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PEMBELAJARAN TATAP MUKA TERBATAS DI SMP NEGERI 9 PADANG

Teachers' Perception Of Limited Face To Face Learning At SMP Negeri 9 Padang

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Abstrak

Penelitian ini bertujuan untuk mengetahui persepsi guru terhadap pembelajaran tatap muka terbatas di SMP Negeri 9 Padang. Penelitian ini bersifat deskriptif kualitatif. Partisipan penelitian ini adalah 24 guru di SMP Negeri 9 Padang. Teknik yang digunakan untuk memperoleh data adalah: pertama, mengumpulkan data dari guru yang menjawab kuesioner: kedua, mengumpulkan data dari wawancara guru. Terakhir, menarik kesimpulan berdasarkan data. Hasil analisis menunjukkan terdapat pernyataan positif tentang penerapan persepsi guru terhadap pembelajaran tatap muka terbatas di kelas. Pernyataan positif guru terdapat pada jawaban angket. Sangat Setuju (28%), Setuju (43%), Ragu-ragu (2%), Tidak Setuju (25%), dan sangat tidak setuju (2%). Sebagian besar guru memilih jawaban setuju 42% pada pernyataan yang dilampirkan pada kuesioner di google form. Berdasarkan hasil tersebut terlihat bahwa guru setuju dengan pembelajaran tatap muka terbatas di SMP Negeri 9 Padang. Dengan terbatasnya pembelajaran tatap muka, siswa lebih memahami materi dan guru lebih luwes dalam memberikan materi kepada siswa di kelas. Persepsi guru terhadap pembelajaran tatap muka hanya sebatas memberikan manfaat, seperti memudahkan guru dalam memberikan materi kepada siswa di kelas, dapat memperhatikan siswa secara langsung di kelas, dan yang terpenting dapat mengontrol siswa. saat belajar di kelas agar tidak lamban dalam hasil belajar.

Kata Kunci:
Persepsi guru,
Pembelajaran Tatap Muka Terbatas

Keywords:
Teachers' perception,
Limited face to face learning

Abstract

This study aims to determine teachers perception of limited face to face learning at SMP Negeri 9 Padang. This research is qualitative descriptive. The participants of this study were 24 teachers at SMP Negeri 9 Padang. The techniques used to obtain data are: first, collecting data from teachers who answered the questionnaire: second, collecting data from interviewing teachers. Finally, draw conclusions based on data. The results of the analysis show that there are positive statements about the application of teacher perceptions of limited face-to-face learning in class. Positive statements by teachers are found in the questionnaire answers. Strongly Agree (28%), Agree (43%), Undecided (2%), Disagree (25%), and strongly disagree (2%). Most of the teachers chose the answer agreeing 42% on the statement attached to the questionnaire on the Google form. Based on the results, it can be seen that the teacher agrees with limited face-to-face learning at SMP Negeri 9 Padang. With limited face-to-face learning, students understand the material better and the teacher is more flexible in providing material to students in class. The teacher's perception of face-to-face learning is limited to providing benefits, such as making it easier for teachers to provide material to students in class, being able to pay attention directly to students in class, and most importantly being able to control students while studying in class so they are not slow in learning outcomes.

INTRODUCTION

Education is very important for us, because education is not only taught about knowledge but also teaches us many things such as planting good attitudes, skills, and things that can be useful for our lives now and in the future. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation, and

state. Law No. 20 of 2003 concerning SISDIKNAS). Education is a conscious effort made by adults (educators) so that immature people (students) gain maturity, physical, spiritual, and social maturity (Samino, 2010, p. 37).

Perception is the experience of objects, events, or relationships obtained by inferring information and interpreting messages (Rachmat, 2005). Perception is the active process of meaning creation through the selection, organization, and interpretation of people, objects, events, situations, and other phenomena (Wood, 2015). The etymological understanding of perception comes from English, namely perception, or Latin, namely from the word precipice which means to receive or take. A person's perception differs from others based on what they receive through their five senses. Perception is the process by which the brain interprets sensory information and converts it into a meaningful picture of the world (Nevid, 2017). According to (Perdani, 2018), the concept of perception interprets what individuals receive through sight, touch, hearing, smell, and touch to create meaning, and organizes and interprets information input to create a meaningful world image.

