

Analysis of the Impact of Distance Learning on the Way of Students' Learning when Face-To-Face Activities are Limited

Triyaneuaris Fitasari*, Venny Oktaviany, Eva Oktaviana
Primary Teacher Education, STKIP Kusuma Negara, Indonesia
*triyaneuaris_fitasari@stkipkusumanegara.ac.id

Abstract

The purpose of this study is to find out what learning methods are owned by students during distance learning and limited face-to-face learning. The research method used is Ethnographic Research. The implementation of the research began in December 2021 until February 2022 with the research subjects of 10 students, 10 parents of students and 2 teachers, while the data collection techniques used were interview, observation and documentation techniques. Data analysis techniques used include data reduction, data presentation, and drawing conclusions. Checking the validity of the data by using triangulation of data sources. The results of this study indicate that the way students learn during distance learning 5 students have a visual learning method, 2 students have an auditory way of learning.

Keywords: how to learn, impact of distance learning, limited face-to-face.

1 INTRODUCTION

At the end of 2019, a pandemic outbreak called Covid-19 (Corona Virus Desese-2019) emerged from Wuhan, China. This virus has characteristics, namely its spread is quite fast and high. Based on WHO data, it was found that Covid-19 has become a global pandemic with 4,534,0731 confirmed positive cases in 216 countries around the world. Then in March 2020 the Covid-19 outbreak finally entered Indonesia, where this outbreak paralyzed the activities of the Indonesian population. One of the sectors affected by this outbreak is the world of education. With this, the government finally designed distance learning activities or commonly referred to as PJJ (Online Distance Learning), namely the implementation of learning activities using an online system. However, distance learning has an unfavorable effect on students, including students who have difficulty understanding learning materials caused by the lack of creativity of educators in making teaching materials so that learning feels monotonous because of the limited communication and media used when delivering learning.

After almost 18 months of implementing distance learning activities, the government finally issued a policy of allowing limited face-to-face learning with various requirements that must be met by the unit. This Limited Face-to-face Implementation requires schools to arrange in such a way that learning activities continue to run smoothly even though students are in two different places, online and offline. Finally, the school made a learning technique called Blended Learning. Blended learning is a learning model that combines the advantages of a face-to-face learning model with an e-learning learning model (Saragih et al., 2020). Blended learning is basically an advantage of learning that is carried out face to face (face to face learning) and virtually (e-learning) (Putri, Oktaviany, & Dwiprabowo, 2021; Kaceti & Semradova, 2020).

Conditions that exist in the field for teachers and students of class V has not been running effectively, namely the lack of understanding of teachers in implementing blended

learning, the provision of material is not optimal because teachers must be divided between online and offline. In addition to teachers, students also experience problems when learning activities take place, children in the class become less focused in understanding the material presented by the teacher due to being distracted by friends who are in the zoom meeting. In addition, students experience changes in attitudes, discipline, responsibility and also ways of learning due to online learning activities for more than 1 year. Teachers find it difficult to handle students because of the lack of focus of students in class (Rotas & Cahapay, 2020).

As a follow-up to these problems, the researcher determined the focus of the research, namely analyzing the impact of distance learning on the way students learn during limited face-to-face meetings. Then formulate the problem, namely (1) what are the difficulties of students in distance learning, (2) how do students learn in distance learning, (3) What is the role of parents in assisting students in learning distance learning, (4) how do students learn when face-to-face meetings are limited and (5) is there any effect of distance learning on how students learn when face-to-face? Interviews with students who seem to experience different ways of learning when they are online and offline,

The purpose of this research is to find out what are the difficulties of students in distance learning, how students learn in distance learning, what is the role of parents in assisting students in learning distance learning, how students learn when face-to-face meetings are limited, and whether there is an effect from distance learning to the way students learn face-to-face. With this research, it is hoped that it can be used as a reference to overcome the diversity of ways of learning that students have, and find solutions so that the learning process can run smoothly and information can be received as a whole to students. One of the success of learning so that students do not experience learning difficulties, the teacher needs to increase motivation, concentration, reaction, understanding of student material.

Based on research conducted by Aldiyah (2021) and Yundayani et al. (2022) that online learning during the Covid-19 pandemic brought changes in student learning styles. There is a positive change in learning style where students become more active and creative, there is also a negative change where there is a decrease in student learning motivation. The similarity between the previous researcher and the one I researched lies in the analysis of changes in learning styles during the pandemic. While the difference is that researchers focus on analyzing students' learning styles in order to find the right way of learning for students both in distance learning activities and limited face-to-face learning.

