

The Students' Readiness in Facing Offline Class After Pandemic Covid-19 at The Eleventh Grade Students' of UPT SMAN 4 Parepare

¹Tri Mulyanugraha HS, ²Salasiah, ³Ika Yanti Ziska

Universitas Muhammadiyah Parepare

¹trimulyanugraha@gmail.com

²salasiah@umpar.ac.id

³ikayantiziska@gmail.com

ABSTRACT

The COVID-19 virus in Indonesia is currently having an impact on the entire community and has an impact in various fields such as social, economic, religious fields, including the field of education. In the field of education, the government has set one policy, namely online schools as a solution during the current pandemic. This study was conducted to determine how prepared students are to face offline classes after the COVID-19 pandemic. This research used descriptive qualitative approach and the data analysis Braun and Clarke. Participants in this study were 11th grade students of SMAN 4 Parepare which consisted of 15 students. The data in this study were obtained using semi-structured interviews and choosing random sampling. From the results of the study, it is known that the students are ready for offline learning to be held at school. They are ready if given an uncertain study schedule, facing new media and different learning methods during offline learning. Most importantly, students will also continue to apply health protocols during offline learning. In addition, the students were also enthusiastic about the resumption of offline learning because they found it difficult to understand the material given by their teacher during online learning, and because they met again with their teacher and classmates.

Keywords: Student's Readiness, Offline Class, Pandemic Covid-19

Introduction

Corona virus Disease 2019 (Covid-19) has spread very fast to almost countries. Based on Kundu and Bej (2020: 1) Corona Virus Starting from China, the deadly

COVID-19 pandemic, caused by severe acute respiratory syndrome coronavirus 2, has already taken up the whole world into its capture compelling the World Health Organization (WHO) to declare it as a pandemic disaster on March 11, 2020 (WHO, 2020) and almost the whole world has put under the house arrest. As of April 18, 2020, approximately 1.725 billion learners have been affected due to school closures in response to the pandemic according to United Nations Educational, Scientific and Cultural Organization (UNESCO) monitoring 192 countries have implemented nationwide closures and 5 have implemented local closures, impacting about 99.9% of the world's student population (UNESCO, 2020).

As the situation with COVID-19 may change, it is essential that the education system remain flexible in considering all aspects of program and service delivery. Based on Scotia (2021: 3) 'In-school classes resume for all students', with additional measures to ensure the health and safety of students' and staff, including cohering or grouping. This is the plan for September 2020. If COVID-19 conditions require a change during the school year, full opening will resume as soon as conditions allow. While the unprecedented situation created challenges and caused significant disruptions, it also showed the resilience of teachers, principals, early childhood educators, school staff, and especially children, students', and their families. The situation with COVID-19 continues to evolve. Unfortunately, it will not be over by the time that the 2020–21 school year begins.

Based on explanation above this study focuses on the readiness as a challenge that students are expected to face in offline learning in this COVID-19 era. As the situation with COVID-19 may change, it is essential that the education system remain flexible in considering all aspects of program and service delivery, the researcher interesting to research about the students' readiness includes the students' preparation in facing offline class in other words back to the conventional way in teaching and learning process after pandemic Covid 19.

Review of Literature

A. Pandemic Covid-19

Based on the COVID-19 pandemic is the most significant health crisis that the world has faced in the past 100 years. It has disrupted our way of living with unprecedented consequences for our daily lives, including how we work and learn. According to estimates from the International Labour Organization (ILO) (2020: 1), 14

per cent of working hours were lost globally in the second quarter of 2020 when compared to the last quarter of 2019.

The COVID-19 pandemic has created the largest disruption of education systems in history, affecting nearly 1.6 billion learners in more than 190 countries and all continents. Closures of schools and other learning spaces have impacted 94 per cent of the world's student population, up to 99 per cent in low and lower-middle income countries. The crisis is exacerbating pre-existing education disparities by reducing the opportunities for many of the most vulnerable children, youth, and adults those living in poor or rural areas, girls, refugees, persons with disabilities and forcibly displaced persons to continue their learning (Policy Brief 2020: 2).