In 2020 in Indonesia, online learning was implemented due to the pandemic. Such as using the Zoom application, YouTube, Google classroom, and others. The teacher only provides material not face to face but online. As for the difficulties faced by teachers and students in non-face-to-face learning, teachers have difficulty in providing material such as network constraints and students who do not pay attention to learning so some students do not understand the material presented. Including students, there are several obstacles faced, such as networking or looking for answers from the internet and there is no effort.

The Ministry of Education and Culture (Kemdikbud, 2021), encourages accelerating the implementation of face-to-face learning after the pandemic, namely face-to-face learning carried out while still implementing health protocols. In the 2021/2022 academic year, the government requires educational institutions to provide limited face-to-face learning through the implementation of health protocols, and distance learning. Parents are welcome to choose limited face-to-face learning or continuing distance learning for their children. Some of the requirements that must be met by educational units in the implementation of limited face-to-face learning. The Ministry of Education and Culture stated that it had issued a limited face-to-face learning circular that face-to-face learning was carried out on a limited basis. Requirements that must be applied by schools, such as hand washing facilities, hand sanitizers, masks, and others. Therefore, teachers and other staff must prepare themselves carefully so that the spread of COVID-19 does not spread.

In 2021 Indonesia, limited face-to-face learning was applied throughout Indonesia, including the city of Padang. Teachers should not catch up with material at the same time in the beginning when the implementation of face-to-face learning is limited (kemdikbud, 2021). So that students do not have difficulty in learning to take place even though the learning is limited. In this study, the researcher wanted to know the teacher's perception of limited of face-to-face learning in schools. What obstacles do teachers experience in limited face-to-face learning in schools?

Based on the description above, the researchers are interested in raising the title of the study, namely "*Teachers' Perceptions of Limited Face-to-Face Learning in Junior High Schools*". The reason the researcher raised the title above was that the researcher wanted to know about the perception of teachers in limited face-to-face learning at SMP Negeri 9 Padang. This research is expected to be a reference material for further research.

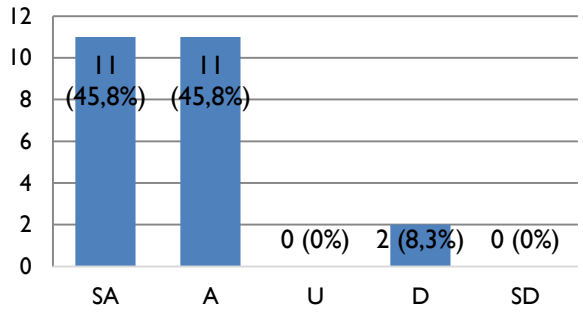
METHODOLOGI

This research is a descriptive qualitative research using questionnaires and interviews. This study describes teacher perceptions of limited face-to-face learning at SMP Negeri 9 Padang. According to (Moloeng, 2012) describes qualitative methods as research procedures that produce descriptive data in the form of written or spoken words from people and their behavior. According to (Sukmadinata, 2015, p. 60), qualitative research is a study aimed at describing and analysing phenomena, events, social activities, beliefs, thoughts of people individually or in groups. Data collection techniques are one of the elements in a research. As well as the formulation of this problem is answered through research using a qualitative approach. Questionnaires are used as a means of searching for data related to teacher responses to limited face-to-face learning. The questionnaire contains several statements that the teacher will assess and adjust to what he is experiencing. Filling out the questionnaire was done online using the Google form using a Likert scale. Furthermore, the data were analyzed by descriptive analysis. The interview data is used to strengthen the relevant teacher's responses that have been taken from the questionnaire. This data was obtained by conducting research interviews with teachers of SMP Negeri 9 Padang. Interviews were conducted orally, in this study 24 teachers at SMP Negeri 9 Padang were used as interviewees.

