



Analysis of Readiness Face to Face Learning After Covid-19

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Abstract. In the era of the new normal, the educational community has an opportunity to assess and improve the quality of education. In this regard, the COVID-19 pandemic situation in Indonesia is gradually improving, resulting in a new policy on the implementation of limited face-to-face classes. In line with this policy, schools have made various preparations for the implementation of face-to-face learning activities to be conducted. The purpose of this study is to determine what preparations are needed for face-to-face classes post Covid-19. The method used is a qualitative descriptive method with a library research approach. This data collection methodology utilized multiple journals, books, documents (both print and electronic), and other data and sources deemed relevant to this study. Readiness to implement face-to-face learning is not only in terms of strict health protocols but also in terms of students' psychology. Mental health can be supported by the existence of school facilities and health homes, both physically and psychologically to reduce student decline in face-to-face learning.

Keywords: post Covid · Learning Proces · Lost Learning

1 Introduction

Covid-19 (Coronavirus Disease 2019) was designated by WHO on 30 January 2020 as a global pandemic with high risk to the immune system. Covid-19 spreads easily through human interactions. Guidelines are in place to help stop the spread of Covid-19, including social distancing, mask wearing, and hand washing (3M) [1]. The implementation of these policies is carried out in all fields including field of education. According to Indonesia's Minister of Education and Culture, two years ago during the pandemic, classroom activities in Indonesia shifted from learning that normally took place in face-to-face classes to distance learning where electronic devices and internet networks can be used. 3rd place in 2020 and 4th place in 2020. Online learning is a solution during the pandemic, although its implementation has various obstacles and has a short-term impact on the continuity of learning [2].

Online learning in the process still needs some adaptations and improvements. It describes the quality of factors that support implementation in the teaching and learning process, such as television broadcasts [1] computers, mobile phones and Internet

connectivity [1]. Internet connectivity is one of the factors that support the implementation of the learning process, but based on Speed test Global Index data, Indonesia's internet connection quality in 2020 is ranked 115th out of 176 countries with an average internet speed of 23.04 Mbps. (Megabits per second). Sparrow & Netea said that the main challenges of distance learning are cost and internet access [2]. Smartphones, internet quotas, and network stability are obstacles to in online learning [3]. Based on the information obtained, it can be seen that the quality of internet network connections for online teaching and learning activities in Indonesia is practically not ready. The quality of other supporting factors is also not evenly distributed. Additionally, the process of implementing online learning does not yet have an online learning curriculum that can be used as a permanent reference. If this is continued, the competency standards of graduates in our education will continue to decline.

In the era of the new normal, the educational community has an opportunity to assess and improve the quality of education. In this regard, the Covid-19 pandemic situation and situation in Indonesia started to improve, resulting in a new policy on limited face-to-face learning by letter from July 2021.

In the Circular which was updated by the Minister of of Education, Culture, Sports, Science and Technology Notification No. 3 regarding guidelines for implementing learning under the new coronavirus infection (Covid-19) pandemic. Based on the notification, the school made various preparations to implement face-to-face classes. Preparation for the learning process is very important to determine the success of learning [4]. Based on the above explanation, this study was conducted to describe preparations for face-to-face learning after COVID-19.

2 Method

This study uses a descriptive qualitative approach with library research methodology. Literary research or literary research can be interpreted as a set of activities related to library data collection, reading and note-taking, and how research material is processed [5]. This data collection technology seeks or unearths numerous journals, books, documents (both printed and electronic), and other sources of data and information deemed relevant to this research.

3 Result and Discussion

In Indonesia, education policy is always changing along with the change of Minister. This is what makes education outcomes in Indonesia not increase, because education runs in a sweaty place but does not progress. Therefore, in education one of the things that needs to be addressed is the existence of a continuous improvement policy. Covid-19 in the current situation and situation of education has had a great impact on the education management system in Indonesia. Learning activities that were originally done in the classroom have become online learning and are being transformed by the various obstacles faced by students and teachers. For teaching and learning practices, i.e. communication between teachers and learners. When the face-to-face takes place, the material will be received directly. It's different from online learning, there will be

obstacles, whether it's disconnecting the network or the voice is not clear when doing virtual, the material may not be conveyed [6]. The obstacle is that online learning absorbs more energy even if you just sit. The absence of pleasant interactions will make learning boring.