B. Teaching and Learning Paradigm in Pandemic Covid 19

Based on Pokhrel and Chhetri (2021: 134) Lockdown and social distancing measures due to the COVID-19 pandemic have led to closures of schools, training institutes and higher education facilities in most countries. There is a paradigm shift in the way educators deliver quality education through various online platforms. The online learning, distance and continuing education have become a panacea for this unprecedented global pandemic, despite the challenges posed to both educators and the learners.

The current situation of COVID-19 pandemic in Indonesia has made all teachers and students' work from home doing all the teaching and learning online. According to Male et al (2021: 1628) Due to the uncertain situation of COVID-19 pandemic, the teaching and learning activities are now fully done online for over two months. The idea of teaching and learning activities is not new way to do. What happens to the students are they get bored when everything should be done online? The lectures also assign them to do the exercises/task or projects to work and submit online.

C. School Reopening After Pandemic Covid-19

According to Scotia (2021: 3) In-school classes resume for all students', with additional measures to ensure the health and safety of students' and staff, including cohering or grouping. This is the plan for September 2020. If COVID-19 conditions require a change during the school year, full opening will resume as soon as conditions allow.

Based on Bazaldua , Levin and Liberman (2020: 1) When schools do reopen for in-person instruction, students will return with very different levels of knowledge and skills, with disadvantaged students' most likely to exhibit the greatest learning losses. Here, learning loss is defined as the stagnation or decrease in student achievement relative to expected performance attributed to the disruption of in-person schooling either due to seasonal factors (e.g., summer breaks) or emergencies (e.g., the COVID-19 pandemic) .

D. The students 'Prepares on School Reopening After Pandemic Covid 19

Scotia (2021: 9) Students' will be given the opportunity to get acquainted with new school routines and expectations. Teachers and students will work together to transition from at-home teaching and learning to a new school year, in whatever plan is required. Regular well-being check-ins and informal assessments will play an important part in supporting transitions and helping students' catch up on any unfinished learning from the 2019–20 school year. Students' requiring assistive technology will continue to have access to the resources they need Nutrition. Visitors and Libraries.

Method

A. Research Design

The researcher used the descriptive qualitative method in this research.

B. Research Participants

The subjects of this study are students of class XI.IPA 3 which on fifteen students' at UPT SMA Negeri 4 Parepare.

C. Procedure of Collecting Data

To collected the data, there are three phase that would be observation, interview and documentation.

D. Technique of Data Analysis

In this research, the researcher analysed the data using the method of Braun & Clarke, (2006) as follows :

1. Understanding Data
2. Composing Code
3. Searching for Themes

Findings

A. Observation Result

Form the observation the researcher found that during pandemic, learning activities in SMAN 4 Parepare continues. However, learning activities during pandemic is different from learning activities before pandemic. If before pandemic learning activities was carried out in schools face to face, during pandemic learning activities was carried out online.

During pandemic, learning activities was carried out through handphone or laptop. And as support so that online learning activities can run, there are several applications used such as zoom, WhatsApp, and other application.

B. Interview Result

a. Learning Pattern

The researchers want to know how prepared students are about offline/face-to-face learning which will start soon. In terms of readiness to take face-to-face/offline classes, based on the results of interviews, it is known that all students said they were very ready and happy with it, as stated by informant 1 who said that:

I personally feel happy with offline learning which will be implemented rather than online lessons which have been felt for several years. In my opinion online learning is very unsupportive or inefficient compared to face-to-face learning.

Saya pribadi merasa senang dengan pembelajaran offline yang akan mulai diberlakukan ketimbang dengan pelajaran online yang berapa tahun ini dirasakan. Menurut saya pembelajaran online itu sangat tidak mendukung atau tidak efisien dibanding dengan pembelajaran secara tatap muka.

Informant 2 also supports the statement above which says that offline/face-to-face learning makes learning more active and enthusiastic, informant 2 said that:

I think it is very good because it can make us more active in learning and can make us more enthusiastic in learning.

Menurut saya sangat baik karena dapat membuat kita lebih aktif dalam belajar dan dapat membuat kita lebih bersemangat dalam belajar.

