CHAPTER I

INTRODUCTION

This chapter, the researcher presents background of the research, research problems, objective of the research, significance of the research and scope of the research.

A. Background of the Research

Corona virus Disease 2019 (Covid-19) has spread very fast to almostcountries. Corona Virus, according to Kundu and Bej (2020:1). The deadly COVID-19 pandemic, caused by the severe acute respiratory syndrome coronavirus 2, has already engulfed the entire world, prompting the World Health Organization (WHO) to declare it a pandemic disaster on March 11, 2020 (WHO, 2020), and almost the entire world has been placed under house arrest. According to United Nations Educational, Scientific and Cultural Organization (UNESCO) monitoring, approximately 1.725 billion learners have been affected by school closures in response to the pandemic as of April 18 2020. 192 countries have implemented nationwide closures and 5 have implemented local closures, affecting approximately 99.9% of the world's student population (UNESCO, 2020).

With COVID-19, the world has been confronted with a new existential threat, and nations must once again gather their educational, moral, and scientific strength to combat it, because it has brought a period of social, not mental, disconnection. As a result, the problem at hand is not one of educational limitations, but rather one of a situation that necessitates emergency remote teaching-learning

because social gatherings, including educational institutions, are seen as a threat to the spread of the COVID-19 pandemic and have been shut down.

In the education sector, the government has implemented a learning policy, namely learning from home, through the Ministry of Education and Culture in all countries. Efriana (2021: 39) makes a point. In the face of a pandemic, learning from home is implemented via a distant learning system. Distance learning is a type of education in which students are separated from their teachers and the learning process makes use of a variety of resources provided by ICT (ICT). The distance learning system is used in the implementation via an online learning approach. This learning method may be a viable option in the event of a Covid-19 pandemic, allowing the teaching and learning process to continue.

As the situation with COVID-19 evolves, it is critical that the educational system remain adaptable in terms of program and service delivery. Based on Scotia (2021: 3), all kids' in-school classes would resume, with additional procedures such as "cohorting" or "grouping" taken to guarantee the health and safety of students and staff. For September 2020, this is the plan. If COVID-19 conditions need a modification throughout the school year, full operation will resume as soon as possible. While the unique scenario posed difficulties and caused substantial disruptions, it also demonstrated the tenacity of teachers, principals, early childhood educators, school employees, and, most importantly, children, students, and their families. The scenario with COVID-19 is still developing. Regrettably, it will not be over by the time you read this.

This condition was happened in the students of SMAN 4 Parepare. The effect of pandemic covid 19 was affected of their learning acitivity. The students learning activities before pandemic was held by usually that was face to face learning. The students stiil coming in the school and the learning process still held in classroom directly. But, after pandemic covid 19 exissted, the students learning activities was changed. Based on the goverment policy that all of learning activities by face to face learning or namely offline learning was stopped. All of learning process was doing in home and the students got the material in learning process by using a media such as handphone, laptop, etc. This situation called online class or learning from home.

Based on explanation above this study focuses on the readiness as a challenges In this COVID-19 era, students are anticipated to encounter challenges in offline learning. As the situation with COVID-19 evolves, it is critical that the educational system maintains flexibility in all elements of program and service delivery, the researcher interesting to research about the students' readiness includes the students' preparation in facing offline class in other words back to the conventional way in teaching and learning process after pandemic Covid 19.

B. Research Problem

Based on the background of the research, the researcher formulates research problem as "How is the students' readiness in facing offline class after pandemic covid 19 at the eleventh grade students' of UPT SMA Negeri 4 Parepare?"

C. Objective of the Research

Dealing with the questions of the problem above, the researcher intends to achieve objective through the study. Objective of this study is to find out the students' readinesses in facing Offline Class after Pandemic Covid 19 at the Eleventh Grade Students' of UPT SMA Negeri 4 Parepare.

D. Significance of the Research

This research is directed to present theoretical and practical significance.

1. Theoretical Benefits

This research is expected to be able to study the readinesses of students'in facing offline class learning particularyafter COVID-19 pandemic situation.

2. Practical Benefits

a. For lecturer

This research not only contains the students' readinesses, but also the offline class in distance learning methods during the COVID-19 pandemic in conveying teaching and learning process. Therefore, lecturers can use the data to be used in conveying teaching and learning process.

b. For teachers

This research provides theories, examples, and data related to the students' readines in teaching and learning. The teachers can use this research areference that they use in the school to complete the learning material.

c. For researcher

When there are hurdles in the teaching and learning process, this research can provide guidance for future researchers to develop the usage of learning offline classes.

E. Scope of the Research

This research focuses on the students' readinesses offline class learning after COVID-19. The researcher limits the data of the study about students' readinesses. The researcher only analyzes the students' readinesses offline class learning after COVID-19 pandemic.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of some previous related research findings, some pertinentideas, , and Conceptual Frameworks. This point of view is explained in this chapter.

