality, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state. (RI Law No. 20 of 2003 concerning the National Education System (sisdiknas).

The learning process is a very important activity in education. In the learning process, updating needs to be done to improve the quality of education which begins with updating the learning process. The teacher's task as a facilitator and motivator for students requires that the teacher must be able to facilitate learning activities by providing a variety of effective learning resources that are attractive to students so that they can build curiosity and increase learning motivation with various appropriate learning methods or models.

Based on the above understanding, it can be concluded that teachers must use teaching methods or models that are appropriate and easily and quickly understood by students. Basically, elementary school-age children understand material more quickly if they see and hear directly what the teacher conveys. So learning in elementary schools must be carried out face-to-face.

Implementation Face-to-face learning is a common learning taking place at this time. Face-to-face learning must be planned specifically based on the principles of developing face-to-face teaching materials, the teaching ability of the teacher is very decisive, for example mastery of the concept of subject matter and the learning environment. The concept of subject matter and learning environment can be developed appropriately according to the conditions of students through learning models that have been widely used today.

Theoretical basis

Definition of Implementation of Face-to-Face Learning Definition of Implementation

Execution or implementation are actions carried out by authorized or interested parties, both government and private, which aim to realize the ideals or goals that have been set. Furthermore, according to Mazmanian and Zebastiar in wahap (2008) implementation is a basic policy decision, usually in the form of a law, but can also take the form of important executive orders or decisions or decisions of the judiciary.

According to Gratitude in Surmayadi (2005) suggests there are three important elements in the implementation process, namely (1) the existence of a program or policy that is being implemented (2) the target group, namely community groups that are targeted and determined to benefit from the program, change or improvement (3) apply elements of implementation both for organizations or individuals who are responsible for obtaining implementation and supervision of the implementation process.

Implementation is an action to achieve the goals outlined in the policy decision, these actions are carried out either by individuals, government officials or private entities.

Based on this description it can be concluded that implementation is a dynamic process, where the implementation of the policy carries out activities or activities, so that in the end it will get a result that is in accordance with the goals or objectives of the policy itself.

Definition of Learning

Learning is an activity carried out to initiate, facilitate, and increase the intensity and quality of learning in students. Because learning is a systematic and systemic effort to initiate, facilitate, and improve the learning process, learning activities are closely related to the types of nature, and types of learning and learning outcomes.

Learning is a process that consists of a combination of two aspects, namely: learning is focused on what must be done

by students, learning must be oriented on what must be done by the teacher as the teacher of the lesson. These two aspects will collaborate in an integrated manner to become an activity when there is interaction or communication between teachers and students, as well as between students and students while learning is taking place. Therefore, both conceptual and operational concepts of communication and changes in attitude will always be attached to learning.

Definition of implementation of learning

Face-to-face activities are learning activities in the form of processes of interaction between students, learning materials, teachers, and the environment (Regulation of the Minister of National Education No. 22 of 2006, Glossary 15).

Learning objectives

Preliminary

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spirituality, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state. (RI Law No. 20 of 2003 concerning the National Education System (sisdiknas).

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Learning Objectives

The goal is an ideal to be achieved from the implementation of an activity. Learning objectives are other teaching components, such as learning materials, teaching and learning activities, choosing methods, tools, sources, and evaluation tools.

According to Nana Sukmadinata (2002) identified 4 (four) benefits of learning objectives, namely:

1. Make it easy to communicate the purpose of teaching and learning activities to students, so that students can carry out their learning actions more independently.
2. Make it easier for teachers to choose and arrange teaching materials.
3. Help make it easier for teachers to determine learning activities and learning media.
4. Make it easier for teachers to conduct assessments.

Learning Principles

In carrying out learning, in order to achieve more optimal results, it is necessary to pay attention to several learning principles. The principle of learning is built on the basis of

principles drawn from psychological theory, especially learning theory and research results in learning activities.

Several learning principles were put forward by Atwi Suparman by adapting Villbeck's thoughts (1974).

1. New responses are repeated as a result of previous responses.
2. Behavior is not only controlled by the consequences of the response, but also under the influence of conditions or signs in the student's environment.
3. The behavior caused by certain signs will disappear or decrease in frequency if it is not reinforced with fun things.
4. Learning in the form of a response to limited signs will be transferred to other limited situations as well.
5. Learning to generalize and differentiate is the basis for learning something complex as it relates to problem solving.
6. The mental situation of students facing the lesson will affect the attention and perseverance of students during the student learning process.
7. Learning activities that are divided into small steps and accompanied by feedback on completing each step will help students.
8. The need to break down complex material into small activities can be reduced by realizing it in a model.
9. High level skills (complex) are formed from simpler basic skills

Learning methods

The learning method is defined as the method used to implement plans that have been prepared in the form of real and practical activities to achieve learning objectives.