Furthermore, informant 3 also agreed with the holding of offline/face-to-face learning, informant 3 said:

In my personal opinion, I really agree that offline or face-to-face learning will be implemented because offline learning is more effective than online learning where

the face-to-face learning system makes it easier for us to understand the explanations given by the teacher so that it is easier for us to learn. understand the materials given rather than online explanations given in class groups.

Menurut saya pribadi, saya sangat sepakat apabila pembelajaran offline atau tatap muka akan mulai diberlakukan karena pembelajaran via offline lebih efektif daripada pembelajaran online di mana dalam system pembelajaran tatap muka lebih memudahkan kita untuk memahami penjelasan yang diberikan oleh bapak atau ibu guru sehingga kita lebih mudah memahami materi-materi yang diberikan daripada penjelasan secara online yang diberikan di grup kelas.

From the results of the interviews of the three informants above, it indicates that students feel that online learning that has been applied for several years due to the impact of COVID-19 is not efficient for students. So they say that they are very supportive if offline/face-to-face learning is immediately reinstated. During online learning during the COVID-19 pandemic, students have been faced with an uncertain study schedule. In this study, the researcher wanted to know how students would respond to the uncertain face-to-face/offline learning schedule in online learning.

Based on interviews that have been conducted by researchers, the results of interviews with students indicate that students are ready with an uncertain offline/face-to-face learning schedule, as stated by informant 4:

I think I'm ready. Ready or not, we have to be ready because this is for our own good too.

Saya rasa saya sudah siap. Siap tidak siap kita harus siap karena ini demi kebaikan kita juga.

Like wise with informant 5 who said:

I think I am very ready for the schedule that changes during face-to-face learning but I hope that the changing learning can be informed in advance before the schedule changes because it is difficult for us if the schedule changes and is delivered the day before we receive the lesson.

Saya rasa sudah sangat siap dengan jadwal yang berubah-ubah saat pembelajaran tatap muka tetapi saya harap agar kiranya pembelajaran yang berubah ubah tersebut

bias diinformasikan lebih dahulu sebelum jadwal tersebut berubah karena menyulitkan bagi kita apabila jadwal tersebut berubah dan disampaikan pada sehari sebelum kita menerima pembelajaran.

Although resource person 5 stated that he was very ready to learn offline/face-to-face, he also provided a solution so that even though the offline/face-to-face learning schedule would not be uncertain or changeable, the schedule changes would be communicated to the students first so that they could do not feel the hassle and can prepare in advance. However, the students still feel they are ready to do offline/face-to-face learning even though the schedule is uncertain, as the interview with the interviewee, informant 6 said:

If it's face-to-face, the schedule will change, I don't think there's a problem, the important thing is that we keep learning face-to-face because learning effectively is face-to-face.

Kalau memang tatap muka nanti jadwalnya berubah-ubah menurut saya tidak ada masalah yang penting kita tetap belajar tatap muka karena belajar secara efektif itu tatap muka.

From the results of interviews with 11th grade students of SMAN 4 Parepare, it can be concluded that students are ready to be faced with an uncertain offline/face-to-face learning schedule.

Keeping a distance is one of the health protocols that must be obeyed to during the COVID-19 pandemic to prevent and reduce the infection of the COVID-19 virus in the community. So by holding offline/face-to-face classes, one of the things that must be done during the learning process takes place in the classroom, namely keeping the students' distance. In this case, the researcher has interviewed the 11th grade students of SMA 4 Parepare related to maintaining distance during the learning process in the classroom.

After conducting interviews, the researchers found that 80% of students agreed with the implementation of the health protocol during the offline/face-to-face learning process in the classroom. As stated by informant 7:

Keeping a distance in face-to-face learning is agreed because indeed to minimize the COVID-19 virus we must follow government regulations, one of which is maintaining distance in the learning process.

Menjaga jarak dalam pembelajaran tatap muka itu setuju sekali karena memang untuk meminimalisir virus COVID-19 kita harus ikuti aturan pemerintah dengan salah satunya itu menjaga jarak dalam proses pembelajaran.

Likewise with the results of interviews with informant 8 who stated:

Yes, I am ready because in this new normal era, we are indeed obliged to keep our distance from other people even though we have to face any activity.

