Implementation Of Face-To-Face Learning After Online Learning And Limited Face-To-Face Learning In Sociology Learning

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Journal info	Abstract.
	Implementing face-to-face learning after online and face-to-face learning is limited to causing obstacles when learning sociology. This study aims to describe the implementation of face-to-face learning after online and face-to-face learning is limited to sociology learning at SMA Negeri 1 Kartasura. The type of research used in research is descriptive qualitative with a case study approach. The results of this study show that the implementation of face-to-face learning after online and face-to-face learning is limited to three stages. The three stages are the preparation stage, the implementation stage, and the evaluation stage. The three stages are then analyzed using the perspective of Functional Structural theory with four prerequisites: Adaptation, Goal Attainment, Integration, and Latency. Based on the theory analysis, each figure has its own role in learning sociology. Implementation of learning, face-to-face learning, and sociology learning.

A. INTRODUCTION

Education is one of the essential and inseparable aspects of human life because education aims to obtain various knowledge and skills related to the role of social life. An educated human will become civilized, cultured, and polite (Puspitasari, 2019). So education is an essential element in human life because by becoming educated, a human being will become a civilized, cultured, and well-mannered figure. The existence of education is an indicator of progress and also the glory of a nation, so in Law No. 20/2003 Article 5 (1), it is said that every citizen has the same right to obtain a quality education. In addition, Article 28C of the Constitution of the Republic of Indonesia is the right to education as a human

right. So, in this case, whatever happens, if there is an obstacle and also an obstacle to education in Indonesia, it must continue.

With the determination of Covid-19 as a global pandemic, policies regarding the prohibition of crowding and orders to maintain distance have emerged. Through Circular Letter Number 4 of 2020, the Minister of Education and Culture of the Republic of Indonesia gave a decree on the Implementation of Education Policy during the Emergency Period of the Spread of Coronavirus Disease (Covid-19). Based on this policy, the government decided to limit face-to-face learning meetings. However, learning must continue even though there are regulations regarding restrictions on face-to-face learning

meetings, students must get what they are entitled to in the world of education so that the implementation of learning is then transferred to learning methods carried out in the network (online). Online learning requires various technological devices, such as tablets, smartphones, and laptops, to access information that can be done anytime and anywhere (Gini Permatasari & Turmudi, 2020). Online learning has just been implemented due to the Covid-19 pandemic, which limits human activities in all aspects of life. In addition, because online learning is never separated from an internet connection, then the internet connection becomes a problem for students who live in remote areas because of their geographical location far from cellular signals, so the implementation of online learning is less than optimal (Sukatin et al., 2021).

Online learning that causes several problems encourages the government to carry out limited face-to-face learning because learning that brings teachers and students together in a classroom cannot be replaced. The limited face-to-face learning (PTM) is carried out in education units in the PPKM level 1-3 area where its implementation still follows the 2 Key Provisions for the Implementation of Limited PTM based on the Joint Ministerial Decree on Guidelines for Implementing Learning during the Covid-19 Pandemic. The limited face-to-face learning constraints felt by grade XI English teachers are the difficulty in determining the right application and model and the decline in students' interest in learning (Sitohang, 2022). The implementation of

limited face-to-face learning is carried out with time restrictions, of course, it will have an impact on the limited learning hours of students so that it will affect the competencies produced by students, if not handled immediately it will result in a decrease in student learning outcomes (Tanuwijaya & Tambunan, 2021).

Based on information in the news that starting January 3, 2022, Face-to-Face Learning (PTM) can be implemented 100% by considering various conditions (detik.com). This also refers to the Joint Decree of 4 Ministers, namely the Minister of Education, Culture, Research and Technology (Mendikbudristek), the Minister of Religion (Menag), the Minister of Health (Menkes), and the Minister of Home Affairs (Mendagri) issued a Joint Decree (SKB Four Ministers) Number 01 / KB / 2022, Number 408 of 2022, Number HK.01.08 / MENKES / 1140 / 2022, Number 420-1022. .08/MENKES/1140/2022, Number 420-1026 of 2022 concerning Guidelines for the Implementation of Learning during the COVID-19 Pandemic that for education units that are at PPKM Level 1 and Level 2 with PTK vaccination achievements above 80 percent and the elderly (elderly) above 60 percent, are required to hold PTM 100 percent every day with Learning Hours (JP) according to the curriculum. Those with PTK vaccination rates below 80 percent and elderly below 60 percent are also required to conduct 100 percent PTM every day with a learning duration of at least 6 JP (kemdikbud.go.id). In addition, based on information in the news, the vaccination

achievement for children aged 12 years and over in dose 1 reached 576,168 people (80.05%) and dose 2 538,269 people (74.79%) (sukoharjonews.com).

