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IPS TEACHER RECEPTION ON THE IMPLEMENTATION OF FACE-TO-FACE LEARNING (PTM) DURING THE COVID-19 PANDEMIC**Syahrudin¹, Ridho Hayati², Bambang Subiyakto³, A. Munaya Rahman⁴, Mutiani⁵**¹Lambung Mangkurat Univerisity, Indonesia²Student of Mangkurat Univerisity, Indonesia³Lambung Mangkurat Univerisity, Indonesia⁴Lambung Mangkurat Univerisity, Indonesia⁵Lambung Mangkurat Univerisity, Indonesia

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April 2022**Keywords:**Reception; Face-to-
face Learning
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Face-to-face learning (PTM) during the pandemic does not provide comfort for students and social studies teachers in learning at school. Learning requires students and teachers to strictly carry out PROKES, from wearing masks to not being allowed to gather. In addition to students, teachers face the same problem when required to complete curriculum targets (emergency) with shorter study times. The aims of this study are to (1) describe the implementation of learning during a pandemic; (2) the constraints experienced during the implementation of PTM during the pandemic; (3) Implementation of PTM which is expected to overcome the obstacles faced during the pandemic. The subjects of this study were principals, teachers and students in the city of Banjarmasin as many as 37 people. Structured interviews were conducted via google form. Data were analyzed by following the Miles and Huberman models. This article concludes that the choice of learning methods with PTM in the midst of a pandemic, according to students the most important thing is that it is easier to accept lessons and more effective communication with fellow friends and teachers. Social studies teachers are easier to condition the class so that the material that has been prepared is easier to convey. The main obstacle for PTM is the shorter study time so that the curriculum targets are difficult to achieve. Second, the difficulty of communicating between students and teachers because they have to carry out strict PROKES both in the use of masks and prohibition of gathering. This study recommends a more comprehensive investigation of the implementation of PTM in order to find the right formulation for the implementation of PTM to run effectively.

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PRELIMINARY

Face-to-face learning (PTM) during the pandemic does not provide comfort for students and social studies teachers during learning at school. The implementation of learning requires students and teachers to carry out PROKES strictly, from wearing masks to not being allowed to gather. Not only students, teachers also face the same problem when they are required to complete the curriculum target (emergency) with a shorter study time. The implementation of PTM in Banjarmasin City is carried out with the condition that only 50% of students are allowed to attend; study time is limited to three hours; sick students are prohibited from going to school (Kompas.com., 2021). The problem of short study time is a complaint of social studies teachers, because it is related to the issue of curriculum targets, the Banjarmasin City Education Office overcomes it by increasing study time and carrying out a *shifting* (Banjarmasinpost.co.id, 2021). The implementation of PTM is not only a solution to the problems of online learning so far, but the transition to the implementation of PTM still leaves a number of problems and obstacles that need to be formulated so that learning is more effective.

The implementation of PTM in schools in mid-2021 throughout Indonesia, including in the city of Banjarmasin, requires various steps to run effectively. Several steps were taken by schools, such as (a) Vaccination for educators and education personnel; (b) Improving the immunity of students, educators and education staff; (c) Prepare facilities and infrastructure in accordance with health protocols; (d) changes in arrival and departure times (Pattanang, E., Limbong, M., & Tambunan, W., 2021; Amiruddin, A. 2021; Adawiyah, R., Isnaini, NF, Hasanah, U., & Faridah, NR, 2021). The implementation of PTM also needs to prepare teachers to be able to compile appropriate materials and types of evaluation (assessment) according to the Emergency Curriculum during the pandemic (Andini, NA, Dewi, SEK, & Supangat, S., 2021), because the curriculum target is no longer the main thing. What is more important in social studies learning during a pandemic is how smarter students live in the midst of a pandemic, namely understanding what they must do for themselves, others and their social environment. Pursuing curriculum targets by social studies teachers when learning time at school is reduced is an unwise act. What's more when communication between students and teachers is limited because they have to carry out strict PROKES during learning.