Iya saya siap karena di era new normal ini kita memang diwajibkan untuk tetap menjaga jarak dengan orang lain walaupun harus menghadapi aktifitas apapun.

Keeping distance is one of the health protocols set by the government to break the chain of spread of COVID-19, and is something that must be applied in the offline/face-to-face learning process in the classroom.

B. Physical Readiness

Based on interview conducted by researcher with the informants about their readiness to take offline/face-to-face learning, researcher get almost similar results where students were ready to take offline/face-to-face learning if offline/face-to-face learning would be held such as maintaining health during the learning process, and obey health protocols.

As the results of interviews conducted with informant 1 about whether she can maintain health while the offline/face-to-face learning process is restarted, the informant said:

Could, while maintaining the health protocol by keeping a distance, wearing masks, washing hands, and so on, it becomes a form of the health care process while the offline learning process starts again.

Bisa, dengan tetap menjaga protokol kesehatan dengan menjaga jarak, memakai masker, mencuci tangan, dan sebagainya yaitu menjadi salah satu bentuk proses penjagaan kesehatan selama proses pembelajaran offline dimulai kembali.

Furthermore, the researcher asked about what things the 11th grade students of SMAN 4 Parepare would prepare to face offline learning. Informant 2 said:

First is to always prepare masks and always obey the protocols, the second is to maintain health or maintain the body's immunity, the third is to prepare mentally, the fourth is to prepare items to be brought to school and prepare or fill the brain with the materials that have been given during online learning.

Yang pertama selalu menyiapkan masker dan selalu mematuhi protocol-protokol, kedua menjaga kesehatan atau menjaga imun tubuh, yang ketiga menyiapkan mental, yang keempat menyiapkan barang-barang yang akan dibawa kesekolah serta menyiapkan atau mengisi otak dengan materi materi yang telah diberikan sewaktu melakukan pembelajaran secara online.

With the same question, informant 3 also said:

First and foremost, my mental and physical, then also learning equipment and also equipment according to health protocols such as masks and hand sanitizers.

Pertama dan yang paling penting, yaitu mental dan fisik saya, lalu juga peralatan belajar dan juga perlengkapan sesuai protocol kesehatan seperti masker dan hand sanitizer.

Based on the results of interview with students, it is known that most students said that the things they most prepared to start offline/face-to-face classes were mental, learning tools and masks and also hand sanitizers for them to use during the offline/face-to-face learning process later.

The reason it is important to implement health protocols is to grow clean and healthy living habits. This is not only to reduce the infection of the COVID-19 virus but also to reduce the infection of other diseases in the community..

Based on the results of interviews that have been conducted by researchers, it is known that students are ready to comply with and apply health protocols during the offline/face-to-face learning process.

This is in accordance with the statement of informant 4 who said:

I am very ready to face the face-to-face learning process by obey the health protocol according to the government's recommendation.

saya sangat siap menghadapi proses pembelajaran tatap muka dengan mematuhi protokol kesehatan sesuai himbauan pemerintah.

In line with the statement above, informant 5 also stated:

I'm very ready, because in my opinion, when we want to continue the face-to-face learning process, we must obey the health protocol by wearing mask and washing hands frequently after interacting with other people.

Sudah sangat siap, karena menurut saya ketika kita ingin tetap melakukan proses pembelajaran tatap muka kita harus mematuhi protocol kesehatan dengan menggunakan masker dan sering mencuci tangan setelah berinteraksi dengan orang lain.

C. Mental

During the COVID-19 pandemic where students were required to study online via zoom and WhatsApp applications, based on the results of their interviews, they said that they had difficulty understanding the explanations given by their teachers. In addition, the situation that requires them to study at home is not very conducive during the online learning process because they only meet face to face with their friends and teachers via cell phone or laptop screens which make them feel less motivated in learning so it is very difficult for them to understand the material explained by their teacher online.

Learning online is very boring because there is no direct interaction between students and other students and between students and teachers. One of the obstacles when learning online that they feel is that it is difficult to ask the teacher when there is material they do not understand because students cannot ask questions directly but only through the application so they usually prefer to be silent rather than ask the teacher.