2 RESEARCH METHODS

This study uses ethnographic research with a qualitative descriptive approach. This research itself is defined as a systematic way to collect data and present the results. Qualitative research is research that uses a scientific background with the intention of interpreting phenomena that occur and is carried out by involving various methods.

The subjects involved in this research are 10 students and 10 parents of fifth grade students at Al Huda Islamic School Bekasi. To collect data, researchers used interviews, observations, and participating observations during learning activities.

3 RESULTS AND DISCUSSION

The results of research conducted at SD Al Huda Islamic School Bekasi City based on the focus and subfocus of research on how to learn when distance learning by way of learning during limited face-to-face meetings showed several different results. This is shown from the final results obtained by interviewing students, teachers and parents, observing and participating in observations.

3.1 Students' Difficulties in Distance Learning

Based on Table 1, the results of interviews conducted by the author through Whatsapp Chat and direct interviews with students and parents of class V students, 50% of the responses experienced difficulties with poor internet networks, 20% had limited learning time, 10% felt difficulties because excessive use of gadgets so that it interferes with students' concentration while studying and 20% have difficulty with lack of parental assistance when students study online.

Table 1. Students' Difficulties in Distance Learning		
Learning Difficulty Indicators	Number of Respondents	
	Yes	Percentage
Slow Internet Network	5	50%
Limited time	2	20%
Excessive use of gadgets	1	10%
Lack of parental support	2	20%
Total	10	100%

3.2 Ways of Learning for Students during Distance Learning

The results of the study, presented in Table 2, based on interviews with students showed that 5 students had a visual learning style, 2 students had an auditory learning style, 1 student had a kinesthetic learning style, 2 students had a combined learning style, namely visual auditory and visual kinesthetic. The purpose of knowing students' learning styles is to be able to determine the right way of learning for students during learning activities.

Table 2. Learning Styles of Students During Distance Learning

Students' Code	Learning Style			Results
	V	A	K	
Student 1	2	3	2	Auditorial
Student 2	3	2	1	Visual
Student 3	4	1	0	Visual
Student 4	3	2	1	Visual
Student 5	3	0	1	Visual
Student 6	2	3	2	Auditorial
Student 7	3	2	1	Visual
Student 8	2	2	4	Kinesthetic
Student 9	2	2	0	Visual Auditor
Student 10	2	1	2	Visual Kinesthetic

3.3 Parental Assistance During Distance Learning

Based on Table 3, the results of interviews with parents of students, it was found that all parents provide learning facilities for children to learn online, then 60% of parents accompany their children's learning activities, the rest cannot accompany them because of work, then 80% of parents supervise and remind their children's learning time to study. and complete assignments on time, the other 20% feel that children are able to manage their own study time. And lastly, 80% of parents provide solutions when children have difficulty in learning and the other 20% ask for help from their closest relatives to overcome and supervise children in learning.

Table 3. Parental Assistance During Distance Learning Activities

Parental Assistance Indicator	Number of Respondents				Total
	Yes	Percentage	Not	Percentage	
Provide learning facilities	10	100%	0	0%	10
Accompanying children's learning activities	6	60%	4	40%	10
Supervise the use of children's study time	8	10%	2	20%	10
Overcoming children's difficulties in learning	8	20%	2	10%	10

3.4 How to Learn Students When Face-to-Face Learning is Limited

To find out the right way of learning in the learning process, the researchers made observations and participation observations about student learning styles and based on observations and participation observations when face-to-face learning activities were limited. The results were quite different, namely when face-to-face learning was limited, 4 students had different styles. In Table 4, visual learning, 1 student has an auditory learning style, 2 students have a kinesthetic learning style and 3 students have a combined learning style, namely visual auditory.