The teaching method is a way of teaching or a way of conveying subject matter to the students we teach, including:

- a. Lectures are a way of conveying (providing) information orally to students in a certain room, students listen and take notes as necessary.
- b. The expository method has similarities with the lecture method because it gives information.
- c. According to Anitah (2008) outdoor learning is almost identical to being taken outside the classroom. This learning must be planned, implemented, and evaluated systematically and systemically.
- d. According to Hamalik in Taniredja (2011) simulation is a technique that is used in all teaching systems, especially in instructional designs that are oriented towards behavioral goals.
- e. According to Djamarah (2008) Discovery learning is learning to find and find yourself.
- f. According to Danajaya (2010) Brainstorming is designed to encourage groups to express various ideas and delay critical judgments.
- g. According to Suryosubroto (2009) the discussion method is a way of presenting lesson material in which the teacher gives opportunities to students (groups of students) to hold scientific conversations in order to gather opinions and conclusions.
- h. Kajawati (1995) states that the outdoor study method or method outside the classroom is a method in which the teacher invites students to study outside the classroom to see events directly in the field.

Learning media

The media is a tool in the teaching and learning process which is a fact that cannot be denied, because it is the teacher who wants it to assist the teacher's task in conveying messages from the subject matter given by the teacher to students.

Types of learning media

- a. Various types of audio media function to channel audio messages from the source of the message to the recipient of the message.
- b. Visual learning media is media that only relies on the sense of sight.
- c. Audio visual learning media is a medium capable of displaying sound and images.
- d. Miscellaneous learning media is a media that is adjusted to the potential in an area, around schools, or in other locations or in the community that can be used as learning media.
- e. Photographic images obtained from several sources, for example from newspapers, paintings, cartoons, illustrations, photos obtained from various sources can be used by teachers effectively in teaching and learning activities with specific goals.
- f. This map and globe learning media serves to present location data. Such as surface conditions (earth, land, rivers, mountains), and places as well as directions and distances.

Factors supporting and inhibiting the implementation of learning

Factors supporting the implementation of learning

According to Wina San jaya (2010: 52) that there are several factors that can affect the learning system process activities, including

- a. Teacher factor
- b. Student factor
- c. Means
- d. Tool
- e. Available media, as well
- f. Environment

Factors inhibiting the implementation of learning

Inhibiting factors in the learning process according to Zuhairini (1993) ^[23] among others

- a. difficulties in dealing with differences in the characteristics of students.
- b. Individual differences which include, intelligence, character and background
- c. Material difficulties that match the psychology and educational level of students.
- d. Difficulty adjusting the subject matter with various methods so that students do not get bored immediately
- e. Difficulties in obtaining learning resources and tools
- f. Difficulty in conducting evaluation and time management

Research Methods

Judging from the type of data the research approach used in this study is a qualitative approach. As for what is meant by qualitative research, namely research that intends to understand the phenomenon of what is experienced by research subjects holistically, and by means of descriptions in the form of words and language, in a special natural context and by utilizing various scientific methods

(Moleong, 2007). The type of this research approach is descriptive. Descriptive research is research that seeks to describe current problem solving based on data.

This type of qualitative descriptive research used in this study is intended to obtain in-depth and comprehensive information regarding the implementation of face-to-face learning at Bunda Hati Kudus Tartara Catholic Elementary School 1. In addition, with a qualitative approach, it is hoped that the situation and problems encountered in the implementation of face-to-face learning can be expressed.

Research Place

This research was carried out at Bunda Hati Kudus Taratara Catholic Elementary School 1 which is on Jalan Garuda, neighborhood 7, Taratara 1 Village, West Tomohon District, Tomohon City, North Sulawesi Province

Research Objects and Subjects

▪ Object of research

The research object can be expressed as a social research situation that wants to know what happens in it. In this research object, researchers can observe in depth the activities (activities), people (actors), who are in a certain place (Sugiyono, 2007). The object of this research is the implementation of face-to-face learning at Bunda Hati Kudus Taratara Catholic Elementary School.

Research subject

Research subjects are data sources whose information is requested according to the research problem. As for what is meant by the source of data in research is the subject from which the data was obtained (Suharsimi Arikunto, 2002). To get the right one, it is necessary to determine information that has competence and is in accordance with data needs.

The results of the data sources that were asked for information from this study were school principals, class teachers, and class III students. From the implementation of face-to-face learning at Bunda Hati Kudus Catholic Elementary School 1

Data Collection Technique

According to Sugiyono (2017) observation as a data collection technique has specific characteristics when compared to other techniques.

According to Sugiyono (2017: 194) interviews are used as a data collection technique if the researcher wants to carry out a preliminary study to find problems to be studied, and if the researcher also wants to know more in-depth matters and respondents and the number of respondents is small.

Documentation is written items (Arikunto, 2010). Researchers use a documentation checklist as a tool in reviewing documents used to support research data.

Research Instruments

Suharsimi Arikunto (2002) states that research instruments are tools or facilities used by researchers in collecting data so that their work is easier and the results are better, in the sense that they are more accurate, complete, and systematic so that they are easier to process.

