
DIFFERENCES IN THE LEARNING OUTCOMES IN THE TRANSITION OF ONLINE TO OFFLINE DURING COVID-19

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Abstract

In the midst of a pandemic like now, many aspects of life are experiencing drastic changes, including the education sector. These changes have various implications and often cause implementation problems if they cannot be rebalanced. Changes in student personality are very different from face-to-face learning before the pandemic. This study aims to determine student learning outcomes during the online learning process, to determine student learning outcomes during the process of learning offline, and to find out the difference in results study students from online learning to offline. The type of research used is descriptive qualitative with a case study model. The data were collected through observation, interviews, and documentation. The data analysis technique uses engineering analysis data, which Miles and Huberman model is used. It consists of three stages, namely reduction data, presentation data, and withdrawal conclusion. According to the result of this research, it can be concluded that students' grades were decreasing during online learning. Students' grades were increasing during offline learning. There was a significant difference in students' grade outcomes between online and offline learning. Therefore, the Implication of this research is the learning condition can affect student outcomes. This research can be evaluated for teachers who are teaching both online and offline conditions.

Keywords: Student learning outcomes, the transition process, teaching model

Abstrak

Di tengah pandemi seperti sekarang, banyak aspek kehidupan yang mengalami perubahan drastis, termasuk di bidang pendidikan. Perubahan-perubahan ini mempunyai implikasi yang beragam dan seringkali menimbulkan masalah dalam implementasi jika tidak dapat diseimbangkan kembali. Perubahan kepribadian siswa sangat berbeda dengan pembelajaran tatap muka sebelum pandemi. Penelitian ini bertujuan untuk mengetahui hasil belajar siswa pada saat proses pembelajaran daring, mengetahui hasil belajar siswa pada saat proses pembelajaran luring, dan mengetahui perbedaan hasil belajar siswa dari pembelajaran daring dengan luring. Jenis penelitian yang digunakan adalah deskriptif kualitatif dengan model studi kasus. Pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Teknik analisis data menggunakan teknik analisis data yang menggunakan model Miles dan Huberman. Terdiri dari tiga tahapan yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Berdasarkan hasil penelitian dapat disimpulkan bahwa nilai siswa mengalami penurunan selama pembelajaran daring. Nilai siswa meningkat selama pembelajaran luring. Terdapat perbedaan hasil nilai siswa yang signifikan antara pembelajaran daring dan luring. Oleh karena itu, implikasi penelitian ini adalah kondisi pembelajaran dapat mempengaruhi hasil belajar siswa. Penelitian ini dapat dievaluasi bagi guru yang mengajar baik kondisi daring maupun luring.

Kata Kunci: Hasil belajar siswa, proses peralihan, model pembelajaran

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Introduction

In the midst of a pandemic like now, many aspects of life are experiencing drastic changes, including the education sector. The current situation is a big challenge for the government in dealing with various problems that arise in the education system which is in chaos due to the pandemic. But now, the education system has reached a transition period from an online learning system to offline learning. This is because according to the government, the spread of Covid-19 has subsided so that it is possible to carry out the learning process offline or face to face.

These changes have various implications and often cause implementation problems if they cannot be rebalanced. This is because there are significant differences in the implementation of the system learning in a manner *online* (remote) with learning offline (face to face) experienced by students, teachers, and parents of students. After switching from online to offline learning, teachers noticed many changes in their students. One of them is heterogeneous, showing the success of teaching in an online learning system that tends to provide and maintain knowledge only to students without teacher supervision. Parental control over their children to instill character values that must be taught at school (Sari, 2020). Even in the online era, for various reasons, this new normal era increases student activity during offline learning. Learning starts to advance in era *new normal* expected to improve the quality of learning outcomes student (Febriani et al., 2021).

Changes in student personality are very different from face-to-face learning before the pandemic. The introduction of online learning makes it difficult for teachers to directly observe students' emotions, motor skills, or performance, which cannot be achieved through educational endeavors. In classroom learning after online learning, teachers and schools must be able to try to move again to change the learning system offline in order to achieve educational goals (Hardiansyah et al., 2021).

Real evidence of the impact of technological developments in the world of education is the presence of online learning. This highlights the teacher's role in capturing students' attention and motivation. The teacher tries to communicate information as a whole during the learning process, building interactions through the media rather than meeting face to face. In the context of distance learning, the media is a means of providing information in the form of teaching materials that are adapted to the characteristics and needs of students so that they can lead to activity and independence in learning (Huda, Mulyono, Rosyida and Wardono, 2019). Teachers also need accuracy in developing media to support distance learning so they don't experience difficulties in adjusting the way learning media is used (Qotimah, 2022).