Table 4. Learners' Learning Styles During Face-to-Face Learning

Students' Code	Learning Style			Results
	V	A	K	
Student 1	1	2	0	Auditorial
Student 2	3	1	1	Visual
Student 3	2	1	0	Visual
Student 4	3	1	1	Visual
Student 5	2	2	0	Visual Auditor
Student 6	2	2	0	Visual Auditor
Student 7	3	3	1	Visual Auditor
Student 8	2	2	3	Kinesthetic
Student 9	2	1	0	Visual
Student 10	1	2	3	Kinesthetic

3.5 The Effect toward Students Learn during Face-To-Face Learning

Looking at the results of learning styles during distance learning and student learning styles during face-to-face learning, it was found that there were several differences in learning styles caused by various things. Based on Table 5, it can be stated that each student has a dominant learning style so that the teacher can determine the right way of student learning so that students can absorb the material provided by the teacher. PJJ is long distance learning and PTM is face-to-face online learning is Limited.

Table 4. The Effect of Distance Learning on Students

Students' Code	Learning Style									Results
	Visual			Auditorial			Kinesthetic			
	PJJ	PTM	Σ	PJJ	PTM	Σ	PJJ	PTM	Σ	
Student 1	2	1	3	3	2	5	2	0	2	Auditorial
Student 2	3	3	6	2	1	3	1	1	2	Visual
Student 3	4	2	6	1	1	2	0	0	0	Visual
Student 4	3	3	6	2	1	3	1	1	2	Visual
Student 5	3	2	5	0	2	2	1	0	1	Visual
Student 6	2	2	4	3	2	5	2	0	2	Auditorial
Student 7	3	3	6	2	3	5	1	1	2	Visual
Student 8	2	2	4	2	2	4	4	3	7	Kinesthetic
Student 9	2	2	4	2	1	3	0	0	0	Visual
Student 10	2	1	3	1	2	3	2	3	5	Kinesthetic

4 CONCLUSION

Based on the results of research and discussion about the impact of distance learning on the way students learn when face-to-face is limited to students, they are: The difficulties experienced by students during distance learning include the internet network, student discipline in getting up in the morning, limited zoom meeting time and the use of gadgets during learning hours making students less focused in learning. 5 students have visual learning styles, 2 students have auditory learning styles, 1 student has kinesthetic learning styles, 2 students have combined learning styles, namely visual auditory and visual kinesthetic. Regarding parental assistance during distance learning, parents have the task of accompanying, supervising and reminding children in online learning, in this case parents of students always try to continue to accompany and supervise children in learning amidst their busy lives as working parents and having children. more than one. Not infrequently these parents also involve other family members to help accompany their children to study while they are working. Whereas when face-to-face learning activities are limited, the results are quite different, namely when face-to-face learning is limited 4 students have a visual learning style, 1 student has an auditory learning style, 2 students have a kinesthetic learning style and 3 students have a combined learning style, namely visual auditory. Looking at the results of learning styles during distance learning and student learning styles during face-to-face learning, it was found that there were several differences in learning styles caused by various things.

Based on the results of the research above, it can be said that each student has a dominant learning style so that the teacher can determine the right way of student learning so that students can absorb the material provided by the teacher.

5 ACKNOWLEDGMENTS

We would like to thank to SD Al Huda Islamic School that have provided moral and material assistance in the preparation of this research.

6 REFERENCES

- Aldiyah, E. (2021). Perubahan gaya belajar di masa pandemi Covid-19 [Changes in Learning Styles in the Covid-19 Pandemic Period]. *CENDEKIA: Jurnal Ilmu Pengetahuan*, 1(1), 8-16.
- Kacatl, J., & Semradova, I. (2020). Reflection on blended learning and e-learning-case study. *Procedia Computer Science*, 176, 1322-1327.
- Putri, S. E., Oktaviany, V., & Dwiprabowo, R. (2021). Upaya Meningkatkan Hasil Belajar Ipa Dengan Metode Blended Learning. In *Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara III* (pp. 124-129).
- Rotas, E., & Cahapay, M. (2020). Difficulties in remote learning: Voices of Philippine university students in the wake of COVID-19 crisis. *Asian Journal of Distance Education*, 15(2), 147-158.
- Saragih, M. J., Cristanto, R. M. R. Y., Effendi, Y., & Zamzami, E. M. (2020). Application of blended learning supporting digital education 4.0. In *Journal of Physics: Conference Series*, 1566(1), 012044.
- Yundayani, A., Alghadari, F., Ardiasih, L. S., & Sutrisno, B. (2022). Abrupt Transformation in Pedagogy: How Do Students Engage Academically in the Face-to-Face Online Learning Environment?. *Journal of Higher Education Theory & Practice*, 12(13), 149-169.