The existence of 100% face-to-face learning is inseparable from challenges. According to the sociology teacher at SMA Negeri 1 Kartasura, in the transition period back to 100% face-to-face learning before the Covid-19 pandemic, there were difficulties, namely in controlling students because students are difficult to adapt due to too long online learning. In addition, in face-to-face learning which has been implemented 100% in Sociology learning at SMAN 1 Kartasura, the sociology teacher said that students often feel bored and because due to too long online learning, students also feel dependent on Smartphones during sociology learning and override the use of books. The dependence of students on using smartphones is in line with the times that have an impact on information technology and the world of entertainment is growing more rapidly so that in the end, it makes children prefer to play games, see movies, and make children prefer to access the internet where the internet will be their teacher than they have to listen to the teacher's explanation directly (Widyasari, 2022). This study aims to describe the implementation of face-to-face learning after online and face-to-face learning is limited to sociology learning at SMA Negeri 1 Kartasura.

B. RESEARCH METHOD

The type of research used is descriptive qualitative with a case study approach. A case study is a study of humans (can be an organization, group, or individual), an event, and an in-depth background. The method used in the case study research design is to collect various existing information and then process it with the aim of getting a solution so that the problem raised can be resolved (Mertha Jaya, 2020).

Researchers use a case study approach with the aim that researchers want to explore in detail and in-depth information and reveal a phenomenon that occurs, in this case, is the implementation of face-to-face learning after online learning and limited face-to-face in sociology subjects at SMA Negeri 1 Kartasura. The data collection techniques used in this research are interviews, observations, and document/archive analysis which will later obtain data in the form of words and text. The collection of information obtained is then analyzed. From the analysis results, the researcher then elaborated on other relevant research.

The informants selected in this study were the principal, the head of the curriculum, the sociology teacher of SMA Negeri 1 Kartasura, class X phase E, class XI social studies, and class XII social studies. The selection of informants used a purposive sampling technique. Purposive sampling is sampling by selecting informants with certain considerations (Sugiyono, 2016).

C. RESULTS AND DISCUSSION

The existence of limited online and face-to-face learning raises various obstacles then encourages the government to reduce the rules

regarding 100% face-to-face learning (PTM). Online learning during the Covid-19 pandemic is learning that is carried out without any readiness in the learning elements, in this case, teachers, schools, students, appropriate learning technology, learning media, and materials used (Irawati & Santaria, 2020). The concept of distance learning, or distance learning, is an education where there is a separation between educators and students both in space and time (Imron et al., 2022). Face-to-face learning is a stage of interaction where educators with students and learning resources are carried out directly at the same place and time (Pattanang et al., 2021). Face-to-face learning is a form of learning with a conventional learning system, where this learning model brings together students and educators in a learning room. Face-to-face learning has various characteristics, such as being oriented to social interaction and place (Shaleh & Anhusadar, 2021). The approach in educator-centered learning uses an expository strategy, while the student-centered learning approach uses discovery inquiry. However, presentations or lectures are done interactively and interestingly so that students' involvement in learning can increase (Akbar Jamaluddin, 2016). Face-to-face learning has various characteristics such as social interaction and place-oriented (Shaleh & Anhusadar, 2021). The approach in educator-centered learning uses an expository strategy, while the student-centered learning approach uses discovery inquiry. However, presentations or lectures are done interactively and interestingly so that students' involvement in learning can increase

(Akbar Jamaluddin, 2016). However, even so, face-to-face learning in sociology learning experiences various obstacles, namely a decrease in student motivation and students who become difficult to control during face-to-face learning after online learning and limited face-to-face learning in sociology learning at SMAN 1 Kartasura.

Based on Talcott Parson's Functional Structural theory with the AGIL Scheme developed in Functional Structural Theory, researchers tried to explore how the implementation of 100% Face-to-Face Learning (PTM) in sociology learning at SMA Negeri 1 Kartasura. In Talcott Parsons' Functional Structural theory, what is meant by a social system is a system that must have functions and functions related to all forms of activities directed at meeting the needs of a system.

Based on Talcott Parsons' theory in developing four absolute prerequisites that must be implemented so that a system can be said to function. The four prerequisites contained in Talcott Parsons' Structural Functionalism Theory are Adaptation, Goal Attainment, Integration, and Latency.