Depending on the learning method used, an effective level of learning support is expected. Eggen and Kauchak cited by (Mattoaliang, 2015) suggested that the effectiveness of the learning process can be measured from the level of student involvement in organizing and absorbing information. In particular, the more actively students participate in learning activities, the more successful and effective the learning process will be. Education and leadership must always go hand in hand to achieve the ideals of the nation. Education is the most important key in shaping the character of the nation's next generation that maintains the integrity of the nation. Therefore, education and the role of teachers need to be improved in order to support the smooth learning of positive, personality and achievement (Sabela et al., 2022).

According to the research conducted by (Katleyana et al., 2023) it was stated that everyone who participated felt differently about the switch to offline learning. In the end, some people perceived the change negatively while others did not. Due to the various challenges, they encountered in both online and offline learning, participants had varying opinions of the learning transition. While research conducted by (Kamalia et al., 2022) stated that there is no

significant difference in the average student learning outcomes between online and offline learning. Students' online learning has a higher average learning outcome than offline learning. Therefore, learning activities are more flexible during the pandemic and can be done online or offline. On the other hands, research conducted by (Firman et al., 2023) stated that students are more excited and motivated to learn when face-to-face instruction is implemented. Furthermore, research conducted by (Stoian et al., 2022) stated that The results indicate the targeted students' several preferences, such as teachers' support with electronic educational resources, the use of online educational platforms to access resources and take tests, the easier and individualized communication with teachers, as well as peer connectivity in common projects. Therefore, the novelty of this research is based on previous research, their were differences between the current research and previous research, which are, the subject of current research are students who are studying math, while from the research conducted by (Katleyana et al., 2023) the subject were EFL students. Then the level of school in current research is Elementary School, while on the research conducted by (Firman et al., 2023) is conducted at Senior High School.

In this phenomenon, the researcher notes the fact that implementing online learning reduces student learning outcomes on mathematic subject . This condition allows researchers to find out why more students achieve scores above the KKM (Minimum Completeness Criteria) compared to students who study offline or face to face. Based on the description above, the researcher is interested in studying these problems and outlined them in a thesis entitled "Differences in Learning Outcomes of Class V Students Against the Transition of Online Learning Processes to Offline During the Covid-19 Pandemic at SDN PGS 01".

This study aims to determine student learning outcomes during the online learning process, to determine student learning outcomes during process learning *offline*, and to find out the difference in results Study students from online learning to offline. The urgency of this research is conducted in accordance with current developments and the current needs of the world of education, because currently there are still several schools that still used both online and offline learning.

Results Study is a skill obtained student after completing the study exercise. Changes experienced by students in terms of aspect cognitive, affective, and psychomotor. Measurable behavior changes let students and teachers know when a student has passed (Tampubolon et al., 2021). According to Firmansyah quoted by (Syachtiyani & Trisnawati, 2021) state that results Study is the final result achieved by a student after completing the learning process and serves as a measure of how successful the student is in understanding the material presented. Changes that occur in individuals both attitudes and skills are also called learning outcomes.

Furthermore, individual learning outcomes can come not only from oneself, but also from the environment and the experiences of others (Hilmiatussadiyah, 2020). According to Baharuddin and Esa Nur Wahyuni quoted by (Nabillah & Abadi, 2020), that the factors that influence learning outcomes are physiological, psychological, social environment, non-social environment. Then another opinion expressed by Slameto in the journal (Hotimah, 2019) mentions several factors, namely health, interests, talents, motivation, family, school environment and community.

Improving students' learning achievements and critical thinking skills can be achieved by adopting a learning model that encourages active student engagement in the learning process (Ayuningsih *et al.*, 2019). Therefore, a teacher should strive to enhance students' learning achievements by employing various teaching methods that allow them to develop critical

thinking skills and overcome challenges in an enjoyable learning environment (Yuliati & Lestari, 2019).

The transition of the learning process in education from offline learning (face to face) to online learning or what is known as distance learning is a situation where learning partners need to create distance and interaction between the two. The goal is that students can carry out learning activities independently, and teachers use various media to create ideal interactions between educators and students. Online education during the new normal era amid the Covid-19 pandemic has significant implications for students and all elements within the school, including the role of parents in supporting the learning process (Amelia & Sakina, 2022). This needs to be facilitated by designing learning materials (Qotimah, 2022). There is a need to improve online and offline processes, practices, and impacts in the implementation of learning to achieve the overall educational goals of students (Hardiansyah et al., 2021).

