
The Adaptation from Online Learning to Face-to Face Learning during the Post of the Covid-19: The Case of One Senior High School in Batam

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Abstract

This research aimed to identify the process of adaptation from online learning to face-to-face learning in post-Covid-19 and describe the extent to which students and teachers can adapt from online learning to face-to-face in post-Covid-19. This research used the theory of habitus and environment by Pierre Bourdieu. It used qualitative with case study research. The research participants were the teachers, students, and curriculum assistant principals of SMAN 15 Batam. Data validity tests include credibility, transferability, dependability, and confirmability tests. Meanwhile, data analysis used the interactive analysis model Miles and Huberman (2002). The research results showed that the process of adapting online learning to face-to-face has stages of preparation, implementation, and learning. The level of achievement of teachers and students in adapting to learning can be seen from the learning methods used by teachers, attendance, and student tardiness.

Keywords

Adaptation, Covid-19-face-to-face learning, online learning

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Introduction

Online learning is a recommendation to study from home during the Covid-19 pandemic to make changes in the world of education that are all new, starting from learning media that use video conferencing or are limited to communicating messages via text (Collantes et al., 2022). Judging from the development of the decline in the Covid-19 outbreak in almost all regions of Indonesia in early 2022, the government again issued a policy regarding learning, namely being allowed to carry out 100 per cent face-to-face learning (*PTM*) for areas that have complied with the provisions (Mukminin et al., 2022; Yulianti & Mukminin, 2021).

Learning activities that were initially face-to-face were then forced to become online learning or distance learning which teachers or students at SMA Negeri 15 Batam were not ready even though they provided many conveniences to teachers and students. Therefore, these conveniences made teachers and students reluctant to return to face-to-face learning. This reluctance is a phenomenon that researchers observed directly with fellow teachers at SMA Negeri 15 Batam that teachers do not prepare the latest teaching materials and still use teaching materials during the online learning process, besides that there are also other phenomena in terms of timeliness to enter the class as the teacher's teaching schedule, where the teacher buys time go for it. Meanwhile, the phenomenon that occurred to students based on the observations of researchers as one of the teachers who taught at SMA Negeri 15 Batam, when researchers started the teaching and learning process, not all students brought books as a lesson to the class.

The transition from online to face-to-face learning requires educational actors, including teachers and students to adapt. From the online learning system, it changed to a limited face-to-face learning (*PTM*) system, now 100 percent face-to-face learning (*PTM*). For about 1.5 years, students studied at home and then returned to study at school. Students tended to show individualistic behavior, did not respond to the people around them, and were undisciplined and irresponsible. The behavior of students who lack attention and focus when learning online is involved in face-to-face learning. The same thing is felt by other teacher colleagues when dealing with students inside and outside the classroom. Online learning habits harm students' habits.

The difficulties in the transition process from online to face-to-face learning that is felt by schools are also influenced by the number of students in SMA Negeri 15 Batam. The more students at school, the increasingly difficult for the school to control the level of focus on student learning, which has to readjust to face-to-face learning after getting used to online learning during the Covid-19. With quite many students included in the category, the school must be able to consider and examine issues that could hinder the process of adapting students to the new policies issued in implementing face-to-face learning after undergoing the online learning process for quite a while (Velasco et al., 2022; Susanti et al., 2022).

According to Adawiyah et al. (2021), online learning policies make children addicted to playing with gadgets, bored, and lazy to study. It is undeniable that online learning can change students' attitudes and behavior. Learning at home during the Covid -19 made children sometimes less cooperative in completing assignments given by teachers at schools who were helped to work with parents. Changes in students' attitudes and behavior during online

learning will also change the meaning of learning in its process and objectives. Batam 15 Public High School had difficulty adapting to implementing online learning. However, now that things have returned to normal from Covid-19 and face-to-face learning. Schools are also finding it difficult to adapt back to face-to-face learning. Even though face-to-face learning is indeed an obligation for SMA Negeri 15 Batam because the school implements face-to-face learning, not online learning. However, SMA Negeri 15 Batam felt reluctant to return to implementing face-to-face learning.

Literature Review

Habitus and environment

The researcher used the theory of habitus and environment put forward by Pierre Bourdieu, a sociologist from France (Ritzer & Goodman, 2007). In general, habitus is a mental or cognitive structure used by individuals to relate to the social world. Individuals are equipped with a series of internalized schemes to interpret, appreciate and understand the social world (Ritzer & Goodman, 2007). Habitus can also be said to be a product of history, which was formed after humans were born and interacted with society in a definite space and time (Winoto, 2017).

