



[THE DEVELOPMENT OF OFFLINE LEARNING TO ONLINE LEARNING IN THE ERA OF THE COVID 19 PANDEMIC AND EMERGING IMPACTS ON INDONESIAN STUDENTS]

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Abstract

The implementation of the education system in Indonesia is generally more quantity-oriented to serve as many students as possible. The development of learning is a process that involves a person playing an active role. Two learning models have developed namely offline and online learning. This paper aims to describe the development of the two learning systems and their impact on students and teachers. This study uses a literature review of various research articles, then analyzed and translated into concept articles. The results of this study are offline learning emphasizes the process of human touch, and the main source is the teacher. Still, online learning has begun to develop along with the times, which focuses on students being more active. Its appearance was due to the Covid 19 pandemic, which resulted in all activities being limited, wrong. Offline learning effectively provides knowledge to students in the form of controlled class conditions. It allows students to participate in learning optimally, knowing students' abilities affectively, making students feel an inspiring learning experience, facilitating students to learn in practice, and providing direct involvement of students in theoretical reality. And practice. While online learning gives students full access to material and teacher explanations anytime and anywhere, online learning has goals and advantages: independent learning, problem-solving, and complementing teaching media. Despite all the advantages of the two learning methods, both have their drawbacks. This research collects various facts about the shortcomings and finds similarities in the psychological symptoms that arise, namely anxiety and interest in learning.

Keywords: Learning Development, Offline Learning, Online Learning.

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INTRODUCTION

The implementation of the education system in Indonesia, in general, is more directed to a

learning model that is carried out en masse and classical, with a quantity oriented to be able to serve as many students as possible, so that it cannot accommodate the needs of individual students outside the group. Develop the potential for intelligence and talents of students optimally (Sirait, 2017).

In its development, the education system in Indonesia has begun focusing on the success of students with guaranteed abilities that are directed at life skills that in the future can support the welfare of the students themselves, which are started to be implemented through the learning system (Megawanti, 2012).

Learning development is a process that involves a person intentionally playing an active role in carrying out certain actions that are directed in special situations and conditions to produce a stimulus-response (Sudarsana, 2018). In learning development, the interaction between humans can occur in different lives and various fields (Inah, 2015). The learning system will continue to run well if it is done directly or face to face, unlike the case with learning conditions that have recently been popular and developed, namely the online learning model. Online learning allows teachers and students to have wider access to delivering and receiving subject matter through available platforms, facilitating remote interaction and providing access to the more subject matter (Wahyuningsih, 2021).

One of the big triggers for the emergence of this learning system was the Covid-19 pandemic which resulted in limited activities, one of which was learning activities at every level of education (Ningsih & Sulia, 2020). Online learning was chosen as a solution to continue the learning process, even though it is still relatively new and does not become a total substitute for the offline learning system (face to face) (Wulandari et al., 2020). This has different impacts, both in terms of implementation and process. In this study, we will discuss a literature review on the development of the learning system in Indonesia and its impact on students and teachers.

METHODOLOGY

Information in research (Jones, 1993). This study uses library research methods, namely research, to obtain information data by placing all existing facilities in the library, such as books, magazines, documents, records of historical stories, related journal articles, and online media that support the study. The data sources used are research journal articles related to the learning system as the main data source. The research analyzes empirical studies on offline and online learning systems; then, the results are analyzed and become a concept.

RESULTS

Offline Learning and Its Impacts

Learning development can be realized in education through interactions between students, students and teachers, interactions between students and the environment, teachers, and colleagues, and interactions between teachers and the community around their environment (Inah, 2015). Learning development for a person involves a thinking process in building and developing a dialogical atmosphere through continuous and continuous question-answer

interactions. It produces thinking skills to acquire knowledge that can help a person find his self- concept and identity to have expertise in constructing himself (Indriyanti et al., 2017).

Offline learning effectively provides knowledge to students in the form of controlled class conditions. It allows students to participate in optimal learning (Nasrulloh & Ismail, 2018), knowing students' abilities effectively towards a subject (Shidiq, 2017), making students feel a good learning experience. More inspiring (Shidiq et al., 2018), facilitating students to learn in practice and allowing students to experience the reality between theory and practice directly, and not to lose the sense of human touch, of course (Wina et al., 2017). From some of the above advantages expressed by researchers, offline learning allows students to receive systematic and systemic learning directed at character building and identity to have a superior personality.

The process of personal formation and one's identity shapes the period from birth to toddlerhood and the formation of a period leading to maturity. A person's formation is experienced through self-development. He has personality qualities obtained through education or the environment, such as socializing with various obstacles and challenges in navigating life (Ginanjar, 2013). Of course, offline learning is a place to realize the process of student personality development.

Apart from the advantages provided by the face-to-face learning system, it is also possible that there are challenges, obstacles, and shortcomings, among others, in the form of several monotonous teaching methods that make students feel bored (Mansyur, 2018), material that is less updated and impressive boring (Anwar, 2017), requires classrooms as learning facilities, requires the availability of adequate supporting facilities (Susanto & Kristianto, 2016), and has the opportunity for unwanted actions by teachers and students (Muhaini, 2016).

Of all the shortcomings that exist in offline learning, on average, all of them will be able to contribute to psychological symptoms, namely anxiety and student motivation (Fauzi Marjan et al. 2018). Anxiety is certainly not felt by groups of students in their respective gender categories, both of them experience it even though in different doses (Alawamleh et al. 2020). Offline learning that already has curriculum settings from the past does not give the Impression of changes to the material. Materials that seem old-fashioned will reduce student motivation in learning (Anwar 2017).