Online learning or distance learning is an implementation process that takes place at home and is supported by the use of media such as gadgets. Online learning like this presents various challenges for education stakeholders, including teachers, students, and parents. One of the challenges they face is how to adapt to online learning due to the lack of preparedness in both technical and non-technical aspects (Prigantini & Abdullah, 2022). Online learning is carried out due to the Covid-19 pandemic. Covid-19 or coronavirus disease-2019 is a newly discovered human infectious disease that has not been previously identified. The trigger is usually an acute respiratory illness such as cough, fever, and chest tightness (Susanto, 2017).

Research Methods

The type of research used is descriptive qualitative with a case study model. According to Bogdan and Taylor as quoted by (Moleong, 2001) that research descriptive is research procedures generate data in the form of words written or oral of people and behavior observed. The questions of this research are how to determine students learning outcomes during the offline learning process, and how to find out the difference in results of students' outcomes from online learning to offline learning. The research location is at Pasir Gunung Selatan 01 Public Elementary School, while the implementation time is 7 months. The target of this research is all people related to education. The research subjects were VB class teachers as Mathematics teachers, VB class students, and several parents of students. In this study, researchers are directly involved in the situation or field being studied. They describe and understand the existing reality by decrypting and constructing information from reliable sources. With this approach, it is hoped data which obtained can more complete and optimal (Sugiyono, 2008).

The research instruments used consisted of observation, interviews, and documentation. Observations were carried out to collect information about all aspects of the research object, including the organizational structure, facilities and infrastructure available in the library that support student learning outcomes (Setiawan, 2018). The interview method used is semi-structured interviews, in which the researcher prepares a list of questions to be asked to the interviewees. However, the order of questions can be flexibly adjusted according to the flow of conversation that develops during the interview (Fadhallah, 2020). Documentation is the process of collecting data from various print media results, such as transcripts, books, journals, agendas, and so on related to research problems (Arikunto, 2013).

In engineering analysis data, the Miles and Huberman model is used which consists of three stages, namely reduction data, presentation data, and withdrawal conclusion. At the data reduction stage, the collected data will be reduced or simplified to get the gist of the relevant information. Furthermore, at the data presentation stage, the results of data reduction will be

organized and presented in a form that is easier to understand and present. Finally, at the conclusion drawing stage, from the data that has been presented, the researcher will draw relevant and significant conclusions to answer the research question or the purpose of the research (Hadi et al., 2021).

In this study, what is used to test the validity of the data is the credibility test (trust)(Sugiyono, 2014). In the research flow there are several things that are done to obtain data. The stages of the research are field observation, literature review, determining research focus, making research instruments, data collection, validity testing, drawing conclusions, and preparing research reports.

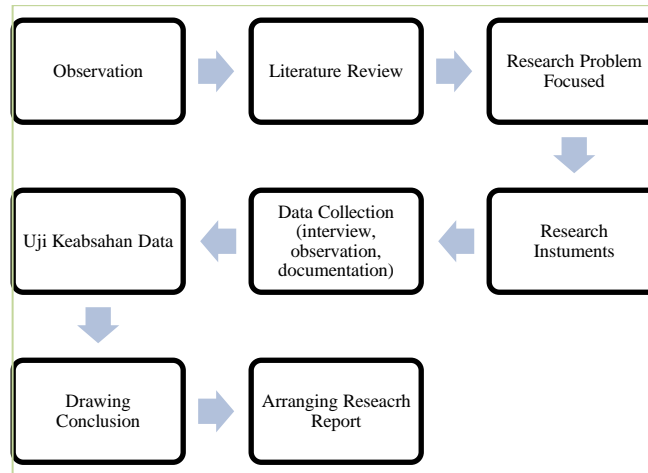


Figure 1. Research Flow

Results and Discussion

This research was conducted at Pasir Gunung Selatan 01 Elementary School, located in Depok district, West Java. The sample chosen was class D, which consisted of 36 students, with 16 female students and 20 male students. Data on learning outcomes on this cognitive aspect is data obtained from semi-structured interview techniques with several informants from class VB teachers and class VB students.



Figure 2. Pasir Gunung Selatan SDN 01 Building

After conducting an interview with a class VB teacher named Dhena Putri Dinanti, S.Pd, the researcher obtained several answers which would be used as the results of this study. In the first question asked by the researcher regarding the media used in learning mathematics, Dhena Putri Dinanti, S.Pd said that:

"During online learning, I use media in the form of videos that explain the material to be delivered. The point is that students have an idea, because in mathematics, it is quite difficult if you only rely on the teacher's explanation, especially in online learning. I downloaded several videos via YouTube, then shared them through groups on the WhatsApp application. However, this media has advantages and disadvantages, such as the advantage of making students more aware of how to work on the problems.