Bourdieu divided the environment into two types. First, the battle environment aims to get resources and keys to get closer to power. Second, the environment forms structural bonds that can determine the status of individuals and groups in society. Individuals and groups that can win the battle are those who have all kinds of capital to deploy and use (Ritzer & Goodman, 2007). The environment is a network of relations between objective positions within it. The existence of these relations is separate from individual consciousness and will. It is a social arena in which individuals maneuver and struggle to win capital used to gain definite access (Sihotang, 2012). In addition, the environment is also a structured and unconscious relationship that regulates the positions of individuals and groups in a spontaneously formed society (Adib, 2012).

Online learning

Online learning uses an internet network with accessibility, connectivity, flexibility, and the ability to bring up various learning interactions. Zhang and Nunamaker (2003) stated that the internet and technology can change how knowledge is conveyed and can be an alternative to learning that is carried out in traditional classes. The online learning implementation requires supporting facilities, such as smartphones, laptops, or tablets, to access information anywhere and anytime (Sadikin & Hamidah, 2020). Coman (2020) revealed that online learning provides effective learning methods, such as practicing with related feedback, combining collaborative activities with independent learning, personalizing learning based on student needs, and using simulations and games. There are advantages and disadvantages of online learning. The advantages of online learning are that the material that has been taught can still be given back (Nengrum et al., 2021). However, online learning also

has disadvantages, such as ineffective students, not all parents of students having data/mobile phones, and ineffective material delivery.

Face to face learning

In face-to-face learning, the teacher's ability to teach is very decisive, for example, mastery of the concept of the subject matter and the environment where the initial learning is (Nurlatifah et al., 2021), so the learning activities are in the form of interaction processes between students, learning materials, teachers, and the environment that can be measured through Rusman's media, methods, strategies, and approaches (Nurlatifah et al., 2021).

Therefore, face-to-face learning is a set of planned actions based on learning principles in the form of interaction processes between students, learning materials, teachers, and the environment, so it is easier for teachers to evaluate students' attitudes. Face-to-face learning has characteristics that are place-based and social interaction (Istiningsih & Hasbullah, 2015). Face-to-face learning is usually carried out in classrooms in a synchronous communication model and there is an active interaction between fellow students, students and teachers, and other students. In face-to-face learning, the teacher will use various methods in the learning process to make the learning process active and attractive.

Methodology

This research used a qualitative with a case study approach. Moleong (2011) explained that qualitative research prioritizes the quality of research rather than the quantity. One type of qualitative research with a case study approach is carried out by looking closely at individual interpretations of experiences and understanding their meaning from the participant's perspective (Ezmir, 2013). The participants of this research were teachers, students, and the curriculum assistant principal at SMA Negeri 15 Batam. The research site was SMA Negeri 15 Batam. For the data obtained to be more valid, this research used data triangulation techniques, which include source triangulation, data collection technique triangulation, and time. To collect data, the researchers used observation, interviews, and documentation studies. In addition, the data analysis is used as what was explained by Miles and Huberman (2002).

Findings

The process of adapting online learning to face-to-face

The Covid-19 pandemic forced the government and related agencies to provide an alternative educational process for students to study at home to break the chain of the spread of Covid-19. The Minister of Education and Culture began to limit teaching and learning activities in schools, even issuing regulations to implement online distance learning using smartphones, laptops, or computers during a pandemic. Students and teachers will adapt to the online learning situation. School closures during the Covid-19 pandemic had negative impacts on students, such as learning achievement, decreased student abilities, lack of mastery

of technology, increased spending to buy internet quota, decreased socialization and communication between students, teachers' working hours became unlimited because the communication and coordination are more often with parents, other teachers, and school principals.

Through the change from online learning to face-to-face learning again, it is not easy for schools, students, and teachers to do, as happened at SMA Negeri 15 Batam. Since they have been doing online learning for about 1.5 years, online learning is considered to provide many conveniences for schools, students, and teachers. Of course, with these conditions, they must adapt to face-to-face learning again. However, the adaptation process does not always go as expected. As with the research results of researchers which show that there are several adaptation processes needed by schools, students, and teachers in facing face-to-face learning again after going through online learning, including:

Preparation

The first step taken by SMA Negeri 15 Batam in adapting to face-to-face learning set by the government after the Covid-19 pandemic was to make preparations. However, the researchers' findings showed a lack of preparation to implement face-to-face learning after the Covid-19 pandemic because policies always experienced sudden changes according to circumstances. SMA Negeri 15 Batam teachers who are used to online learning in conditions like this makes a lack of preparation in the learning process. Changes in the immediate learning structure require all teachers to participate in the face-to-face learning process. In face-to-face learning, the teacher must create a mechanism to make lesson plans and learning methods that suit the interests and conditions of students after they are used to participating in online learning and ensure the learning process runs smoothly.