From the research results obtained by the researcher, it is known that the students are enthusiastic about the news that offline/face-to-face learning will be held after they have been studying online for a long time. This is reflected in the statement of informant 1 who said:

What motivates me is that we can meet again with our teachers, who after a long time we haven't met and can interact directly even though we have to obey the health protocol. Likewise with friends at school, we can meet again in person.

Yang membuat saya termotivasi kita bias kembali bertemu dengan guru-guru kita yang setelah sekian lama kita tidak pernah bertemu dan bias berinteraksi secara langsung walaupun harus tetap mematuhi protocol kesehatan. Begitu pula dengan teman-teman di sekolah kita bias bertemu langsung kembali.

Beside that, researchers also want to know how students prepare to prepare learning materials and complete assignments given by the teacher independently. Based on the results of the study, the students were ready with these two things, namely preparing learning materials and completing the assigned tasks independently. As the statement given by informant 2, who said:

I am ready if I am given a task, I am ready to answer it because the material received is easier to understand if it is offline.

Siapa kalau diberikan tugas saya sudah siap untuk menjawabnya karena materi yang diterima lebih mudah dipahami jika offline.

Likewise with the statement given by informant 3:

I am ready because what the teacher has given has been given online, I am also very ready to work on or maybe prepare individual learning materials given by the teacher.

Saya siap karena yang diberikan oleh pengajar telah diberikan secara online, saya juga sangat siap untuk mengerjakan atau mungkin mempersiapkan bahan-bahan pembelajaran individual yang diberikan oleh pengajar.

During the pandemic, which requires students to study online and independently at home, they are getting used to looking for additional material other than the material that has been given by their teacher. Learning online at home can broaden children's horizons. This is because they can easily access materials on e-learning that are still not available in printed books used in schools.

By studying online, students can also complete assignments easily, because if they encounter difficulties in doing their assignments, they can freely access the internet to help complete the tasks they are doing. Therefore, students feel they are able to prepare materials and complete assignments given by their teacher independently. Because during the pandemic where they are required to study online they have got used to doing it themselves.

D. Learning Platform

To support the online learning process during the pandemic, there are also several applications that teachers use to start online classes with students, the most popular of which are Zoom and WhatsApp applications. However, with the start of offline/face-to-face classes, the use of online class applications will decrease.

During the research, the researcher asked the students which one was more effective in using print media or online media. Students are more amenable to using print media than online media because they think it is more interesting and easier to understand than online media, as from the results of interview with informant 1 who said:

What is more effective in my opinion is to use real media because with real media we can be more enthusiastic about reading the material provided and focus more on studying the material.

Yang lebih efektif menurut saya yaitu menggunakan media real karena dengan media real kita bias lebih semangat untuk membaca materi yang diberikan serta lebih focus untuk mempelajari materi tersebut.

In addition, the researcher also asked the students about platforms that are more suitable for dealing with offline learning such as WhatsApp, zoom, google and other platforms. Among these applications, most students prefer to use WhatsApp and Google because they are easier to use than other applications. As said by informant 2:

I think WhatsApp might be more effective for offline learning later because apart from WhatsApp, it doesn't take up too much or issue quotas later and it's also easy to use by people who don't know how to use technology like cellophanes.

Saya rasa WhatsApp mungkin lebih efektif untuk pembelajaran offline nantinya karena selain WhatsApp ini tidak terlalu banyak atau mengeluarkan kuota nantinya dan juga mudah untuk digunakan oleh orang-orang yang kurang paham menggunakan teknologi seperti hp.

Furthermore, informant 3 said:

In my opinion, WhatsApp is the most suitable because we can exchange information with classmates easily.

Menurut saya yang paling cocok itu WhatsApp karena kita dapat bertukar informasi dengan teman-teman sekelas dengan mudah.

E. Learning Media

In this case, the researcher asks questions related to how students can adapt to new learning methods and media that will be used after offline/face-to-face learning begins later. From the interviews, it was found that the students admitted that they could adapt to new learning methods and media although it took time to adjust to the offline/face-to-face learning process later. This is in accordance with the statement of source 1 who said:

I was able to adjust because my friends and I had already done the trial and after the trial the results turned out to be good and my friends and I were able to adjust quickly.

