

Research of Face-To-Face Learning Class Actions during the COVID-19 Pandemic at Smpn 3 Ngamprah, West Bandung Regency

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DOI: [10.36348/sjhss.2021.v06i10.006](https://doi.org/10.36348/sjhss.2021.v06i10.006)

| Received: 29.08.2021 | Accepted: 02.10.2021 | Published: 15.10.2021

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Abstract

The research objective is to find out (1). The process of implementing learning in grade 7. (2). Teacher activities in conducting learning in class (3). The implementation can be felt directly by the students. The research method is (1). Survey directly to the field (2). Interviews with primary sources (3). Documentation and literature study. Conclusion (a). Prepare planning for the learning process during the Covid 19 (b) pandemic. Carry out the learning process and improve weaknesses in learning. (c). Observing and evaluating student learning processes (d). Face-to-face learning reflections that need to be evaluated are analysis, synthesis, and assessment of learning outcomes.

Keywords: Learning, Face-to-face, Covid-19 Pandemic, SMPN3 Ngamprah.

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INTRODUCTION

Problems in learning can be felt by the teacher when interacting with students. Teacher professionalism is demanded and considered capable of being capable, which is based on existing data. Teachers in carrying out learning by increasing learning achievement in students accompanied by methods. In Classroom Action Research (CAR) activities, teachers must involve a lot of teachers in research which is considered very difficult for teachers.

To overcome the above problems, it is necessary to encourage teachers to be able to conduct classroom action research independently, teachers need to understand and about research, and its importance in improving the quality of learning in the classroom. By conducting research in the classroom, it is hoped that teachers can understand the benefits of the CAR.

Classroom Action Research is the development of detailed understanding and action in the classroom. Action research developed with the aim of finding solutions to social problems that arise in the classroom. An action that begins with a study of the problems that exist in SMPN 3 Ngamprah Kab West Bandung KBB, theoretically and systematically. The results of the study are the basis for developing a work plan to overcome the problems that arise. 7th grade students at SMP Negeri 3 Ngamprah, West Bandung

Regency. looks enthusiastic and happy to welcome Face-to-face Learning (PTM), which will be held in September 2021.

As for when entering the school gate, students looked orderly, lined up and walked alone, keeping their distance to avoid crowds. Then, when they enter the school environment, they follow the directions and health protocols from the Covid-19 Task Force, and check their body temperature according to the health protocol.

Classroom action research is a form of self-reflection research carried out by the teacher on the objective conditions in the classroom (Kemmis., Taggart., 1988), to improve the practical actions taken by the teacher, which can gain a comprehensive understanding of the practice with the situation in question. Which face-to-face learning practices have been implemented? There are two main things that are produced in classroom action research, namely by improving learning from the involvement of research teachers. Directing the implementation of the research objectives in classroom action into several references such as: [1]. Improve face-to-face learning practices [2] Develop teacher professionalism in improving teacher understanding in classroom research [3] Can improve face-to-face learning that will be implemented in the future.

Classroom Action Research (CAR), is a combination of the definitions of the words Research, Action, Class. (Suharsimi., 2002). So [1] Research is an activity of observing objects by using certain methodologies to obtain useful data and can solve problems [2]. Action is an activity that is intentional and carried out with a good purpose, Action carried out with a series of activities [3]. Class is where a group of students together, receive the same learning with the same teacher in the same class. However, students who study are not always in the classroom and can also do study tours, practicum in the laboratory, or study internships guided by a supervising teacher.

The Purpose of Kalas Action Research

The purpose of Classroom Action Research (CAR), which is to find several alternatives in solving problems that arise in class at SMPN 3 Ngamprah Kab West Bandung KBB, which is also to seek scientific answers in fractions through actions taken by the teacher. As to improve the real activities of teachers in developing their professional potential. Besides that, CAR can anticipate various problems that arise, in order to improve and at the same time improve the quality of the learning process in the classroom.

The expected results from research like this are to provide input with objective conditions in the class, namely SMPN 3 Ngamprah, in improvements to improve learning through the quality of the process and quality of learning outcomes, including improving student learning, improving the quality of the learning process, improving the quality of the use of teaching media, improving evaluation, improving the quality and implementation of the curriculum and its development, getting solutions in improving learning.