So far, studies on teacher and student receptions related to learning during the pandemic, tend to look at the effectiveness of online learning during the pandemic. This is as shown by Kaltsum, LU (2021) that student receptions related to online learning have opened their horizons for them that online learning is only a tool to facilitate learning. This is similar to the research by Ardinengtyas, A., & Himawan, AN, (2021) that the use of platforms such as Moodle-E-Learning can increase students' interest in learning. The two trends shown above can be interpreted that the study of student and teacher receptions regarding learning during the pandemic only refers to online learning while during the pandemic learning is not only done online but also offline or offline through face-to-face learning (PTM).

This paper is based on the reason that the implementation of PTM is not only an answer to the problems of online learning that has occurred so far, but also tries to analyze the difficulties encountered during the implementation of PTM, both related to running PROKES strictly during learning, to limitations in communicating. The purpose of this paper is to complement the shortcomings of previous studies which have dominantly examined online learning, both in terms of strategies and learning methods as well as facilities and infrastructure. In particular, this paper shows that the implementation of PTM is not only the answer to the problem of online learning so far, but also wants to see the transition factors from online to offline learning. In line with that, three questions are answered in this paper: (1) Describe the conditions of the implementation of learning during the pandemic; (2) the constraints experienced during the implementation of PTM during the pandemic; (3) Implementation of PTM which is expected to overcome the obstacles faced during the pandemic. The answers to these three questions allow for a deeper understanding of the implementation of PTM for social studies teachers in the city of Banjarmasin.

RESEARCH METHOD

This research is qualitative in nature which relies on primary and secondary data. Primary data obtained from the results of structured interviews with the *google form*. The choice *google form* as an "instrument" was due to the pandemic period so it was not possible to carry out direct interviews. While secondary data in the form of supporting data obtained from books and journals as well as online media. The data needed for this research is in the form of the reasons for choosing the 'method' of learning during the pandemic. Second, is the identification of obstacles in the implementation of PTM, both experienced by the principal, social studies teachers and students. Then the last data is in the form of identifying the construction of the subject's expectations for the implementation of PTM during the pandemic.

This research was conducted in the city of Banjarmasin with a research period from September to December 2021 involving three parties in data collection: (a) 5 respondents consisting of principals at the junior high school level; (b) 9 social studies teachers as PTM implementers; (c) there are 23 junior high school students in Banjarmasin City. These three parties were involved in collecting data to get an overview of the reception or acceptance of teachers for the implementation of PTM during the pandemic.

The research process lasted three months, starting with a *desk review* and interviews via *google form*. Before the research was conducted, various secondary materials, including online news, were collected to see a general picture of the implementation of PTM in Banjarmasin City. Interviews were conducted via *google form* in three categories of respondents for comparison purposes. Interviews via *google form* were conducted with prior approval.

Data analysis was carried out in two forms. First, data processing follows the stages of Miles and Huberman (1992). These stages start from reducing interview data, presenting data through grouping *google form* based on research subjects, namely school principals, social studies teachers and students. Verify data for the inference process. Second, the analysis used follows an interpretation technique starting from *restatement* of the data found from the *google form*, followed by *description* to find patterns or trends in the data and ending with interpretation to reveal the meaning of the data collected.

RESEARCH RESULTS AND DISCUSSION

A. Learning Conditions during a Pandemic

This study begins by describing learning conditions during a pandemic. The description of the condition in question is through identification of the choice of learning "method" along with the reasons for choosing a learning method during a pandemic. Based on the data, from 37 respondents (principals, teachers, students) who were interviewed, there were four students (5%) who chose to continue learning online, while 19 students (95%) chose offline. Among the reasons for choosing online learning as stated by RS3, namely, "more free time to do assignments; more regular meal times; I'm an introvert, it's hard to learn when I hang out with people, especially those who don't have an interest in learning." This study not only describes the implementation of PTM, but also finds answers to problems in online learning so far. The obstacle for students in online learning is that generally students do not understand the teacher's explanation. In addition, there are many tasks that are neglected.