1. Adaptation

In the first prerequisite in Talcott Parsons' Functional Structural Theory, adaptation or adjustment is that a system must have the ability to adapt or adjust to its environment. Adaptability is related to the prerequisite of Adaptation or adaptation. Adaptation has a goal for social systems to deal with their environment. Adaptation has two dimensions to the problem. The first dimension

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is that in the prerequisites of adaptation, the system must be adjusted to the demands of a harsh and unchangeable reality, and that reality comes from the environment. In the second dimension, there is an active transformation of a situation. This situation can be manipulated to achieve a goal. However, the effort in obtaining the tool must be separated from the goal (Paul Johnson, 1986).

Based on the prerequisites of adaptation in implementing face-to-face learning after online learning and limited face-to-face learning in sociology learning, adaptation becomes an important element to be considered. Thus, a more adapted system is needed so that face-to-face learning in sociology learning can run well. The adaptations made are as follows:

a. Providing socialization

Schools prepare for learning by conducting socialization. The socialization conducted by the school is in the form of socialization conducted for teachers and socialization conducted for students. The socialization carried out for teachers is the socialization of civil servant discipline because with the face-to-face learning (PTM) policy, 100% of working hours have returned to normal as before, namely entering at 07.00 and going home at 15.30. The rules regarding working hours encourage schools to socialize new work discipline, namely from 07.00-15.30 and with the Work From Office (WFO) work system.

The school also conducts socialization aimed at students. The socialization given by the school to students is in the form of socialization about the new study hour rules, which start at 07.00 until 15.30. In the learning process, students are also encouraged to apply health protocols while at school. The socialization given to students is through briefings given by the school to parents or guardians of students.

b. Organizing the learning schedule

There are policy changes in learning so it is necessary to reorganize the schedule of student hours for each subject. The division of the learning schedule is carried out by the school MGMP by taking into account the minimum lesson hours that must be carried out. Then, the division of the schedule is submitted by the school to the curriculum.

c. Doing learning preparation

At the time of learning, learning tools are things that a teacher must prepare. There are various changes in learning that require teachers to make preparations that support learning including preparing learning tools that are to the current learning situation and conditions.

The adaptation is made by preparing a Learning Implementation Plan (RPP) per the rules for 100% face-to-face learning (PTM). Learning Implementation Plans (RPP) that are applied in accordance with the curriculum at each level. The curriculum applied in class X is the Merdekan curriculum, while in classes XI IPS and XII IPS is the 2013 Curriculum. The existence of these rules so that the implementation of face-to-face learning (PTM) can be carried out 100% with the Problem-Based Learning model in the form of group discussions and Project Based Learning in the

form of research and making socio dramas. In addition to preparing learning from the aspect of learning tools, sociology teachers also prepare students mentally by providing motivation in the form of advice before starting learning which aims to restore the condition of students.

d. Doing self-preparation

Learners prepare themselves by preparing mentally before facing face-to-face learning (PTM) 100%. This is done because the face-to-face learning policy (PTM) must adjust to the face-to-face learning system after online learning and limited face-to-face. Students carry out mental preparation because students experience anxiety related to changes in the learning system. Students carry out mental preparation by preparing spiritual and social aspects. In addition, learners also prepare school attributes such as uniforms.

2. Goal Attainment

The second prerequisite in Talcott Parsons' Functional Structural Theory is that a system must provide a formulation of the various ways to achieve the goals to be achieved in the system. A system must have a definition and be able to achieve its main goal. The goal attainment prerequisite is a functional prerequisite whose purpose is directed toward specific goals. However, the goal of goal attainment is directed towards a common goal, namely the goals that the members of a system want to achieve. At the individual level, there are various desired goals, but achieving goals must prioritize many goals (Paul Johnson, 1986).

Face-to-face learning in sociology learning has various learning objectives to be achieved, as stated in the Learning Implementation Plan (RPP). In learning so that goals can be achieved, various strategies are needed that must be implemented. The strategies used to achieve goals in face-to-face learning after online learning and limited face-to-face learning are as follows:

a. Instilling high discipline characteristics

The characteristics of high discipline are the characteristics that the school wants to instill to realize the school's vision, namely "The Realization of an Excellent School with Achievement and Skills in the Field of IMTAQ and Science and Technology". The strategy carried out by the school to realize discipline, especially discipline during learning, is done through supervision during the learning process. The supervision of learning is carried out by the principal of SMA Negeri 1 Kartasura by going around during learning hours. This supervision activity aims to ensure that learning can go well. In addition, the principal also appealed to teachers to convey learning objectives before starting teaching and learning activities.

b. Selection of the right learning model

Learning objectives contained in the Learning Implementation Plan (RPP) are an important aspect to be achieved in learning. The selection of the right learning model is a strategy carried out by the teacher to achieve the learning objectives that have been set. The Problem-Based Learning and Project Based Learning models are learning models that are applied in implementing face-to-face learning

after online learning and limited face-to-face learning in sociology learning.

