Students' Perceptions of Face-to-Face Learning during the Covid-19 Pandemic at SMAIT Al-Fityan School Gowa

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Abstract. The implementation of Face-to-Face Learning, which is the government's new policy in the midst of the pandemic, gives new hope to students. After more than a year of online learning from home, the government issued regulations regarding limited Face-to-Face Learning plans. This research aims to determine the description of students' perceptions of Face-to-Face Learning during the COVID-19 pandemic at SMAIT Al-Fityan School Gowa. This research uses a quantitative research approach with a descriptive research type. The total population in this study was 153 people, then the researchers drew a sample of 50%, namely 77 people, using a simple random sampling technique. Data collection was carried out using several techniques including questionnaires, interviews, and documentation. Meanwhile, the data analysis technique used is percentage analysis. The research results show that students' perceptions of Face-to-Face Learning during the COVID-19 pandemic are classified as very effective in terms of indicators for managing learning implementation, communication processes, student responses, and learning activities. To achieve a good perception of Face-to-Face Learning during the COVID-19 pandemic, teachers make efforts to improve the learning process such as strategies, approaches, and learning methods in order to create a more lively and meaningful classroom atmosphere.

Keywords: Perception, Face-to-Face Learning, Covid-19

1. Introduction

Since December 2019, the world has been hit by a virus outbreak that has spread massively to Indonesia. The virus was first discovered in Wuhan, China, which was later called by the WHO (World Health Organization) as Coronavirus Disease 2019 (Covid-19). Symptoms caused by this virus include coughing, fever, sore throat, loss of sense of taste or smell, and in the worst case this virus can cause death., (Suprianto et al., 2023). According to the World Health Organization ((2022) The latest data obtained regarding Covid-19 cases which have become endemic in Indonesia has reached 5.54 million confirmed cases and 148 thousand deaths. "The Covid-19 pandemic is the biggest challenge ever faced by the national education system," (Arhas et al., 2022; Nasrullah & Siraj, 2022; Shah et al., 2021).The Covid-19 pandemic has attacked Indonesia since early March 2020 until now, during these two years it has changed many aspects of life, including the world of education.

To reduce the spread of Covid-19, the government has issued many policies ranging from social distancing, physical distancing, Work From Home (WFH), Study From Home, Large-Scale Social Restrictions, to the Implementation of Restrictions on Community Activities. As a result, all aspects of people's lives, especially education, which usually runs normally, have now changed completely, (Hasan & Bao, 2020; Jamaluddin et al., 2022; Takdir et al., 2021). All levels of education starting from Early Childhood Education (PAUD) to universities were closed and decided to stop face-to-face learning and then replace it with learning from home/distance learning. Shaleh & Anhusadar (2021, h. 2160) stated that learning at home during the Covid-19 pandemic was not as easy as imagined. The factors of children's lack of enthusiasm and parents' lack of ability to accompany children are challenges in implementing learning.

Therefore, the implementation of Face-to-Face Learning (PTM), which is the government's new policy in the midst of the pandemic, gives new hope to students. After

more than a year of online learning from home, the government issued regulations regarding limited Face-to-Face Learning plans. Face-to-face learning is a teaching and learning process between students and teachers that is carried out directly in a class without using virtual media. Even though many countries, including Indonesia, have begun to succeed in suppressing the spread of the COVID-19 virus thanks to vaccines, several new variants of the COVID-19 virus, such as Deltacron, Omicron, and most recently NeoCov, have been detected in several countries, so the public is advised to always be alert. However, in order to provide effective educational services while still prioritizing the health and safety of all members of the educational unit, a Joint Decree of 4 Ministers (Minister of Education and Culture, Minister of Religion, Minister of Health, and Minister of Home Affairs) was issued, which underwent several changes, containing the implementation of Face-to-Face Learning. during the Covid-19 pandemic. This policy is expected to be a way to re-create the effective learning that students have long wanted after more than a year of distance/online learning.

Based on a pre-research questionnaire that was distributed with the help of Google Forms, several students welcomed the PTM policy because according to them the learning process carried out at home makes students bored, bored and difficult to focus so they don't understand the material being studied. However, there are also those who feel that PTM and online learning are not much different because students have to keep their distance so interaction between students is limited. Students also have to re-adapt and organize their learning plans according to the time and conditions of face to face learning during the COVID-19 pandemic. This research aims to answer a main problem, namely how students perceive face-to-face learning during the COVID-19 pandemic at SMAIT Al-Fityan School Gowa. To achieve effective Face-to-Face Learning, There are four indicators of effective learning that must be met in order to create a good perception from students. These indicators include, among others, management of learning implementation, communication processes, student responses, and learning activities.

2. Method

The type of research used in this research is descriptive with quantitative techniques. In this research, descriptive methods are used to provide an accurate and realistic description of the data that has been obtained. The research time used is calculated from the time the research permit was issued, the research implementation and preparation stages are approximately 1 (one) month, namely May/June 2022. This research took place at SMAIT Al-Fityan School Gowa, Jl. Pallantikang I, Kuncio Village, Somba Opu District, Gowa Regency, South Sulawesi, Indonesia.