Can not be undeniable that there are many advantages to online learning where a teacher can teach. There is also an advantage for a teacher not to need a means of transportation and which is definitely cheaper [6]. In the educational situation in Indonesia, there is a lack of effective online learning. However, with the Covid-19 outbreak, the government has issued a circular regarding online learning that must be followed by student to reduce the spread of the Covid-19 virus.

The learning process in schools is the best public policy for improving knowledge and skills [6]. Many students also find school to be a very enjoyable activity where they can interact with each other. Schools can also develop skills and social awareness about the importance of education. Overall, this is a medium of interaction to improve skills and affection between students and teachers. However, at that time, the Covid-19 turmoil brought a sudden halt in school activities, so the impact on the learning process in schools has been huge for Indonesia so far. There is evidence that schooling has a strong impact on productivity and educational growth [7].

Current relations with other countries should be treated with caution. Many people are affected by the Covid-19 outbreak. Ministry of education and culture reveals productivity spirit helps increase job opportunities after graduation.

But at the moment in Indonesia, in the face of the sudden outbreak of Covid-19, the world of education must take steps to help schools in emergency situations. Therefore, schools should enforce the use of online media.

In the current state, educational institutions are faced with several choices, namely learning for students should not be stopped, there is a target to complete the material in the current semester, learning methods that are not at risk of Covid-19 transmission, face-to-face meetings must be avoided. Meanwhile, online learning (in the internet network) or online is still facing infrastructure/network (signal) problems that are not evenly distributed, the purchasing power of data credit is limited, technology applications are not sufficiently mastered, and there are even Indonesian citizens who do not have mobile phones [1].

Education during this time is very sad and students must learn to use learning resources through communication technology, information and other media. Distance media learning has her two components: online distance learning (online) and off-line distance learning (offline). In this distance learning, most education systems choose the approach (online vs. offline) according to the availability of media, motivation of teachers and students. (Act No. 20 of 2003, Article 1, Paragraph 15). Current situation, post Covid-19 education in Indonesia is sharply declining due to Covid-19 outbreak, requiring online or offline learning.

The learning process in schools is the best public policy tool for improving knowledge and skills [8]. Many students find school to be a very enjoyable activity and a way to interact with each other. Schools can also improve students' social skills and social class awareness. The school as a whole is a medium of interaction between students and teachers, improving the intelligence, ability and affection of the students. But now

the activity called school suddenly stopped due to Covid-19 disease affecting learning process in Indonesia [6].

Virtual learning aims to improve quality smart students with effective learning. Some conditions for using the internet in learning include internet access is not a problem, students are able to learn anywhere and anytime according to their speed and learning conditions [9].

In addition, through the use of the internet students can access widely various learning resources that are available, and students can interact with other students. Most of the students' influence on the educational process carried out at home during the pandemic with this online system they feel compelled to study remotely, where in learning activities of course require very important facilities for online learning because with complete facilities students can do learning at home such as laptops, cellphones, and computers.

The coronavirus outbreak has been considered a global pandemic by the World Health Organization (WHO) since 2020. This is because it affects all sectors of the country's education and economy, especially Indonesia. This influence has been suggested in all areas, one of which he is education [10]. That was in 2020 when the Minister of Education and Culture (Kemendikbud) issued a circular declaring that online learning (learning at home) and working from home (work from home) would reduce the spread of the coronavirus disease (Covid-19) started.

Ensure that all schools temporarily conduct the learning process face-to-face. Of course, this regulation will also change the educational process, which previously relied on in-person or face-to-face learning and is now in a pandemic situation with online learning [11]. One of the most effective learning models during the pandemic is online learning. When learning online, students and teachers can interact through applications such as classrooms, phone calls, live and video conferencing, or using *WhatsApp* groups [12].

Online learning certainly presents a challenge for teachers, as this learning model requires creativity and technology skills of teachers [11]. In addition, the effectiveness of learning delivery is also supported by the ability of students to access applications, and the role of parents greatly supports the continuity of the learning process. This is a dilemma for parents as most families in Indonesia are unfamiliar with home learning or online learning [7]. Online learning requires parents to take the time to accompany their children, but not all parents understand technology [13]. So, now due to the Covid-19 disease outbreak, the learning process in Indonesia is online learning. There are several obstacles to implementing online learning, from research, teachers, parents to educational institutions. Therefore, the learning process in Indonesia has been greatly curtailed due to the Covid-19 disease outbreak, and there are some obstacles that teachers and students encounter in carrying out their learning.