Saya bias menyesuaikan karena aya dan teman-teman sudah pernah melakukan uji coba dan setelah uji coba ternyata hasilnya bagus dan saya dan teman-teman bisa menyesuaikan dengan cepat.

Based on the testimony of informant 1, the school had previously conducted simulations for offline/face-to-face learning where students were able to adapt quickly to the new methods and media used.

Furthermore, the researcher wants to know about the use of electronic media as a supporting medium in the offline/face-to-face learning process. After conducting interviews, it was found that 67% of students agreed with the use of electronic media in the offline/face-to-face learning process. As stated by informant 2:

I agree, because there are many electronic media used, regardless of the material that is understood and will be studied and increase knowledge about electronic media.

Kalau saya setuju karena dengan adanya banyak media elektronik yang digunakan itu terlepas dari materi yang dipahami dan akan dipelajari dan menambah pengetahuan mengenai media elektronik.

The use of electronic media is not a new thing in the education world. Electronic media has long been used as a teaching aid, not only making it easier for teachers to explain the material but also making it easier for students to understand the material being taught. This is in accordance with the results of interview with informant 3 who said:

I don't think this is a rare thing, it's common because from the beginning the use of electronic devices in the learning process has been implemented in the 2013 curriculum such as computer-based national exams, collecting assignments via e-mail and others like that.

Saya rasa ini bukanlah yang jarang ini sudah lumrah karena memang dari dulu penggunaan alat-alat elektronik pada proses pembelajaran itu sudah diterapkan di kurikulum 2013 seperti ujian nasional berbasis komputer, pengumpulan tugas-tugas melalui e-mail dan lain-lain seperti itu.

Electronic media, in its use, not only teachers are required to know how to use it but students are also required to be able to use it. Therefore, the selected learning media must meet the criteria of a media that can be used in the teaching and learning process. In relation to this, the researcher asked the students if they could use several media in one face-to-face learning. Based on the results of interviews with students, it is known that students feel they are able to use several learning media in dealing with offline/face-to-face learning. As the results of interviews with informant 4 who said:

Of course, for me personally I can, because it will make it easier for us to understand the learning material.

Tentu saja, untuk saya pribadi bias karena akan lebih memudahkan kita untuk memahami materi pembelajaran.

As well as the statement of informant 5, informant 6 also said the same thing:

We can use several learning media because like before, for example, electronic media can make it easier for us to understand the existing learning.

Kita bias menggunakan beberapa media pembelajaran karena seperti tadi, contohnya media elektronik dapat membuat kita lebih mudah untuk memahami pembelajaran yang ada.

In today's digital era, learning materials are no longer limited to just printed books, but can also be found on various internet sites. Therefore, not only teachers but also students are required to be able to access various internet sites to get additional learning materials. Finally, the researcher wanted to find out if the students could combine materials such as books, papers or other written materials with digital materials. Based on the results of the research that has been done, it is known that the students have been able to combine the two, which are material from printed books and material from internet sites. This is evidenced by the results of interviews of informant 8 who said:

It's possible, because real media and digital media have their advantages and disadvantages, so when you combine them, I don't think it's difficult, it's even more beneficial for the learning process and makes it easier for us.

Bisa saja karena media real dan media digital memiliki kelebihan dan kekurangannya masing-masing jadi ketika menggabungkan keduanya aya rasa bukanlah yang sulit bahkan lebih berdampak baik bagi proses pembelajaran dan memudahkan kita.

Discussion

Based on the finding in the previous section showed that the students were ready to face offline classes after the COVID-19 pandemic over the past few years.

Online classes have been implemented for the past few years as a form of solution to reduce the number of infected patients with the COVID-19 virus and to keep the learning process going. The online learning process that has been taking place so far is admittedly less effective for students. This is of course because there are several obstacles experienced by students while online schools are run. One of them is because the delivery of material through applications carried out by the teacher reduces the focus of the students and takes a long time to understand the material. In online learning does have some weakness, including (Wantiknas : 2021).

- a. Limited internet access for areas that cannot access stable internet and have difficulty accessing online learning.
- b. Lack of communication between teachers and students or fellow students.
- c. Lack of supervision in learning

- d. Understanding of the material captured by students. Some students can understand the subject matter faster with visuals by reading, but there are some students who spend quite a long time understanding the subject matter.