The motivation of these students refers to their interest in participating in the learning process in the form of passion for reading, writing, and exercises (Wijoyo, 2020). A student can be said to be interested in learning if their enthusiasm in class increases, one of the factors is the availability of adequate facilities (Daniel, 2020). However, there are still many schools that do not have the readiness for these facilities.

Inadequate learning facilities will affect their comfort in receiving subject matter, which then has the potential for students to experience anxiety (Susanto & Kristianto, 2016). In addition, economic conditions are not conducive to meeting their learning needs, so there is pressure on the students themselves (Endah, 2017).

Online Learning and its Impacts

Education 4.0 is not only about digital learning technology but also about changing ways of thinking and what is most important in educating the next generation (Palupi, 2020). As with

education in the past, there are many definitions and theories about education 4.0. However, this blurry view cannot cover the challenges that must be faced in the future (Pujilestari, 2020).

Online learning is a learning model with digital devices that basically can be done live or recorded (Pujilestari, 2020). In other words, students will get full access to the material and teacher explanations anytime and anywhere. Compared to offline (conventional) learning classes (Megawanti, 2012), online learning has very different goals and advantages, namely independent learning, problem-solving, and complementing teaching media.

In online learning, students are required to be disciplined, have high learning independence, and students must be able to determine their own goals from their learning outcomes and what material they want to learn (Hidayat et al. 2020). In addition, students are also required to determine the study schedule they want. Therefore, students have the freedom to study and manage their own study time and have their understanding of a lesson.

Online learning does not only require students to understand the content of the material in class but also to apply the theory that has been learned in solving problems from assignments. It can be in questions, testing, or research (Adelia & Ida, 2015). With this method, students' cognitive abilities are expected to be well-honed and ready to face real-life problems. In addition, industries that have implemented artificial intelligence massively do not need human resources that do not have problem-solving abilities (Keriso, 2019). In other words, this learning model will be able to produce student skills in solving a problem and not having to depend on the teacher constantly.

Illustrations in the form of images and videos can be easily obtained on the internet; then, they can be displayed through a projector (Rahim & Suherman, 2019). The subject matter can be displayed through this projector, and the projector's teaching materials can be delivered in the form of presentation files. With this technology, teachers can provide more illustrations for students. However, teachers will need additional teaching media in online learning, namely projectors (Nugrawiyati, 2018).

Besides the unique goals and advantages of online learning, it does not mean that there are no challenges. Besides, the benefits of face-to-face learning will be lost; online learning also still has a myriad of problems if applied in a hurry. Some of them are a very objective assessment system, the originality of student work, the unequal availability of networks, and the quality of teachers as human resources (Jumareng et al., 2021). In addition, there is also a discussion about the problems that arise as a result of online learning affecting students in the form of psychological symptoms such as anxiety and interest in learning (Saleh, 2020).

Objectivity can be a double-edged sword in education (Setianto, 2012). In online learning, generally, the assessment is based on the results or work of students in the form of assignments. However, there appears to be a large gap in the quality of each student's assignment in many cases. Therefore, the objectivity of online learning will certainly harm some students, and the expected results will be biased.

Based on the information above, the researcher can doubt the originality of the work. The wider the range of research references and materials, the more difficult it is to trace the source. This will raise suspicions about the originality of students' work. This is because teachers are very likely not to expect their students to take or plagiarize students' writings from wider sources. Originality testing platforms such as Turnitin or Quetext are limited, and it is

not possible to trace to all sites worldwide (Umaroh, 2015). Amid this phenomenon, ironically, a technical problem needs more attention, namely the network.

The digital learning system will never run properly if the device and internet connection are not supported enough (Hikam, 2020). According to Kominfo 2019, there are still as many as 24,000 villages that the internet network has not touched (Suwondo, 2019). Of course, this will be a serious problem when the education system has massively used online learning, either fully or partially, because all online learning platforms require a fast and stable data connection and the internet.

The internet and the online learning system also require teachers with high-quality skills in the field of technology (Ananda et al. 2018). At least the teacher on duty must be sufficiently familiar with technology and digital devices to teach. In addition, teachers must also be proactive and creative in making learning materials.

Of course, students do not get bored when learning online. Of the various forms of problems described in online learning, it is equally important to pay attention to the psychological symptoms that arise as a result of this method, two of which are With the emergence of anxiety and interest in learning in students during a pandemic, many students experience high anxiety rates due to the pandemic (Ricardo & Meilani, 2017). They are then followed by their concern about continuing the learning process, which must be carried out online (Herliandry et al. 2020).

In connection with the anxiety of these students, there is also an influence on students' interest in learning it. Some have decreased, and others have also increased because online and offline learning are supportive, while others are not (Maulidina & Bhakti, 2020).

CONCLUSION

The implementation of the education system in Indonesia is generally more oriented to quantity to serve as many students as possible. The development of learning is a process that involves a person deliberately playing an active role. Two learning models have developed namely offline and online learning. Offline learning is learning that emphasizes the human touch process, and the main source is the teacher. Still, online learning has begun to develop along with the times, which focuses on students being more active. This learning is increasingly emerging due to the Covid 19 pandemic, resulting in limited activities.

Offline learning effectively provides knowledge to students in the form of controlled class conditions. It allows students to participate in learning optimally, knowing students' abilities effectively towards a subject, making students feel a more inspiring learning experience, facilitating students to learn in practice, and providing opportunities to feel the reality between theory and practice directly.

Meanwhile, online learning gives students full access to the material and teacher explanations anytime and anywhere. Online learning has goals and advantages: independent learning, problem-solving, and complementing teaching media.

Despite all the advantages of the two learning methods, they certainly have different drawbacks. In this research, we collect various facts about the shortcomings of offline and online learning and find that they have similarities in the psychological symptoms that arise,

namely anxiety and interest in learning, of the shortcomings that are expected to have an idea for improving the learning system better.

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