The selection of Problem-Based Learning and Project Based Learning learning models aims to arouse the curiosity and activeness of students so that students want to explore further the material presented during sociology learning. In addition, the selection of Problem-Based Learning and Project Based Learning learning models is carried out with the aim of minimizing student boredom during sociology learning.

c. Deepen and look for various material references

One indicator of the achievement of learning objectives is student learning outcomes. The achievement of these learning objectives can be tested through an assessment conducted by giving tests to students related to the learning objectives contained in the Learning Implementation Plan (RPP) (Nafiati, 2021). The strategy carried out by students is to deepen by listening during sociology lessons, conducting discussions, and looking for various material references in the form of reading books and various sources from the internet.

3. Integration

The third prerequisite in Talcott Parsons' Theory is integration, a system that manages the relationships between its component parts. A system must organize the relationships of various parts of its components and must manage three relationships (A, G, L). Integration prerequisite is a prerequisite that relates to the interrelationship between members in the system. A system can function effectively if as a unit there must be at least a degree of solidarity among the individuals included in it (Paul Johnson, 1986).

Integration prerequisites require cooperation between teachers and students in a learning system so that sociology Teaching and Learning Activities (KBM) can run optimally. Various learning changes impact students' behavior, so the teacher has difficulty controlling students during learning. Integration prerequisites indicate that each member must be willing to work together and avoid destructive conflicts. In face-to-face learning after online learning and limited face-to-face learning in sociology learning, cooperation between teachers and students is needed so that learning can run optimally.

The existence of a learning contract that regulates what must be done and prohibited during learning will encourage students to carry out everything in it, including students must comply with the rules in the learning contract and be willing to get sanctions such as getting a reprimand if they break the rules. In addition, to create an orderly learning situation and conditions, the school also provides rules of discipline during learning, written on each board in each class. The various rules applied by teachers during learning impact the characteristics of students who slowly change to become more disciplined in participating in learning. Class management can be done by enforcing class discipline which is done by providing a learning contract at the beginning of the semester (Iqbal et al., 2022).

4. Latency

The fourth prerequisite in Talcott Parson's Theory is latency or maintenance of existing patterns; a system must maintain, complement, and improve individual motivation and cultural patterns. The latency prerequisite shows that members in a system can experience saturation and be subject to other social systems they may be involved in (Paul Johnson, 1986). In the latency prerequisite, every society must improve and maintain both individual motivation and cultural patterns that maintain motivation. Latency aims to maintain various basic values and norms adopted by community members (Crisnaningrum, 2020).

The existence of online learning and limited face-to-face learning (PTM) impacts the decline in student motivation during 100% face-to-face learning so that students become challenged to control during learning. However, with 100% face-to-face learning (PTM), teachers can raise students' motivation by giving various advice during learning. The advice is given with the aim of making students aware of the importance of following learning well and conducting daily tests which aim to measure the achievement of learning objectives through learning outcomes. In addition, the school also supervises sociology subject teachers and has evaluation meetings at the end of the semester. Through this, it can create orderly learning and maintain the characteristics of discipline that have been instilled from the beginning and form the characteristics of students who have an independent awareness of the importance of

following learning in an orderly manner. Thus, every society must improve and maintain individual motivation and cultural patterns that create and maintain motivation.

D. CONCLUSION

Based on the results of the study, it can be concluded that the implementation of face-to-face learning after online learning and limited face-to-face learning in sociology learning at SMA Negeri 1 Kartasura have three stages. These stages are the preparation stage, the implementation stage, and the evaluation stage. Adaptation in the implementation of face-to-face learning after online learning and limited face-to-face learning in sociology learning at SMA Negeri 1 Kartasura includes socialization, preparing learning schedules, preparing learning tools, preparing personal conditions, and preparing school attributes. Goal Attainment in face-to-face learning after online learning and limited face-to-face learning in sociology learning at SMA Negeri 1 Kartasura is a discipline strategy, a learning model selection strategy, and a strategy to improve student learning outcomes. Integration in the implementation of face-to-face learning after online learning and limited face-to-face learning in sociology learning at SMA Negeri 1 Kartasura, namely making school rules, making learning contracts, and enforcing discipline. Latency in the process of implementing face-to-face learning after online learning and limited face-to-face learning in sociology learning is to supervise sociology subject teachers and meetings at the end of the

semester, provide motivation to students, and form disciplinary characteristics in students.

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