After conducting research and conducting interviews with 11th grade students of SMA 4 Parepare, the researchers found that they were happy with the re-establishment of offline classes. Some of the obstacles above are one of the reasons why students want and feel ready if offline learning is restarted.

Students feel that compared to online learning; offline/face-to-face learning makes them able to understand the material given by the teacher better. During online learning, one of the obstacles that students feel the most is that they cannot understand the material that has been explained by their teacher. In addition, their interest in learning is also reduced because they cannot interact directly with their teachers and their classmates.

After offline/face-to-face learning begins, students may be faced with an uncertain study schedule, one of which is due to restrictions on the offline/face-to-face learning schedule set by the government. However, the students felt that it did not reduce their enthusiasm to be able to study at school.

Implementing health protocols in schools during offline learning is one of the conditions for the implementation of offline/face-to-face learning, such as wearing masks, washing hands, maintaining distance, staying away from crowds, and reducing mobility. In this regard, based on the findings of the research that has been carried out, it is known that students feel that complying with health protocols is something they must do considering the current situation.

Students think that complying with health protocols during offline learning is one of their obligations as students, such as maintaining distance, washing hands and wearing masks during the offline learning process, which they must do to prevent the spread of COVID-19 in the school environment. Because health protocol made with the purpose that the community can still work safely and does not endanger the health and safety of other people (Ministry of Health: 2020).

Offline/face-to-face learning is a motivation for students to return to school after several years of having to study online at their own homes. Motivation is a very important factor in learning, motivation motivates a student in his learning activities. Students who have a strong motivation to learn will have a great urge to learn. Students who are confident and motivated to learn, spend more time and effort and desired goals than those who are not confident and unmotivated (Doo Hun & Morris, 2009).

There are several things that make students excited so that offline / face-to-face learning is immediately implemented. First, online learning at home is less effective as described previously, where students have difficulty to understand the material explained by the teacher through online applications. In addition, because students also miss the school environment where they can socialize with teachers and also their school friends. And based on that, the students feel that with offline/face-to-face learning at school they claim to be able to complete the tasks assigned to them independently as well.

During the online school, there were tools that teachers used to support online learning activities, namely learning platform. A learning platform is a term covering a variety of different products, all of which support online elements of learning in some way (Prawiradilaga : 2016).

There are several platforms and applications that are used as supporting media so that the online learning process can take place such as zoom, WhatsApp, google, and other applications and platforms. Those applications and platforms are easier for students to use, so if offline/face-to-face learning takes place they also prefer to use zoom, WhatsApp and google as support for offline/face-to-face learning.

Related to the media and methods used during online learning, it must be different from those used in offline learning. Changes in the use of media and learning methods usually affect students' enthusiasm and motivation to learn, beside that with the change of media and learning methods that used, students may experience difficulties in understanding the material presented.

However, based on the results of research that has been carried out, students admit that they can easily adapt with the changes in media and learning methods that used from online learning to offline/face-to-face learning. For examples like the use of print media and digital media in the learning process. In this digital era, students are required to be able to use digital media as an additional learning tool apart from print media. And based on the research results, the researchers found that students can easily use digital media in the learning process. The students admitted that during online learning they often looked for additional material through digital media from the internet.

So if in offline learning which usually uses print media, they can easily find or even combine the material they get through print media such as textbooks and from digital media from the internet.

As with the use of electronic learning media. Electronic learning media is a skill and ability possessed by teachers in utilizing appropriate electronic learning media in the learning process in order to create a pleasant learning atmosphere and increase learning motivation for students in order to achieve learning objectives effectively and efficiently (Nurhidayah: 2019). The use of electronic learning media can provide benefits in the learning process and based on the results of research students prefer electronic learning media to be used in offline learning because it can help them understand the material presented by the teacher with the help of electronic learning media.

In addition, with the use of electronic learning media, the offline learning process takes place more pleasantly and of course increases student learning motivation.

Conclusion

Online learning, which has been implemented by the government for several years as a solution to keep the education process running in the midst of the COVID-19 pandemic, has several obstacles for students during the online learning process. And that makes the students feel enthusiastic about the re-establishment of offline learning.