Characteristics of Kalas Action Research

Class Action Research (CAR), has different characteristics and characteristics including the following characteristics:

1. CAR as an activity that always strives to solve problems, and also looks for scientific formulations for solving existing problems.
2. CAR as teacher professionalism development through systematic and critical thinking and teacher learning to research, write and publish their work.
3. The problems in CAR in fact arise from real problems and occur in learning in the classroom.
4. The CAR problems in the classroom are simple, real, clear, and detailed in what happens as usual in the classroom.
5. Increase collaboration among school components, teachers, principals, education staff, school committees, parents, students and the community, in understanding and agreeing on problems, their actions.
6. CAR must be carried out as follows: (a). Shared commitment to curriculum development (b).

Improving professionalism in teacher research (c). Increase in acquiring knowledge as an effort in problem solving.

Principles of Classroom Action Research

The principles that need to be considered by researchers, namely teachers in implementing CAR at SMPN 3 Ngamprah Kab West Bandung KBB, are as follows:

1. The research process carried out by the teacher through actions and observations should not interfere and hinder the activities of the learning schedule.
2. Research studies on issues that arise and are complicated as an effort of the responsibility of teacher professionalism.
3. The data collection method does not require a long time, so it does not interfere with the learning process in the classroom.
4. Using a simple and well-planned methodology, so that it can be formulated in the action hypotheses contained in the class.
5. The selection of the chosen topic is real, interesting, and able to be handled and is within the authority of the research teacher to take classroom action.
6. Research teachers must pay attention to research ethics and research implementation regulations.
7. CAR activities are continuous research activities, as challenges and demands for curriculum development in improving learning in the classroom.
8. The development of subjects is the responsibility of the teacher, and is required in CAR, with certain subjects according to the perspective of the school's mission.
9. It is important in CAR to involve other researchers for collaboration, through teacher collaboration with teachers in one school or with teachers, researchers from other institutions.

Classroom Action Research Implementation Procedure

The CAR procedure at SMPN 3 Ngamprah Kab West Bandung KBB, is expected to reveal the causes of problems in classroom learning, which are being faced, such as the difficulties of students in learning and understanding the subject matter of certain subjects, so it is sought to provide problem solving in the form of concrete actions to improve the quality of the learning process in the form of learning assistance, or providing additional learning and learning outcomes. Therefore, it is hoped that the important things in the implementation are as follows.

1. CAR as research that involves the role of teachers and students actively in various actions in the classroom.
2. Self-reflection activities as reflection, thinking, understanding and evaluation, actions based on the

rationality of concepts and theories, which are complete and valid towards improving actions in an effort to solve problems in class.

3. Take corrective action on learning situations and learning conditions that are still slumped, which must be done immediately practically in the classroom.

METHODS

The method implemented using cycles is as follows: [1]. Determine the focus of the problem [2]. Develop a class action plan [3]. Implement on class action [4]. Observation and data collection [5] Reflection, analysis, interpretation of problems. As for in detail in the activities of the cycle on the chart as below.

Observation Data Collection 1

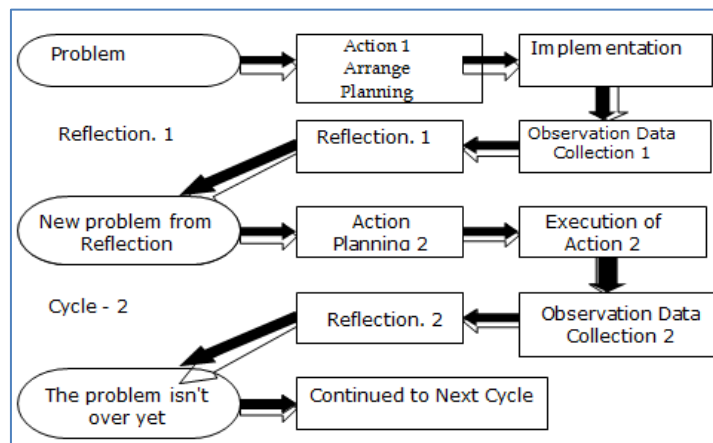


Fig-1: CAR Activity Cycle
(Source: Data processed 2021)

Problem Focus

The focus of the problem that is formulated, it is necessary to make questions about the quality of the learning process and the learning outcomes to be achieved. Focus on the stages of problems that need to be fixed, namely on the following:

1. Are the competencies of the students participating in the class capable?
2. Is the learning process carried out in the classroom effective?
3. Are the learning facilities and infrastructure adequate in the classroom?
4. Are the learning outcomes in the classroom in line with expectations?
5. How to carry out learning in class according to the procedure?