Figure 3. Interview Process with Informants

In the statement above, it can be seen that the use and selection of media to be used in online learning, especially in mathematics subjects, greatly influences student understanding. As a teacher, you must be able to determine media that are appropriate to the teaching material and easily understood by students. Then, to support the success of a lesson, the teacher must use an appropriate learning strategy. Regarding learning strategies, Dhena Putri Dinanti, S.Pd explained that:

"In choosing a learning strategy, I use an expository strategy where there is limited time due to online learning, so I choose this strategy in learning mathematics".

In an effort to increase student understanding, the interactions and relationships that exist between teachers and students are very important. Through this relationship, they can support and help each other in the learning process. Choosing the right strategy can also help in student learning outcomes, for example in class VB which has been explained by Dhena Putri Dinanti, S.Pd that he uses an expository strategy in which the teacher will explain important facts, ideas or information to students so that students can understand them. In addition, Dhena Putri Dinanti, S.Pd conducted a group video call activity aimed at finding out how far students understood the material that had been given. During the online learning, videos were often used for teaching-learning process.

In the other hands, that the learning outcomes in mathematics subjects carried out during online learning, students get results under the KKM (Minimum Completeness Criteria), namely 60. It can be seen that only 1 student completes with a score of 74, while the lowest is obtained by several students scored 10. This value is very far from the KKM determined by the school. Then, in offline learning students experienced a significant increase. The significance result was caused by the learning condition itself. When students studied in the classroom, students could participate actively with the teacher, they can ask directly if there are some difficulties regarding the material being learned. On the other hands, when the students studied by online, such as on zoom, students were less participate with the teacher. Students could not keep their focus because the teacher was not in front of them. Moreover, when students got bad internets signals, the online class might buffer and they were left behind. Therefore, the results of learning outcomes were better in offline learning situation. The highest score in online

learning is 74, now it has changed to a score of 94. Meanwhile, the lowest score in online learning is 10, now in offline learning is 20. In offline learning, the average student has reached the KKM limit set by the school.

The results of this study are supported by the research of Jein Jeilen Tampi, et al.,(2021)which states that to improve learning outcomes, students must be motivated to learn, especially in online learning. One example of an effort to increase student learning motivation is to carry out a program to improve student learning abilities, namely. good time planning and learning environment that can influence individual behavior in a disciplined manner in a comfortable, directed and optimal learning process to create an atmosphere. learning motivation can be achieved. The results showed that motivation to learn offline with a 5th semester GPA was in good category (29.3%) and very good (70.7%). Motivation to learn online in the Covid-19 situation with a 6th semester GPA in good category (76%) and very good 24%). The results of the bivariative analysis showed that there was a correlation between learning motivation and academic achievement ($p=0,001$).

The research results of Muhammad Agus Hardiansyah et al.,(2021)who studied the changes in the system for implementing online learning to offline, stated that the progress of implementing online learning could not be compared with offline learning. This is due to different regulations that must be implemented by schools with different modifications. In addition to school factors that hinder the achievement of optimal education, students experience many changes in behavior and academic values. This is due to the impact factor of the implementation of e-learning which is difficult to control.

In other hands, the significance result was caused by the learning condition itself. When students studied in the classroom, students could participate actively with the teacher, they can ask directly if there are some difficulties regarding the material being learned. On the other hands, when students studied by online, such as on Zoom, students were less participate with the teacher. Students could not keep their focus because the teacher was not in front of them. Moreover, when students got bad internet signals, the online class might buffer and they were left behind. Therefore, the result of learning outcomes were better in offline learning situation

Conclusion

According to the result of this research, it can be concluded that students' grade was decreasing during online learning. Students' grade was increasing during offline learning. There was significant difference of students' grade outcomes between online and offline learning. Therefore, the implication of this research is the learning condition can effect students' outcomes. This research can be an evaluation for teachers who are teaching both in online or offline condition. This research was conducted to determine differences in student learning outcomes from online to offline learning. The conclusions in this study include: The learning outcomes of VB class students in mathematics during online learning at Pasir Gunung Selatan 01 Elementary School show that there is a decrease in the grades students get. Many students score below the KKM (Minimum Completeness Criteria) that has been set. This decrease was due to several things, namely the difficulty in understanding the material provided online, constraints on the internet network, and the lack of interaction between teachers and students. Student learning outcomes when learning offline shows that students get quite satisfactory grades. The average student scores above the KKM (Minimum Completeness Criteria) that has been set. Differences in student learning outcomes in online and offline learning in VB class at Pasir Gunung Selatan 01 Elementary School indicate that offline learning is more effective in

increasing student scores. Where in offline learning, students will find it easier because they can conduct question and answer sessions directly without anyone getting in the way.

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