The result of the research showed that the 11th grade students of SMAN 4 Parepare were ready for the resumption of offline learning. They are ready to face an uncertain offline learning schedule, prepare their school equipment, besides that they are also ready to use media and offline learning methods which will certainly be different from the media and learning methods used during online learning. And last but not least, in offline learning, they will be ready to implement and comply with health protocols during the learning process.

However, although students felt perfectly ready to facing face-to-face learning or offline learning that was prove by some reason they have been given before, the teachers and school staff even the students itself remain obedient to the policies and rules of government about face-to-face learning in the middle of corona virus. just like there was restrictions on the learning process in the school. Additionally, the implementation of health protocols should remain tight in school environments such as at least all school components already have a vaccine at least dose two and maintain the habit of 3M(washing hands, wearing masks and keep the distance) specially in learning process.

The thing that makes them feel ready for offline learning is because students feel online learning is less effective and efficient. It is different from offline learning where

they can meet face to face with their teacher which makes the learning process more effective because the teacher provides material directly without medium such as cellphones or laptops so that they can better understand the material presented. In addition, they also feel more excited and motivated by offline learning because they can interact with their classmates and teachers directly in the classroom.

References

- Abidah, A., Hidaayatullaah, H. N., Simamora, R. M., Fehabutar, D., & Mutakinati, L. (2020). The Impact Of Covid-19 To Indonesian Education And Its Relation To The Philosophy Of Merdeka Belajar. *Studies in Philosophy of Science and Education*, 1(1), 38-49. <https://scie-journal.com/index.php/SiPoSE/article/view/9>
- International Labour Organization (ILO). (2020: 1). *XSkills development in the time of COVID-19: Taking stock of the initial responses in technical and vocational education and training*. International Labour Organization and World Bank 2021.
- Kundu, A., & Bej, T. (2021). COVID-19 Response: Students' Readiness For Shifting Classes Online. *Corporate Governance: The International Journal of Business in Society*. <https://www.emerald.com/insight/content/doi/10.1108/CG-09-2020-0377/full/html>
- Male, H., Murniarti, E., Simatupang, M. S., Siregar, J., Sihotang, H., & Gunawan, R. (2020). Attitude Of Undergraduate Student's Towards Online Learning During Covid-19 Pandemic. *PalArch's Journal of Archaeology of Egypt/ Egyptology*, 17(4), 1628-1637. <http://repository.uki.ac.id/id/eprint/2873>
- Michelle & Sean. (2020). *COVID-19: Guidance for School Reopening*. University Of Toronto.
- Miles & Huberman. (1994). *Qualitative data analysis* (second edition). Sage Publication. London.
- May Dillah S C. (2021). Student's Perception On The Use Of English Online Learning Platforms In Tanjungbalai. *English Teaching and Linguistic Journal*. 7. <http://jurnal.umsu.ac.id/index.php/ETLiJ/article/view/9326>

- Nabilah, A. (2020). The Teachers' Implementations Of Distance Learning During The Covid-19 Pandemic At SMPN 3 Bringin. Insitut Agama Islam Negeri Salatiga. <http://e-repository.perpus.iainsalatiga.ac.id/8622/>
- Nurhidayah. (2019). Use Of Learning Media ICT-Based To Improve Motivation And The Result Of Learning Science In Solar System Materials. *Creative Of Learning Students Elementary Education*. [https:// journal. ikipsiliwangi. ac.id/index. php/ collapse/ article/ view/2300](https://journal.ikipsiliwangi.ac.id/index.php/collapse/article/view/2300)
- Pokhrel, S., & Chhetri, R. (2021). A Literature Review On Impact Of Covid-19 Pandemic On Teaching And Learning. *Higher Education for the Future*, 8(1), 133-141. <https://journals.sagepub.com/doi/full/10.1177/2347631120983481>
- Policy Brief. (2020). *Education During Covid-19 And Beyond*. United Nation.
- Scotia. (2021). *Back To School Plan*. Department of Education and Early Childhood Development.
- Sugiyono. (2007:412). *Statistik Untuk Penelitian*. CV Alfabeta. Bandung.