Implementation

The second step taken by SMA Negeri 15 Batam in the adaptation process to face-to-face learning is to carry out face-to-face learning in stages according to the health protocol by dividing students into groups 50% group A and 50% group B. The groups take turns to come to school to attend face-to-face learning every day. When a group of students does not participate face-to-face on a definite day, they can still participate in online learning. As the Covid-19 cases decrease, SMA Negeri 15 Batam is allowed to carry out 100% face-to-face learning. However, SMA Negeri 15 Batam has not been able to fully carry out face-to-face learning due to the renovation of classroom construction, so it impacts the implementation of learning, which requires students to follow the online learning process. The learning implementation is scheduled by the curriculum assistant principal, where in the first week, all class X students study online, while the class XI students are face to face, and so on. This learning implementation is increasingly difficult for teachers and students to fully adapt to face-to-face learning because there are still students who take part in online learning.

Evaluation

The next step in the face-to-face learning adaptation process is to evaluate learning. Learning evaluation is a process to obtain data and information needed to improve the implementation of learning that is needed to maximize results. The research findings show that SMA Negeri 15 Batam is still in the processing stage to maximize face-to-face learning, as the learning methods used by teachers have not made improvements and still use the same learning model during online learning.

How far teachers and students adapt from online to face-to-face learning

The researchers' findings show that teachers and students have not been able to adapt to face-to-face learning well after the Covid-19 Pandemic. It can be seen from the teacher's unpreparedness in preparing the latest learning methods because they are still fixated on the learning methods used during online learning. In addition, teachers and students have not been able to adapt to face-to-face learning, as seen from the declining attendance of SMA Negeri 15 Batam students and also seen from students coming late due to students' habitual patterns during online learning which are more relaxed, so students cannot arrange sleep schedules properly.

Use of learning methods

A learning method is one of the tools to support educational goals achievement. It is also a component for teachers to master. The use of appropriate learning methods has contributed to the success of the learning process. Therefore, it is not suited for a teacher to only use one particular learning method, such as the lecture method. The lecture method is a way of conveying lessons through oral narrative or explanation to students. The lecture method is a traditional method because this method has long been used as a means of spoken communication between teachers and students in the learning process. Many teachers often use the lecture method during the learning process so that student participation becomes less visible. The use of the lecture method is one of the benchmarks that researchers found that SMA Negeri 15 Batam has not been able to adapt the face-to-face learning any more after the Covid-19 pandemic because, during online learning through Google Meet, the teacher also uses the lecture learning method in teaching.

Presence

The presence of students in the face-to-face learning process is a form of the failure of SMA Negeri 15 Batam in re-implementing face-to-face learning after the Covid-19 pandemic. The cause of student absence in the learning process according to the research findings was the learning process being boring and making them sleepy. It is because students are used to receiving online learning, which is considered fun learning. After all, students can be more relaxed in learning.

Lateness

Students participating in learning activities at school will not be separated from the various rules and regulations applied by the school. Every student is required to be able to follow the rules. SMAN 15 Batam is re-implementing the rules regarding face-to-face learning after the Covid-19 pandemic. With these rules, of course, teachers and students must be able to adapt to these circumstances. However, based on the research finding, SMAN 15 Batam students have not been able to participate in the face-to-face learning process properly. There were still students who came late to school. Students are often late for various reasons, including living far from school, transportation problems, and waking up late. These reasons are often given by students when they arrive late when the first class has started.

Discussions

From the development of the decline in the Covid-19 outbreak in almost all regions of Indonesia in early 2022, the government again issued a policy regarding learning, which allows carrying out 100 percent face-to-face learning (*PTM*) for areas that have complied with the provisions. SKB 4 is a new policy issued by the government to reopen schools as places for the learning process in almost all parts of Indonesia. SMA Negeri 15 Batam is one of the schools that fulfils the requirements of holding face-to-face learning (*PTM*). Additionally, online learning uses an internet network with accessibility, connectivity, flexibility, and the ability to bring up various learning interaction types. Zhang and Nunamaker (2003) showed that the use of the internet and technology can change the way knowledge is conveyed and can be an alternative to learning in traditional classes.

In face-to-face learning, the ability to teach by the teacher is very decisive, for example, mastery of the concept of the subject matter and the environment where the initial learning is (Nurlatifah et al., 2021) so that the learning activities are in the form of interaction processes between students, learning materials, teachers, and the environment that can be measured through Rusman's media, methods, strategies, and approaches (Nurlatifah et al., 2021). The transition process from online to face-to-face learning requires educational actors, including teachers and students at SMA Negeri 15 Batam. From online learning to a limited face-to-face learning (*PTM*) system. Now it has been 100 percent face-to-face learning (*PTM*). For about 1.5 years, students study at home and then return to study at school. Students show behavior that tends to be individualistic, less responsive to people around them, undisciplined, and irresponsible.