Problem analysis

Analyzing and designing learning at SMPN 3 Ngamprah Kab West Bandung KBB, with classroom action involving teacher researchers according to one cycle time, learning improvement, indicators of success, as the impact of class actions and matters related to problem solving.

Problems that have been identified, formulated in detail, while the formulation of a clear and detailed problem will open up opportunities for appropriate action. The formulation of the problem that becomes an alternative action is as follows:

1. Using appropriate and process-oriented learning strategies that can improve students' ability to read English well
2. Applying process-oriented learning can increase student learning participation
3. Giving lessons by delivering material using LKS can increase the enthusiasm of students' learning in class
4. Using inquiry learning strategies can improve students' understanding of social studies subject matter

DISCUSSION

Class Action Planning

Plan and formulate operationally, at SMPN 3 Ngamprah Kab West Bandung, as an alternative to classroom action. The alternative actions can be formulated in the form of class action hypotheses. With changes that will occur in optimal planning actions, with relevant theories and past experience in field research activities.

The class action hypothesis that has been formulated as a decided action will be able to improve the learning system, learning process, and learning outcomes. The hypotheses of action according to the problem to be solved are as follows:

1. Planning writing and reading learning strategies and practicing speaking in English that can improve students' English skills.

2. Planning learning with processes that can increase student participation in other material learning activities.
3. Planning the delivery of learning materials using LKS can increase student participation in each learning activity.
4. Planning in the use of inquiry learning strategies can improve students' understanding of social studies subject matter.

The planning stages in class action consist of the following activities.

1. Planning in determining how to find a solution, in the form of a class action hypothesis formulation. Plan and determine alternative problem-solving actions, then choose appropriate actions that can be taken by the teacher.
2. Plan and determine the right way and method to test the class action hypotheses, taking into account the indicators of success, as well as data collection instruments that can be used in analyzing the success indicators.
3. Plan and design in detail the actions to be carried out, which include: [1] Textbooks, subjects and learning materials [2] Schedules and learning scenarios with the actions to be selected [3] Setting indicators for their achievements and instruments.

Class Action Implementation

At the stage of implementing strategies and learning scenarios at SMPN 3 Ngamprah, West Bandung Regency. Action scenarios are required to be implemented correctly and in a timely manner according to the schedule. In the classroom action research conducted by the teacher. Implementation of actions taken 3 months. This time is very much needed to be able to complete studies - studies of the subject and determining subjects.

The aspects of the scenario of the implementation of the action schedule to be carried out in the implementation of classroom action research (CAR) are as follows:

1. Application of the method by giving assignments, in the form of discussions in certain learning areas.
2. The division of groups according to the number of subjects. Selecting the group leader, secretary and others by group members, guided by the teacher, in a fun way.
3. Group activities collect discussion topics through group discussions; each member learns to understand the material, through discussion and presentation.
4. Presentations from groups that have a schedule, and others to listen, ask questions or refute what if they do not agree with the other groups.
5. Presentation of assignments in the form of group papers, group work results sheets, which are active and get assignments for the next presentation, as

well as learning outcomes that are carried out before the pre-test and after the post-test are held as actions that are carried out.

Class Action Implementation

Health checks for students at SMPN 3 Ngamprah, West Bandung Regency. This is done by checking body temperature, washing hands, wearing masks before entering the classroom. The implementation of health protocols has been implemented properly in accordance with the directives of the Covid-19 Task Force. Furthermore, when in class, students must sit alone, and keep their distance when participating in learning. Students in participating in face-to-face learning (PTM), are enthusiastic even in the Covid-19 pandemic.

Students entering on the first day of face-to-face learning (PTM), are very happy because they can go to school again, can learn, can make friends with themes and can meet and learn directly with teachers. 7th grade students of SMP Negeri 3 Ngamprah, which begins with PTM, on Monday, September 20, 2021.