The operational definition of this research consists of indicators of effective learning according to Yusuf (2017, h. 16), namely the management of learning implementation, communication processes, student responses, and learning activities. To measure the value of the variables in this research, a questionnaire instrument (questionnaire) with a Likert scale was used Sugiyono (2018, h. 134). The population in this study was the entire number of SMAIT Al-Fityan School Gowa students, namely 153 students. The sample in this study was taken at 50% of the total population, namely 76.5 samples which were then rounded up to 77 SMAIT Al-Fityan School Gowa students. The sampling technique used is Simple Random Sampling, namely, sampling is carried out randomly without paying attention to strata or levels in the population. Data collection techniques consist of questionnaires, interviews, and documentation. Before distributing the research questionnaire to respondents, a validity and reliability test was first carried out on all questionnaire items. After all the questionnaire items are valid and reliable, the questionnaire can then be distributed to respondents. The data analysis technique in this

research consists of descriptive statistics using percentage analysis. The statistical tool used to analyze the results of this research is Microsoft Office Excel software.

3. Results and Discussion

The research results include students' perceptions of Face-to-Face Learning (PTM) during the COVID-19 pandemic at SMAIT Al-Fityan School Gowa. The research results consist of descriptive statistical analysis, namely descriptive analysis in this research to provide a descriptive overview of the data obtained. Through the achievement of effective learning indicators, which are obtained from percentage analysis, Face-to-Face Learning (PTM) is a teaching and learning process that is carried out directly in a class without using virtual media as an intermediary. Learning can be said to be effective if in the process there are positive results and improvements are experienced within oneself. To achieve effective Face-to-Face Learning (PTM), according to Yusuf (2017, h. 16) There are four indicators of effective learning that must be met in order to create a good perception from students. These indicators include, among others, management of learning implementation, communication processes, student responses, and learning activities. The following are the results of the descriptive analysis of each indicator:

Table 1

Descriptive Analysis Per Effective Learning Indicator

No.	Indikacor	n	N	Achievements (%)	Category
1.	Management of Learning Implementation	1898	2310	82,16	Very effective
2.	Communication Process	1552	1925	80,62	Effective
3.	Student Response	1656	1925	86,03	Very effective
4.	Learning activity	1183	1540	76,82	Effective
	Amount	**6289**	**7700**	**81,67**	Very effective

Source: Research results

Learning can be said to be effective if in the process there are positive results and improvements are experienced within oneself. Based on the first indicator, a score of 1898 was obtained from a total score of 2310 with an achievement percentage of 82.16 percent, which shows that the management of learning implementation, which is measured based on preliminary activities, core activities, and closing activities, is in the very effective category. In the second indicator, a score of 1552 was obtained from a total score of 1925 with an achievement percentage of 80.62 percent, which shows that the communication process which is measured based on communication between students and teachers as well as communication between students, is in the effective category.

As for the third indicator, a score of 1656 was obtained from a total score of 1925 with an achievement percentage of 86.03 percent, which shows that students' responses, which are measured based on responses that include enthusiasm and attention as well as reactions that include satisfaction, curiosity, and joy, are in the category very effective. Then in the fourth indicator, a score of 1183 was obtained from a total score of 1540 with an achievement percentage of 76.82 percent, which shows that learning activities as measured by physical activity and psychological activity are in the effective category.

Discussion

For approximately two years surviving the Covid-19 pandemic. The government has not yet stated that Indonesia is truly free from the COVID-19 virus. Even though many countries, including Indonesia, have begun to succeed in suppressing the spread of the COVID-19 virus thanks to vaccines, a number of new variants of the COVID-19 virus,

such as Deltacron, Omicron, and most recently NeoCov, have been detected in several countries, so the public is advised to always be alert. However, in order to provide effective educational services while still prioritizing the health and safety of all members of the educational unit, a Joint Decree of 4 Ministers (Minister of Education and Culture, Minister of Religion, Minister of Health, and Minister of Home Affairs) was issued, which underwent several changes, containing the implementation of Face-to-Face Learning. during the Covid-19 pandemic. This policy is expected to be a way to re-create the effective learning that students have long wanted after more than a year of distance/online learning. This research aims to answer a main problem, namely how students perceive face-to-face learning during the Covid-19 pandemic at SMAIT Al-Fityan School Gowa. After knowing the results of the data analysis, the research results showed that students' perceptions of Face-to-Face Learning during the COVID-19 pandemic were in the very effective category. Judging from the indicators for measuring effective learning according to Yusuf, namely: management of learning implementation, communication process, student responses, and learning activities.

3.1 Management of Learning Implementation

The teacher as the key holder in managing learning implementation plays the role of facilitator who must try to create effective learning conditions starting from stages such as preliminary activities, core activities to closing activities. Thus, the management of learning implementation can be said to be effective if students can achieve the learning goals they wish to achieve.