Education in Indonesia is a conscious effort aimed at creating a comfortable learning environment and process so that students can actively realize their potential. A place where students can have religious spirit, self-discipline, character, intelligence, noble character and ability in themselves, in society, in the state, in the nation. Through the learning process, students gain a variety of benefits. The advantage lies in developing

skills and potential, as well as character development. The character formation in question is creative, capable, independent and responsible. The learning process has now undergone many developments, one of which is the home-study method.

The learning process in the teaching unit is designed in an exciting, fun and motivating way for active learning. Provide sufficient space for creativity, creativity and independence according to the student's talents, interests, physical and psychological development (PP Republic of Indonesia No. 19 of 2005 Article 19).

Previously less innovative learning is mostly teacher-centered and does not develop students' existing potential. In the daily learning process there are several teachers who use the lecture method, question and answer, assignments, as well as expository learning models so that students tend to only do questions and memorize formulas.

In-person learning processes during the pandemic must be well prepared, both in technology and the willingness of field implementers, so that politicians do not create schools as new clusters for the spread of Covid-19 (Deputy MPR RI, Lestari Moerdijat, 2021). An important lesson for the government who wants or intends to open face to face schools in the new school year is one of regulating in detail health standards in the implementation of face to face schools [14]. The preparations must be prepared and prepared by schools, educators and stakeholders in the school environment to parents and the community [15]. One of the efforts to implement face-to-face learning is the adoption of health protocols that include washing hands under running water and using soap at all times by all school residents and anyone entering the school environment. This is to prevent the spread of Covid-19 disease [16]. These things are the most important prerequisites for schools to implement in-person classes during the pandemic, paying attention to the implementation of health protocols [15].

During the conduct of face-to-face classes, there is interaction between teachers and students. Of course, be mindful of health protocols when implementing. Availability of health protocol facilities to support the implementation of health protocols in each educational unit. Teachers, as educators, also play an important role in the implementation of face-to-face learning [15]. In contrast, face-to-face learning needs to be strategic, teacher-prepared, and governed by a Learning Implementation Plan (RPP) and how learning is delivered in the classroom. The preparation of this lesson plan is prepared by an educator who must adapt to certain conditions. Learning success is usually called RPP because it is at the beginning of lesson planning [16].

The created lesson plan serves as the medium in which the successes or failures of each lesson are presented. Of course, conducting learning during the pandemic requires addressing issues related to preventing transmission of the Covid-19 outbreak. Next, you should take your learning strategy into consideration. This is always aimed at achieving educational goals. The learning strategies used by teachers in online learning should be maximized to enable interactive communication [17]. Therefore, readiness for face-to-face learning needs to be considered during the Covid-19 pandemic, both in terms of preparing learning media and developing face-to-face learning, requiring a lot of preparation from different pedagogical perspectives. Including one prepared to conduct face-to-face classes after Covid-19. With this face to face learning activity, teachers need to prepare learning facilities and media such as lesson plans, syllabus, fun learning methods and interesting materials to develop and excite students in face to face learning.

4 Conclusion

The Covid-19 outbreak has impacted the world of education in many ways. Online learning (learning at home) is not effective in delivering learning during the Covid-19 outbreak. Then came face-to-face learning policies. This requires parents to prepare for face-to-face learning. Face-to-face learning during the pandemic will be in line with the latest government policies reflecting the growing Covid-19 outbreak in her region. By looking at the current developments in Indonesia regarding the widespread outbreak of Covid-19 disease. Ministers must therefore consider health, safety, learning assessment and readiness in all aspects of education.

Readiness to provide face-to-face mental health education to elementary school students can be managed in a number of ways. This means that the student will be armed with enough knowledge about her Covid-19, which may have been obtained from her parents and teachers, to determine state attitudes and actions depending on her current health status. Readiness to implement face-to-face learning is not only in terms of strict health protocols but also in terms of students' psychology. Mental health can be supported the existence of school facilities and health homes, both physically and psychologically to reduce student decline in face to face learning.

Online learning students become less responsible and lazy in terms of doing school assignments because children are used to playing at home. To minimize learning conditions after the Covid-19 pandemic, therefore, teachers always prepare fun learning spaces, the material provided is interesting, always gives appreciation to children who want to do school work, always provides motivation and enthusiasm for students so that in face to face learning students do not feel bores and bored.

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