FINDING AND DISCUSSION

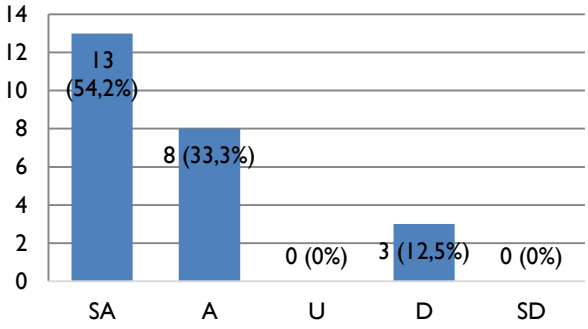
Researchers used a questionnaire as an instrument to collect data. Data Via Google Form as an assessment in face-to-face learning is limited in schools.

Picture 4.1 Column "I understand limited face-to-face learning more than online learning"



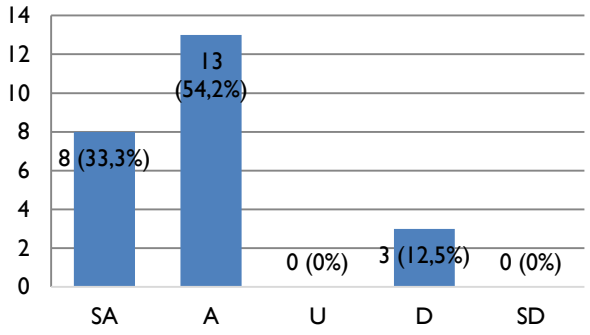
Based on the picture above shows that 11 (45.8%) teachers chose to strongly agree (SA), 11 (45.8%) chose to agree (A), 2 (8.3%) chose to partially disagree (D), no one choose undecided (U) and strongly disagree (SD). That is, most teachers are of the opinion that they strongly agree that teachers understand limited face-to-face learning more than online learning, because that way students will easily understand the learning provided by the teacher.

Picture 4.2 Column "I am freer to provide material to students in limited face-to-face learning"



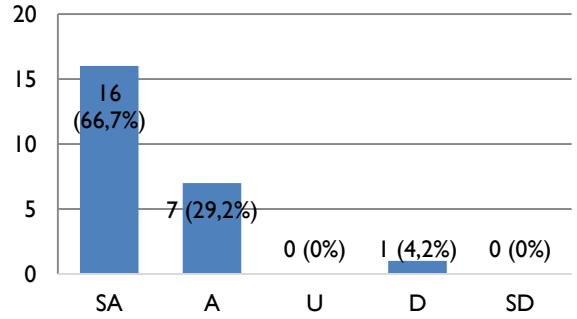
Based on the picture above shows that 13 (54, 2%) teachers chose to strongly agree (SA), 8 (33, 3%) chose to agree (A), 3 (12, 5%) chose to partially disagree (D), none who agreed. undecided (U) and strongly disagree (SD). That is, most teachers are of the opinion that they strongly agree that it is more flexible to provide material to students in limited face-to-face learning, because then the teacher will easily provide material in class.

Picture 4.3 Column "With limited face-to-face learning affects student learning outcomes"



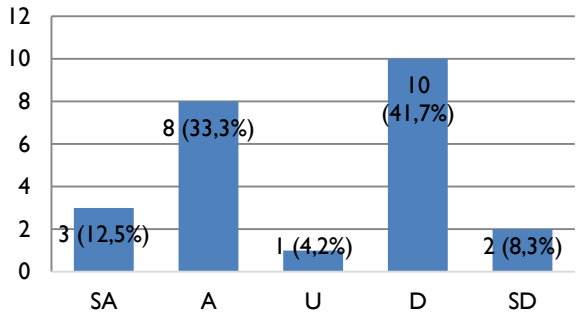
Based on the picture above shows that 8 (33, 3%) teachers chose to strongly agree (SA), 13 (54, 2%) chose to agree (A), 3 (12, 5%) chose not to agree (D), no one chose undecided (U), and strongly disagree (SD). This means that most teachers think that they agree that the limited face-to-face learning affects student learning outcomes, because then student learning outcomes will decrease and the teacher will assist these students in assessing student learning outcomes.