The choice of principals and teachers regarding the choice of learning methods during the pandemic illustrates that 100% of respondents chose offline/PTM learning methods during the pandemic during the research period (September-November 2021). Among the reasons for the election were: First, because of the Banjarmasin city government regulation regarding the PTM recommendation; second, the ease of conditioning the class so that the subject matter is more easily accepted by students; the third has obtained permission from the student's parents; Some other interesting things are that PTM is needed because (a) students are social beings, so they need to socialize (b) the fact that students drop out of school during online learning.

The policy for implementing PTM is generally because it has received approval from parents which is then supported by central and regional government regulations related to learning during the pandemic (Joint Decree of the Minister of Religion, Minister of Health, Minister of Home Affairs and Minister of Education and Culture No. 03/KB/ 2021, No. 384 of 2021, No. HK.01.08/MENKES/4242/2021, No. 440-717 of 2021). These two things encourage the implementation of PTM, because it has received support from both parents and the government.

During online learning, there has been an increase in dropouts caused by various things, including students not having the facilities and infrastructure to take part in online learning (Syaharuddin et al., 2021). In this context, the implementation of PTM is very appropriate when the facts show that there are dropouts (DO) among students during online learning. The following presents the reasons why social studies teachers choose the "method" of learning with PTM as shown in Table 1 below:

Table 1 Reasons Teachers Choose PTM during the Pandemic

Respondent Code	Transcript of interviews	Interpretation
RG1	Easy to coordinate and condition students in learning.	students
RG2	Can interact directly so that it is easier to convey material	Easy to convey
RG3, RG4, RG6	material It is easier to explain material that children have not understood and easier to collect the tasks given; It is easier to provide an assessment of attitudes and skills because the teacher immediately sees.	<ul style="list-style-type: none"> - It's easier to give explanations. - Easy to collect assignments - Easier to assess RG5 attitudes and skills
.	Because it's been more than 1 year of online learning. The government has given the green light for limited face-to-face learning. Children are also getting bored of online learning, plus there are time constraints for	<ul style="list-style-type: none"> - Students are getting bored of online learning because it's monotonous.

	online learning such as children who don't have cellphones.	- Students don't all have
RG7	. More effective and interspersed with online learning so that learning is more innovative	Offline learning is more effective but innovation
RG8	According to a circular from the Education Office for direct learning divided into two shifts per class.	regulation, the
RG9	implementation of offline learning is carried out with a circular letter from the Education Office. Limited face-to-face learning (PTM) in schools is carried out in stages through two shifts per class each day.	Due to regulation

Source: Data processed (2021)

Based on Table 1, it can be explained that the majority of social studies teacher respondents stated that PTM was implemented because (a) it was easier to provide explanations; (b) Easy to collect assignments; (c) It is easier to assess students' attitudes and skills. The other interesting reasons are (a) Students are getting bored of online learning because it is monotonous; (b) Not all students have a smartphone; (c) due to government regulations regarding PTM.

The fact in online learning so far is that the teacher has difficulty explaining the material due to various obstacles in online learning which is usually done through zoom meetings, google classroom, or social media (WA). Even though this is actually a new thing, if the teacher is less competent and professional in its use, what will arise later is boredom which reduces learning motivation (Robandi & Mudjiran, 2020). The interesting thing is that PTM is needed because of limited facilities and infrastructure, both in terms of ownership of devices (HP), quotas and signals (Syaharuddin et al., 2021). The following is the reason why students choose the "method" of learning PTM during a pandemic as shown in Table 2: below:

Table 2 Reasons for Students Choosing PTM during a Pandemic

Respondent Code	Transcript of interviews	Interpretation
RS1, RS2, RS4, RS9, RS12, R15, RS17	To make it easier to absorb learning provided by the teacher	subject matter
RS7	Because learning is easier to understand, tasks are lighter, pocket money flows, reduces use of gadgets, can meet friends, and so on.	- Lessons are easier to understand - Tasks are lighter - Meet with friends
RS8, RS10	Because lessons are easier to understand, earn pocket money, and can meet friends.	- The material is easier to understand - Earn pocket money - Meet with friends