The discussion of adaptation from online learning to face-to-face learning after the Covid-19 pandemic at SMA Negeri 15 Batam is in line with the Habitus theory and the environment put forward by Pierre Bourdieu (Ritzer & Goodman, 2007). This theory is motivated by Bourdieu's concern that he sees a conflict between objectivism and subjectivism. In general, Habitus is a mental or cognitive structure used by individuals to relate to the social world. Individuals are equipped with internalized schemes that are used to interpret, appreciate and understand the social world (Ritzer & Goodman, 2007). Habitus can also be said to be a

product of history, which was formed after humans were born and interacted with society in a definite space and time (Winoto, 2017).

SMA Negeri 15 Batam experienced problems in the adaptation process with face-to-face learning again after the Covid-19 pandemic. It happened because SMA Negeri 15 Batam, in going through the adaptation process was based on the social and mental world of teachers or students who had not been able to accept the face-to-face learning process. After all, there were no supporting factors for students and teachers in the adaptation process, so students and teachers still felt reluctant to learn face-to-face again. Habitus is the internalization product of the structure of the embodied social world. Habitus between one individual and another individual will experience differences depending on the individual's position in social life they stay. In this case, individuals who occupy the same position in the social world will also tend to have the same habits. Habitus allows people to understand the social world and its structure cannot be imposed equally on all individuals (Ritzer & Goodman, 2007).

The process of adapting in SMA Negeri 15 Batam, especially for teachers and students in face-to-face learning, depends on the extent to which the school can provide confidence to teachers and students with various efforts that teachers and students can adapt to learn because of the process of adaptation to face-to-face learning again after the pandemic Covid-19 must be carried out in stages without having to be forced by the school. Capital in a person tends to coexist with existing habitus. In habitus, capital has become an integral part of individual struggles. Habitus always finds itself in the environment. Then the environment will use capital to become a crucial part of itself (Setiyono & Imelda, 2021). The process carried out by teachers at SMA Negeri 15 Batam in conducting face-to-face learning can vary. It is because habitus and environment are related to what is inside and outside the student's thinking. Student adaptation is influenced by the structure that encourages it, which is the position of students who indirectly have to carry out face-to-face learning again after the Covid-19 pandemic.

It is in line with Pujiyanto (2021) that the homeschooling model used in online learning of social subjects for class VIIIA at the even semester of SMP Negeri 30 Semarang provides changes and impacts related to adaptation of students' behavior, attitudes, and habits. The student behaviors were 1) students are not very obedient in time management, 2) students' enthusiasm, concentration, and attention are not very good, 3) students are more excited after following the homeschooling learning model and students respect the teacher more. Meanwhile, the impact felt by students is 1) students find it hard to understand the material because of the delivery in online learning, 2) students are not comfortable with some technical constraints from their learning environment, and 3) students feel tired, stressed, and quickly bored.

It is also in line with Ramadhan et al. (2022) that the changing learning process from online to offline learning by the school lies in changing students' attitudes and behavior, such as decreasing respect and obedience to rules. The offline learning during the new normal was carried out in classrooms with around 25 students. The impact felt by students on the change in the learning process from online to offline on learning achievement, students feel their achievement increases when offline learning is implemented because students find it easier to understand what the teacher explains, compared to previous online learning.

Conclusion

Based on the objectives of this research, the conclusion is that there are several adaptation processes from online learning to face-to-face learning after the Covid-19 pandemic at SMA Negeri 15 Batam, for example, has no preparation for implementing face-to-face learning, the implementation of face-to-face learning has not been optimal because students are divided into two group shifts to study at school, namely the morning shift and the afternoon shift, and the school has not evaluated face-to-face learning face-to-face to help the readiness of teachers and students to adapt to the face-to-face learning process. However, the school only evaluates in terms of development which is being renovated to support the smooth face-to-face learning process. The level of teachers' and students' achievement in adapting is different, for example, teachers' achievement in adapting to face-to-face learning in terms of the learning methods used. Some teachers still use the lecture learning method, and some teachers have been able to develop interactive learning models, such as differentiated learning models and learning models through games. Furthermore, the level of achievement of students adapting to face-to-face learning is from the categories of attendance and lateness of students coming to school.

Declaration of Conflicting Interests

The authors declared no potential conflicts of interest.

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