Picture 4.4 Column "Students better understand the material in limited face-to-face learning to online learning"



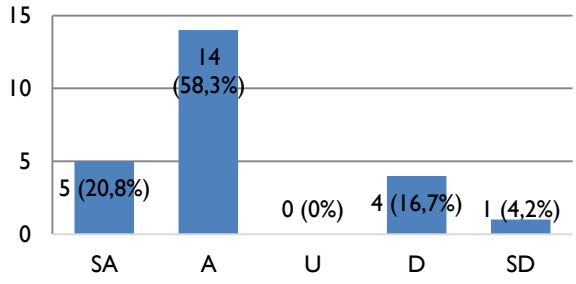
Based on the picture above shows that 16 (66, 7%) teachers chose to strongly agree (SA), 7 (29, 2%) chose to agree (D), 1 (4, 2%) partially disagreed (D), no one doubted -doubt (U) and strongly disagree (SD). This means that most of the teachers are of the opinion that they strongly agree that students understand the material in limited face-to-face learning compared to online learning, because then students better understand the material provided by the teacher directly in class.

Picture 4.5 Column "I have difficulty with limited face-to-face learning"



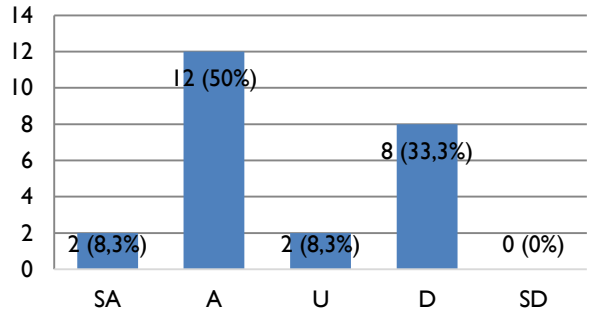
Based on the picture shows that 3 (12, 5%) teachers chose to strongly agree (SA), 8 (33, 3%) chose to agree (A), 1 (4, 2%) chose undecided (U), 10 (41, 7%) chose to disagree (D), and 2 (8, 3%) chose to strongly disagree (SD). This means that most teachers are of the opinion that they do not agree that they experience difficulties with limited face-to-face learning, teachers are more extra in giving material to students and there are many other difficulties. Experienced by the teacher.

Picture 4.6 Column "I agree on limited face-to-face learning"



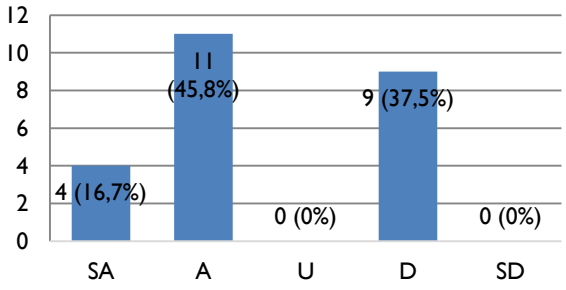
Based on the picture shows that 5 (20.8%) teachers chose to strongly agree (SA), 14 (58.3%) chose to agree (A), 4 (16.7%) chose to disagree (D), 1 (4, 2%) chose strongly disagree (SD) and no one chose undecided (U). This means that most teachers think that they agree that teachers agree with limited face-to-face learning, because those way teachers can directly meet students face to face, not online.

Picture 4.7 Column "I don't like the limited learning hours when giving material in class"



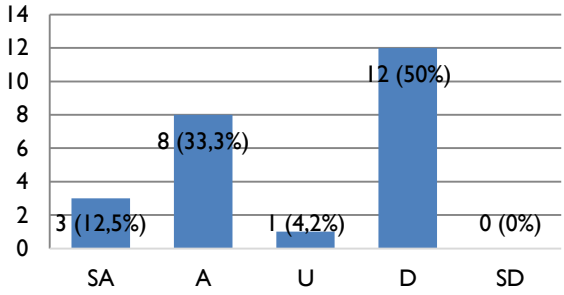
Based on the picture shows that 2 (8.3%) teachers chose to strongly agree (SA), 12 (50%) chose to agree (D), 2 (8.3%) chose undecided (U), 8 (33.3) %) chose to disagree (D) and no one chose to strongly disagree (SD). This means that most teachers think that teachers don't like limited study hours when giving material in class, because then the teacher has to give the material briefly to students.