Respondent Code	Transcript of interviews	Interpretation
RS11	By studying offline it is easier for me to understand the lesson and communicate more directly with the teacher, whereas with online learning it is more difficult for me to understand the lesson because it is not explained directly, but it is easier to understand accessing lessons outside of textbooks via the internet	<ul style="list-style-type: none"> - The material is easier to understand - Easy to communicate with teachers
RS14	By studying offline it is easier for me to understand lessons and communicate more, ask directly with the teacher if there are lessons that I don't understand, while studying online is more difficult for me to understand the lesson because it is not explained directly, but it is easier to access lessons outside of textbooks via the internet	<ul style="list-style-type: none"> - The material is easier to understand - More communication
RS16, RS20	Because with offline learning, I can more easily understand the material explained directly by the teacher u. And also to enjoy the junior high school period that I never felt during the pandemic	<ul style="list-style-type: none"> - The material is easier to understand - Want to feel the junior high school days at
RS18	Because offline lessons are more understandable than online lessons	The materials are easier to understand
RS19, RS21	It's easier and clearer when the teacher explain And if we don't understand Can ask the teacher	<ul style="list-style-type: none"> - The material is easier to understand - It's easier to ask
RS22	because the tasks are clearer and more organized	Tasks are more organized
RS23	I feel more comfortable and can focus	Learning more focused

Source: Processed data (2021)

Based on data in Table 2, it can be interpreted that the reasons for the dominant students are: (a) easy to accept the material; (b) it is easy to communicate with friends and teachers during the learning process. The implementation of PTM is expected to be a solution for students who have been a problem in online learning, namely the lack of communication between friends and teachers, thereby reducing meaning in learning. Instead, what appears is boredom due to monotonous teacher learning, piling tasks and uncertain learning times (Rahmasari et al., 2020).

B. Obstacles to the Implementation of PTM during the Pandemic The

implementation of PTM seems to leave several obstacles that require joint thought in order to minimize the problems found. The obstacles experienced by the Principal are: (a) Learning is not comfortable because of carrying out PROKES (wearing a mask and keeping a distance while studying); (b) there are students who have not vaccinated; (c) Study time problems. Other important problems, namely (a) Curriculum targets are not achieved; and (b) some parents have not allowed their children to join PTM.

One of the main problems in PTM is the problem of learning time with a *shift* and short time. The *shift* certainly adds to the burden on teachers while the short time has an impact on curriculum targets that are difficult to achieve. However, the latter can be overcome through portfolio-based assessments such as web-based portfolios (Hanifah & Hamid, 2021) which are still rarely done by social studies teachers due to habitual factors. The constraints on PTM according to teachers are as shown in Table 3 below:

Table 3 Teacher Obstacles in Implementing PTM during a Pandemic

Respondent Code	Transcript of interviews	Interpretation
RG1	Easily tired because of wearing masks	Learning is not comfortable because PROKES (wearing masks while studying)
RG3	Limiting the number of students who present. Learning is carried out in two shifts. Limited learning hours	Reduction of learning time
RG4	The number of face-to-face hours is less because PTM is still limited	Reduction of learning time
RG5	Offline for now there are no problems, only the problem of dividing teaching hours which is still lacking because students still have to take turns because of the purpose of the health protocol	Reduction of learning time
RG6	The break time is too long.	Rest is too long
RG8, RG7	There is not enough time so that learning is not optimal and the delivery of material is not achieved.	Shorter time
RG9	For offline learning using face-to-face learning is limited with limitations in delivering material so that learning outcomes are less than optimal in learning.	- Shorter time - Curriculum target not achieved

Source: Processed data (2021)

Based on Table 3, the main problem in PTM according to teacher respondents is shorter time so that learning objectives are not achieved. Reducing time during the pandemic actually

aims to reduce the long gathering time between students and teachers to avoid the spread of Covid-19. Another problem, according to teacher respondents, is that students seem to get tired easily because PROKES is strict, such as being required to wear masks while at school, besides being prohibited from gathering and eating snacks, but schools require to bring supplies which sometimes not all students are used to. The following is a picture experienced by students during the implementation of PTM as shown in Table 4: below:

Table 4 Constraints of Students in Implementing PTM during a Pandemic

Respondent Code	Transcript of	Interpretation
RS1	In my opinion there are no obstacles during offline learning, but now it is rather difficult because it is not like before , because now there is a social distancing system and it is a little difficult to communicate with friends	Difficulty communicating with friends because PROKES
RS7	The canteen and cooperative have not been opened and I hope that they will be opened as soon as possible, because sometimes I don't have breakfast which makes me less focused in learning	Not focused on studying because you are hungry
RS9	Sometimes when you come in the afternoon there is no one to pick you up and pick	
RS10	Constraints in transportation are often told to walk, because school regulations are not allowed to bring motorbikes and gadgets.	Go to school by foot
RS18	Because you have to keep your distance from friends and use health protocols.	- Difficult to interact with friends - PROKES
RS21	Don't remember doing assignments because there are too many assignments from other subjects	Too many assignments
RS23	If you are offline, you can actually understand better but the discomfort is that the class is sometimes noisy and hot.	Class conditions are not conducive (scramble and heat)

Source: Data processed (2021)

Based on Table 4, most of the student respondents stated that the main obstacle in PTM was the difficulty in communicating with fellow friends during learning. Communication in learning is very important to form a meaningful student learning experience. PTM during the pandemic is less comfortable for students in learning because they have to carry out strict PROKES. Meanwhile, to produce a meaningful learning experience for students is how teachers build good communication with students as well as communication between students and students with learning resources (Dharma & Siregar, 2015).

C. Expectations and Suggestions for the Implementation of PTM during

A Pandemic constraints faced by school principals, teachers and students during the implementation of PTM for Junior High Schools (SMP) in Banjarmasin City, then respondents provided suggestions and important expectations identified to be used as a reference for improving the quality of PTM implementation. The Principal suggested the following: (a) additional study time; and (b) increasing student activities through extra-curricular activities. This is quite important, namely the addition of incentives for teachers because of the additional time to teach lessons at school due to the *shift*.

The addition of study time is very possible because the principal requires social studies teachers and other teachers to complete the curriculum. Whereas in the Emergency Curriculum, it is not completing the important material but how students can learn contextually, namely introducing several things related to current conditions, namely the Covid-19 pandemic. Moreover, in social studies subjects, empathy is taught (Nurfidia, 2017). So the principal needs to urge teachers so that all learning materials are directed so that students understand the current situation so that students are more "smart". Smart, which is meant in this case, is that students have the ability to adapt, such as carrying out PROKES and *new normal life*, both using masks, washing hands, not borrowing school equipment from each other, bringing their own food utensils, and various other provisions. Furthermore, the suggestions and expectations of social studies teachers for the implementation of PTM are as shown in Table 5 below.

Table 5. Suggestions and Expectations of the Best Learning Teachers in the Midst of the Covid-19 Pandemic

Respondent Codes	Transcript of interviews	Interpretation
RG1, RG7	The portion of time studying at school should not be too long; In order to make time more efficient so that the material is evenly distributed to study	Study time is shortened and more efficient
RG2, RG3	should still carry out face-to-face learning during Prokes, and vaccinations must be carried out with a record of vaccines that are able to prevent Covid	Carrying out Prokes during PTM
RG4	Learning as before but still with proces. Because the curriculum achievements are not on target.	The curriculum has not reached the

Respondent Codes	Transcript of interviews	Interpretation
RG5	For those who are still unable to learn offline, my advice for online learning is that teachers can be more creative in choosing online learning facilities, such as using interesting applications for students such as "Jamboard Atw" by using learning applications from other governments.	In order for teachers to be more creative in developing
RG6	, I think it is better to mix offline and online so that students and teachers also have enough time to rest, because the current situation has not recovered like before covid, teachers and students are required to wear masks, it's actually a bit disturbing for students. I personally when explaining a lot of carbon dioxide that comes out while it is inhaled again. He added that the extra lessons now are too busy, especially in a full day of class. Moreover, the canteen is not allowed to open, students and teachers sometimes do not have breakfast and lunch.	<ul style="list-style-type: none"> - <i>Blended learning</i> - PROKES (wearing a mask) is quite disturbing during lectures. Busy - lesson hours. - Unavailability of a canteen where to rest/drink
RG9	Offline learning with limited face-to-face meetings is still carried out with due observance of health protocols. Even though learning is already taking place, online learning is also needed. One of the learning models used is Blended Learning.	Application of blended learning

Source: Processed data (2021)

Based on Table 5, the majority of social studies teacher respondents stated that (a) To make learning time more effective; (b) running Prokes during PTM; and (c) application of blended learning. Another statement that supports each other is that teachers are more creative in developing learning media so that learning is more fun.