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Data Analysis Techniques

According to Patton (Moleong, 2001), data analysis is "the process of arranging data sequences, organizing them into a pattern, category and basic description." This definition provides an overview of how important the position of data analysis is in terms of research objectives. The main principle of qualitative research is finding theory from data.

According to Burhan Bungin (2003), data analysis techniques are as follows: Data collection is an integral part of data analysis activities. Data reduction (Data Reduction) is defined as the process of selecting, focusing on the simplification and transformation of raw data that emerges from written records in the field. Display data is a description of a set of structured information that provides the possibility of drawing conclusions and taking action. Verification and confirmation of conclusions is the final activity of data analysis. Drawing conclusions in the form of interpretation activities, namely finding the meaning of the data that has been presented.

Research results and discussion

Descriptive Research Results

This research was conducted on March 7 2022 at Bunda Hati Kudus Taratara Catholic 1 Elementary School with a qualitative approach. This study used observation and interview data collection techniques. Observations were made by observing the implementation of face-to-face learning in class III. The first thing the researchers did was enter the class and observe the ongoing learning process. By following the learning process researchers found communication between students and teachers. First, the teacher enters the class, the students give greetings, then the teacher returns the greeting from the students. After that, before starting the lesson, the students are led by the head of the class to pray. After praying, the teacher gives directions before entering the material. Then the learning took place but during the learning process there were some students who did not seem to understand what was explained by the teacher and there were also some students who felt bored during the learning process.

Research Discussion

After the data from the research is described in the presentation of the results of the research, it can be conveyed regarding the research findings which are the results of observations, interviews, and documentation. Namely the implementation of face-to-face learning at Bunda Hati Kudus Taratara Catholic Elementary School 1.

That the implementation of face-to-face learning goes well. Before the implementation of learning begins, the teacher greets students so that they feel cared for. After that, the teacher invites students to sing and pray together, then before entering the material, the teacher gives directions to students so that students can take the lesson seriously and focus. Then the teacher arranges the students' seats, for example there are students who like to disturb in their own seats so that they don't disturb other friends. Even so, there are still students who disturb their friends and there are also students who are not disciplined. For example, it has been banned, don't make a fuss and walk in the classroom when learning starts, but there are still students who break it. This makes other students feel bored because they are disturbed by noisy students, and students also tend to get bored because the teacher explains a lot and writes a lot.

The method used by the teacher is the lecture method, question and answer and discussion. the teacher uses the lecture method, which is a ledge that makes it easier for the teacher to convey material, then the teacher uses the question-and-answer method because not all the material explained by the teacher students can immediately understand, therefore the teacher uses the question-and-answer method so that students may ask questions to the teacher and the teacher may Ask students to evaluate students whether students understand what the teacher explains. then the last method the teacher uses the discussion method. The teacher uses this method so that students can express their own opinions.

The media used by the teacher in learning are printed books from schools, pictures related to material or as teaching aids, laptops and LCDs. But now the LCD is rarely used and is not even used anymore.

The obstacle faced during learning is the lack of absorption, because the absorption of students is lacking, the teacher has to explain the material given repeatedly so that this causes the material to be missed. In learning there are also students who are not disciplined and like to disturb their friends who are studying. and there are also students who cannot read, cannot write and often cannot concentrate in learning, but in this case the teacher must have a solution, namely the teacher gives freedom to students to ask either asking the teacher or asking their own friends, and the teacher Move the seats of students who are not disciplined in advance so that these students do not disturb other students. Likewise, students should learn to read and write more at school and at home.

Factors supporting the implementation of face-to-face learning are the completeness of the media, complete literature, and being able to see directly the development of student learning. can meet and learn with teachers and friends. the inhibiting factor is that it is difficult for the teacher to adapt the subject matter to various methods so that students do not get bored immediately and there is also what usually happens, namely difficulty in dealing with differences in the characteristics of students. However, from these inhibiting factors the teacher has a solution, namely the teacher must fill in games in learning related to the material and the teacher must look at the situation if the situation supports occasional students and teachers learning outside the classroom.

Conclusion

Based on the results of the study, it can be concluded that the implementation of face-to-face learning at Bunda Hati

Kudus Taratara Catholic Elementary School, namely in class III, that the implementation of learning at school goes well, students can learn with teachers and friends at school. Teachers can see firsthand the progress of students. Learning runs smoothly even though sometimes there are obstacles faced by the teacher and also students during learning such as students having difficulty learning because they cannot read and there are also students who cannot write and focus during learning. From the obstacles faced by students and teachers, they have a solution, namely the teacher must increase the media and learning tools so that students are more active in learning and don't get bored easily during learning.

In the implementation of face-to-face learning the teacher uses the media of printed books, pictures related to the material, and laptops. In learning, teachers often use printed book media, teachers use printed books so that students besides listening to the teacher's explanation, students can also read it back in printed books, and students who cannot read can study on their own in printed books provided by the teacher.

In the implementation of learning the teacher uses the lecture method, question and answer, discussion, and finally the assignment. After the teacher explains, students are given the opportunity to ask questions, after that the teacher gives assignments so that the teacher can find out the development and knowledge of students during learning.

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