Picture 4.8 Column "Limited face-to-face learning makes students more interested in learning"



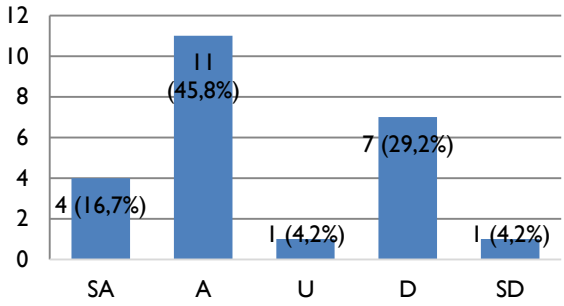
Based on the picture shows that 4 (16, 7%) teachers chose to strongly agree (SA), 11 (45, 8%) chose to agree (D), 9 (37, 5%) chose not to agree (D), no one chose undecided (U), and strongly disagree (SD). This means that most teachers think that they agree that limited face-to-face learning makes students more interested in learning, because then the teacher has to give the material briefly to students.

Picture 4.9 Column "I agree that face-to-face learning is limited to a maximum of 50% per class"



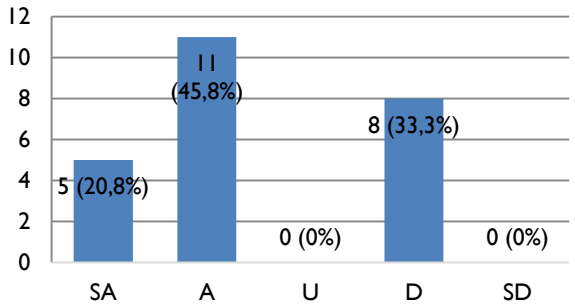
Based on the picture shows that 3 (12, 5%) teachers chose to strongly agree (SA), 8 (33, 3%) chose to agree (A), 1 (4, 2%) chose undecided (U), 12 (50) %) chose to disagree (D) no one voted strongly disagree (SD). This means that most teachers disagree that teachers agree that face-to-face learning is limited to a maximum of 50% per class, because then teachers have to teach students twice in class.

Picture 4.10 Column "I do not agree that face-to-face learning is limited to a maximum of 50% per class"



Based on the picture that 4 (16,7%) teachers chose to strongly agree (SA), 11 (45,8%) chose to agree (A), 1 (4,2%) chose undecided (U), 7 (29,2%) disagree (D), 1 (4,2) strongly disagree (SD). That is, most teachers agree that teachers do not agree that face-to-face learning is limited to a maximum of 50% per class, because that way the teacher will definitely experience difficulties in teaching 50%.

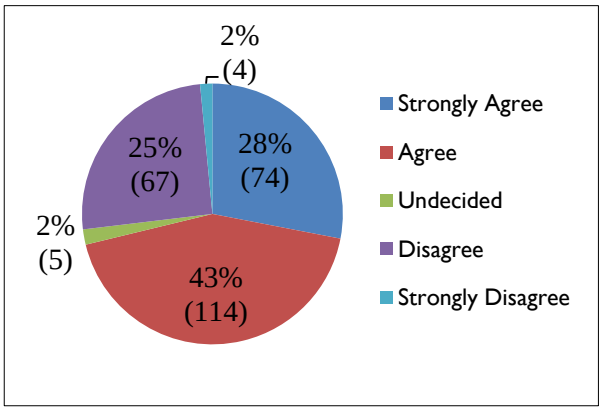
Picture 4.11 Column "Limited face-to-face learning has a negative impact on students in learning"



Based on the picture shows that 5 (20, 8%) teachers chose to strongly agree (SA), 11 (45, 8%) chose to agree (A), 8 (33, 3%) chose not to agree (D), no one chose undecided (U), and strongly disagree (SD). This means that most teachers think that the limited face-to-face learning has a negative impact on students' learning, because most of them experience a negative impact on student learning outcomes.