Among the learning solutions during the pandemic, according to some experts, is through *blended learning*, which is a way in the teaching and learning process that combines, combines and integrates face-to-face learning systems with digital systems (Graham, 2005; Syaharuddin, 2020). The learning model is considered to have the potential to overcome student boredom in online learning and limitations during PTM. Furthermore, the suggestions/expectations of students regarding the implementation of PTM will be described as shown in Table 6 below:

Table 6 Suggestions and Expectations of Students for the Best Learning in the Middle of the Covid-19 Pandemic

Respondent Codes	Transcripts of interview results	Interpretation
RS2, RS4, RS6, RS12, RS15, RS 16 , RS17, RS19	Continue to carry out health protocols during learning, such as wearing masks, maintaining distance and washing hands	Running PROKES during PTM
RS5	Better at home because it's safer	Studying at home is safer than Covid-19
RS7	My advice is that canteens and cooperatives open as soon as possible, If the canteen is opened, I hope that the first and second lessons will be given a break of about 10 to 15 minutes to maintain and increase immunity and focus on learning. Then maintain the cleanliness and health of the surrounding environment in order to reduce the spread of Covid-19 and we can go to school again.	- Opening the school canteen - Maintain the cleanliness of the school
RS8	My suggestion is that the teacher should not give too many assignments in a day, and the teacher should not give a lot of assignment material.	Reducing assignments and materials for
RS10	Teachers provide explanations/materials when giving assignments, don't give too many assignments in one day, students do the assignments given.	Too many
tasks RS14, RS21	Continue to adhere to health protocols properly, such as washing hands, maintaining distance, wearing masks, vaccinating, checking body temperature, maintaining health, and others. With so little by little Covid 19 cases will decrease, so that we can carry out normal learning as before	- Running PROKES during PTM
RS22	for a better learning method offline but still having to obey PROKES like a crowd at school	Running PROKES during PTM

Source: Data processed (2021)

Based on Table 6, regarding the best learning suggestions during Covid-19, it can be explained that in general the majority of respondents (students) suggest that in the implementation of PTM continue to run PROKES. However, a small number suggested that teachers reduce their materials and assignments and open a school canteen. Carrying out strict processes by using masks correctly, always washing hands, maintaining distance are among the solutions to the spread of the Covid-19 virus (Astuti *et al.*, 2021). Although in practice, some students feel uncomfortable running PROKES because of habitual factors. Another interesting thing according to students regarding the implementation of PTM is that they hope that social studies teachers do not give too many assignments, which during online learning

has given a bad impression. Most teachers only give assignments without any explanation of the material so that students do not understand the material (Qori, 2020).

CONCLUSION

This study concludes that the choice of "method" (way) of learning with face-to-face learning (PTM) or offline in the midst of a pandemic, the most important thing according to students is that it is easier to accept lessons and communicate more effectively with fellow friends and teachers. Meanwhile, according to the teacher, it is easier to condition the class so that the material that has been prepared is easier to convey and the learning objectives can be achieved. The main obstacle for PTM is the shorter study time so that the curriculum targets are difficult to achieve. Second, the difficulty of communicating between students and teachers because they have to carry out strict PROKES both in the use of masks and prohibition of gathering. Third, there are still students who have not been vaccinated so they are susceptible to viruses.

The implementation of PTM is an expectation by all parties (principals, teachers, students) which is driven by factors, such as the ease of receiving lessons in addition to the ease of communicating directly in class both with fellow friends and with teachers. However, the strict application of PROKES during the learning process has made it difficult for students and social studies teachers to communicate, thereby reducing the effectiveness of learning.

This study recommends further and comprehensive research on the implementation of PTM. It is hoped that further research can find a more effective formulation for implementing PTM in the midst of a pandemic so that learning objectives can be achieved.

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