Face-to-face learning (PTM), teachers and parents have agreed and given direction to students, so that after studying in class, school must go straight home, not allowed to gather first at school or on the streets, with friends

Carry out and have undergone the Covid-19 vaccination first with doses of one and two. In essence, you must always be reminded and not to violate and forget the health protocol, when you go to school, when you study, or when you come home from school. On the first day of face-to-face learning (PTM), the implementation went smoothly without the slightest obstacle because implementing and implementing health protocols had been prepared beforehand.

The implementation of face-to-face learning (PTM), has been running which all students have been waiting for, because studying at home during the Covid-19 pandemic is already bored and saturated, almost 2 years of studying at home has many ups and downs, unlike studying in class and can direct contact with friends at school, feel happy to study class face-to-face, when compared to studying at home because if you don't understand teaching, it's difficult to ask questions with the material delivered online, but by learning face-to-face you can ask friends directly who can or to the subject teacher.

Do not understand studying at home because the material is difficult and the students do not understand the material, because they can only ask parents who do not understand. However, if you study in class, you can ask directly. In face-to-face learning (PTM). Preparations have been carried out well with

regard to the Covid-19 health protocol, and have obtained permission from parents to participate in and undergo a limited PTM in the midst of the extension of PPKM Level 3 which occurred in West Bandung Regency.

OBSERVATION

The stages of observation at SMPN 3 Ngamprah, West Bandung Regency, have been running simultaneously teachers, principals, and academic staff, in the implementation of classroom actions. Observations were made when face-to-face learning (PTM) took place and was running at the same time. At the stage of observation, the researcher teacher can act as the executor of the researcher, in making observations, writing, compiling and publishing in accordance with the rules of scientific work. With things that are needed during the implementation of the class action. Observing events and phenomena that occur in the classroom, data collection is carried out using the formulation of observations, interviews and using literature studies to complement the existing theory. Careful observation in the implementation of action scenarios of phenomena at any time, which has an impact on the process and learning outcomes of students in class. The qualitative data collected can be in the form of valid data that can describe the learning activities of students who are enthusiastic about the learning that has been done in class.

The instruments used are as follows: (a). Test and quiz questions (b). Rubric (c). Observation sheet (d). Field notes. Used to obtain unrecorded objective data through observation sheets, such as student activities during action learning, and or other instructions that can be used as material for analysis and reflection purposes.

Based on the valid data that will be collected, research instruments will be used: (a) As a test question in the form of an essay (b). As a guide and assessment criteria, for questions from oral answers during discussion (c) Observation sheets to obtain data from discussion activities (c) d) Field notes.

The validity of the data collected should be checked first to determine the level of validity and validity. Various techniques have been carried out in classroom action research and have been using triangulation or by comparing the data obtained in class with certain standard criteria, and so on. The data has been analyzed to make it easier to use and draw conclusions in class actions.

Reflection

The reflection stage at SMPN 3 Ngamprah, West Bandung Regency (KBB), is to thoroughly examine the classroom action research that has been carried out, which is based on the data that has been

obtained in class and collected. Conduct a gradual and continuous evaluation of the learning process in grade 7 as an action that can provide an assessment of the progress and improvement of learning carried out by face-to-face learning (PTM). Evaluation includes analysis, synthesis, and assessment of the results of the learning observations on the class actions that have been carried out. If there is a problem in the reflection process, then a simultaneous review process is carried out through the next cycle, which includes activities, re-planning, re-observation, re-action so that problems can be solved and can be improved so as to improve the quality of learning.

ACKNOWLEDGMENTS

To the Chairperson of the Institute for Research and Community Service and to the Chancellor of the Islamic University Sheikh Yusuf, Tangerang, Indonesia, who have provided support, direction and financial support so that this classroom action research can be completed on time?

CONCLUSION

Based on the discussion of classroom action research at SMPN 3 Ngamprah, West Bandung Regency, which has been discussed above has been carried out, the conclusions are as follows:

1. The planning that has been prepared becomes an alternative action as a formulation, as a hypothesis when it becomes optimal, with past experience in CAR research activities.
2. Implementation of face-to-face learning (PTM), has had a good impact on students, in learning achievement because of the spirit of learning carried out together with friends in class.
3. Observations of classroom action researcher teachers as research implementers, have observed the learning process in the classroom with the enthusiasm of learning students directly.
4. Reflection on face-to-face learning (PTM) in class, as a need that needs to be evaluated which includes analysis, synthesis, and assessment of learning outcomes in class, has been carried out and if there is a problem, it is necessary to review it through the next cycle.

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