Picture 4.12 Pie

Results of Teacher Answer



The overall results of the questionnaire on the Google form strongly agreed 74 (28%), agreed 114 (43%), undecided 5 (2%), disagreed 67 (25%), and strongly disagreed 4 (2%). Questionnaire data also showed that 114 (43%) answered more agree in limited face-to-face learning. This is evidenced in the analysis of the opinions of SMP Negeri 9 Padang teachers in the application of face-to-face limited learning to increase the effectiveness of learning in the classroom because students tend to be used to being slow in learning during online learning. According to (Nurhayati, 2022), limited face-to-face learning during the pandemic was welcomed by teachers because of the many obstacles in online learning. Thus, teachers can carry out limited face-to-face learning that can take place as it should.

The teacher plays an important role in the learning process, including delivering material so that students can receive the material properly. In addition, this limited change in the face-to-face learning system causes teachers to be more creative and innovative in delivering material due to the short learning time. However, seen from the results of observations of students of SMP Negeri 9 Padang. In face-to-face learning there is a change in learning hours which is limited when the teacher delivers material to students. Limited face-to-face learning can assist teachers in conveying information (knowledge, attitudes, and performance) that cannot be conveyed orally. Data from a questionnaire on the Google Form for face-to-face learning is limited to SMP Negeri 9 Padang. Analysis of the questionnaire survey data distributed to 24 teacher respondents at SMP Negeri 9 Padang showed that respondents were given a good perception of the application of limited face-to-face learning.

The second instrument in this study was an interview conducted with two teachers with three questions. The results of the interviews that were conducted with the teacher found the same results as the questionnaire data which had a positive perception of limited face-to-face learning. So it can be concluded that with limited face-to-face learning the teacher is more flexible in providing material and can pay direct attention to students in class. Even though there are many obstacles faced by the teacher, the teacher still provides solutions so that students are more accustomed to learning directly in class and also students understand the material more when studying directly in class.

Based on the description above, it can be concluded that limited face-to-face learning has a

positive impact on teachers. This chapter discusses the purpose of this study, which is to find out how teachers' perceptions of face-to-face learning are limited. The research method used is descriptive qualitative which is carried out in depth to explore the information to be obtained. The subjects of this study were 24 teachers at SMP Negeri 9 Padang using a questionnaire and interviewing 2 teachers, where the interview was used as a support in obtaining information. Thus, the results of this study indicate that there are some difficulties for teachers in limited face-to-face learning, namely the teacher is more extra in giving material to students because students are grouped in class learning, namely groups A and B and also in the ability of students to capture learning in class more slow in learning. But the teacher always provides solutions to students that students are given assignments in class or homework. So that students get used to learning directly in class and not depend on cell phones.

CONCLUSION

Based on the results of the study, it can be concluded that the application of face-to-face learning is limited to SMP Negeri 9 Padang when viewed from the results of the questionnaire data analysis on the Google form which distributed the questionnaires to 24 teacher respondents at SMP Negeri 9 Padang. Teachers SMP Negeri 9 Padang shows that respondents give positive perceptions about the application of limited face-to-face learning and the questionnaire data shows strongly agree 74 (28%), agree 114 (43%), doubt 5 (2%), disagree 67 (25%), and strongly disagree 4 (2%). Based on the questionnaire, the teacher preferred to agree in limited face-to-face learning at SMP Negeri 9 Padang.

It can be concluded that the teacher's perception of limited face-to-face learning at SMP Negeri 9 Padang agrees because it has a positive impact on teachers and students so that teachers can directly teach students in class. that way students who are slow because they are used to studying at home will be motivated again if they study directly back in class and also better understand the material presented by the teacher in class.

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