To create an atmosphere and conditions that can foster students' interest, enthusiasm, and motivation to participate in effective learning, adequate organization or management is required, including classroom management (Suprianto et al., 2018, 2021). Thus, classroom management is one way to create conditions for effective learning.

Based on the results of data analysis, the research results show that the management of learning implementation at SMAIT Al-Fityan School Gowa is considered to be very good and in the very effective category, in terms of preliminary activities, core activities, and closing activities. Most students feel that teachers have carried out their responsibilities and professionalism in managing Face-to-Face Learning effectively. This is demonstrated by the teacher's willingness to always convey the learning objectives correctly and then deliver the learning material well and easily understood, giving students the opportunity to play an active role, always ending the learning process with reflection and concluding/re-evaluating the material previously explained. Especially in terms of always giving students the opportunity to play an active role in class, students feel that the SMAIT Al-Fityan School Gowa teachers have carried this out completely well. Thus, if this is always done by teachers at SMAIT Al-Fityan School Gowa, it will create students' self-confidence in asking questions and expressing their opinions so that students' learning achievements can increase.

3.2 Communication Process

The purpose of the communication process is a form of interaction such as exchanging messages or information between students and teachers and between students during the Face-to-Face Learning process during the COVID-19 pandemic. When teachers are willing to answer or provide feedback on students' questions or opinions, this will give students confidence so that students will be more active in participating in class learning. The interactions that occur as a result of good communication will make the learning process feel more memorable and meaningful. As

stated by Tiranda (2021) regarding effective communication in the learning process, states that effective communication between teachers and students can be a way to provide opportunities for students to develop their initial knowledge, knowledge obtained at school, and connect it with everyday knowledge. Students are given the opportunity to understand, interpret, differentiate, and look for connections between this knowledge.

Based on the results of data analysis, the research results show that the communication process during Face-to-Face Learning during the Covid-19 pandemic at SMAIT Al-Fityan School Gowa can be assessed as well established and included in the effective category, viewed from the aspect of communication between students and teachers and communication between students. Thus, if this is always well established, students will be more active during the face-to-face learning process which will influence student learning outcomes.

3.3 Student Responses

The purpose of student responses is students' responses or reactions obtained from their observations of Face-to-Face Learning during the Covid-19 pandemic. Each student has a varied response to the learning process. Teachers as facilitators who play an important role in the classroom must strive for a good impression in order to create a positive response from students toward learning.

Based on the results of data analysis, the research results show that students' responses to face-to-face learning during the Covid-19 pandemic at SMAIT Al-Fityan School Gowa can be assessed as very good and included in the very effective category, in terms of the response aspect which includes enthusiasm and attention as well as reactions. which includes satisfaction, curiosity, and pleasure. Since the implementation of Face-to-Face Learning (PTM), students feel more enthusiastic and more focused in paying attention to learning material compared to when undergoing online learning previously. This happens because most students feel very bored with the online learning model. Students also feel more satisfied and have more curiosity when undergoing face-to-face learning in class. In line with Yusuf (2017, h. 19) regarding curiosity in the learning process states that "Curiosity is the true capital for real learning". Thus, Face-to-Face Learning (PTM) received a very positive response from students even though it was still in the Covid-19 conditions which made it very possible to improve students' learning achievements.

3.4 Learning Activities

Learning activities are generally a series of activities carried out by students in their learning process. The activities carried out by students during the learning process have a big influence on student learning outcomes. Without activity, learning objectives will not be achieved optimally and the learning process will not run effectively. Based on the results of data analysis, the research results show that students' learning activities while undergoing face-to-face learning during the Covid-19 pandemic at SMAIT Al-Fityan School Gowa can be assessed as quite good and included in the effective category, in terms of physical and psychological activities. The results of this research are in line with this opinion Sumiati (2013, h. 2), states that learning activities are all activities carried out either physically or spiritually during the learning process. Learning activities are an indicator of students' desire to learn. The learning activities in question are activities that lead to the learning process, such as asking questions, submitting opinions, doing assignments, being able to answer teacher questions, and being able to collaborate with other students, as well as being responsible for the tasks given. Thus, the teacher as a guide and director in the classroom plays an important role in directing students to always be active in learning in order to obtain optimal learning results. Active learning is meant to be active in asking questions or expressing opinions, being responsible for carrying

out assignments and remembering the learning material that the teacher has explained during the learning process.

4 Conclusion

Based on the problem formulation and data analysis results that have been described regarding students' perceptions of Face-to-Face Learning during the Covid-19 pandemic at SMAIT Al-Fityan School Gowa, it can be concluded that the implementation of face-to-face Learning during the Covid pandemic -19 at SMAIT Al-Fityan School Gowa is in the "Very Effective" category. This can be proven by looking at the conditions at SMAIT Al-Fityan School Gowa, students' perceptions of Face-to-Face Learning during the Covid-19 pandemic have fulfilled the four indicators of effective learning according to Yusuf, namely: management of implementation learning, communication process, student response, and learning activities.

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