A. Previous Related Research Findings

COVID-19 has had an impact on the education industry. The institution was obliged to change its teaching methods to include online learning. Teachers and students have had to adjust to the new teaching and learning methods, as well as the assessment procedure. Prior scholar have conducted research on this issue. One of them is Nadeak (2020) anyone conducted a study on the efficiency of distant learning via social media during the COVID-19 pandemic. Her study's findings revealed a survey procedure that involved 250 students filling out an online questionnaire, which was then examined using the Multi-Attribute Utility Theory (MAUT). The results of a study of the efficiency of distance learning via social media revealed that it is only useful for theoretical and theoretical practical courses, while it is less effective for practice courses and distance field courses on during learning.

During the coronavirus outbreak, motivation for online learning was reported to have had mixed effects in higher education, particularly in Indonesian universities. Some students were unmotivated to learn because of online learning, while others were tremendously driven. Gustiani (2020) supports this idea based on her research aboutstudents'motivation in online learning during Covid-19

pandemic era. The end consequence of Thematic analysis was used to examine the information gathered from both interviews. It was discovered that students' motivation for online learning was influenced more by their desire to gain new skills and their delight of trying out new learning methods. External regulation and environmental conditions also influenced it extrinsically. Amotivation, or a lack of motivation, has also occurred as a result of inadequate external support facilities.

The teacher must take quick action to overcome the pandemic that is happening. Thus the teacher is required to master Internet Technology in order to follow up distance learning. This is link with Nabilah's (2020). Her research is about the teachers' implementations of distance learning during COVID-19 Pandemic at SMP N 3 Bringin. Her research result revealed that During COVID-19 pandemics, proper tactics and media must be used to facilitate online learning. In the event of a COVID-19 epidemic, the best technique is to assign pupils the responsibility of monitoring television and reporting via mobile phones (WhatsApp). Whatsapp is used to get assignments from the teacher as well as student comments in carrying out activities, in addition to reporting the results of activities. Google Form, Zoom, Facebook, and YouTube are some of the other tools that teachers and students use. The expectation of using techniques and media during COVID-19 can help with distance learning implementation. Other expectations include the end of the COVID-19 epidemic, as well as the usual face-to-face learning method.

Based on the some previous of study above the researcher conclude that the learning process in pandemic Covid 19 era has give the negative aspect specially in

students' condition and the rsearcher interest to formulate this study on students' readiness in face the online learning as thematic way in teaching and learning process.

B. Some Pertinent Ideas

1. Pandemic Covid 19

According to The COVID-19 pandemic is the world's most serious health disaster in the last 100 years. It has thrown our way of life into disarray, with far-reaching implications for our daily lives, including how we work and learn. According to ILO estimates (2020: 1), 14% of working hours were lost globally in the second quarter of 2020, compared to the final quarter of 2019.

The COVID-19 epidemic has wreaked havoc on education systems around the world, affecting almost 1.6 billion students in over 190 countries across the globe. Closures of schools and other learning places have impacted 94% of the world's student population, with rates as high as 99% in low and lower-middle income nations. The crisis is exacerbating pre-existing educational disparities by limiting opportunities for many of the most vulnerable children, youth, and adults, including those who live in poor or rural areas, girls, refugees, people with disabilities, and those who have been forcibly displaced, to continue their education. (Policy Brief 2020:2).

The effects of the Corona virus illness 2019 (Covid-19) pandemic are now starting to spread to the educational sphere. This is being done in order to avoid the spread of Covid-19 infection. It is hoped that all educational institutions will refrain from carrying out their normal activities, so limiting the spread of Covid-19.

Various countries that have been exposed to this disease have implemented lockdown or quarantine laws in an effort to restrict the interaction of many people who could provide access to the spread of the Covid-19. The Covid-19's spread had a major impact on the economic world, which was beginning to fade, but the impact is now being felt by the educational sector. (Abidah 2020: 38).

2. Teaching and Learning Paradigm in Pandemic Covid 19

According to Reimers et al (2020: 3) Many countries are enacting measures to reduce the amount of people congregating in public places as the COVID-19 Pandemic progresses. The usual operation of schools and universities has been affected as a result of such initiatives. Because the duration of such measures has been extensive – and is likely to continue in some countries for some time until a vaccine is available – leaders of public and private educational institutions have put in place alternative methods for students and teachers to continue with their lessons when attending school is not possible, and are working on methods to make schools safe to work in.

Based on Pokhrel and Chhetri (2021: 134) Due to the COVID-19 epidemic, most countries have implemented lockdown and social distancing measures, which have resulted in the closure of schools, training institutes, and further education facilities. The way educators deliver quality education through multiple online platforms is undergoing a structural shift. Despite the problems faced by both educators and students, online learning, distant learning, and continuing education have proven a remedy for this unprecedented worldwide pandemic.

Due to the current COVID-19 pandemic in Indonesia, all teachers and students are required to work from home, with all teaching and learning taking place online. According to Male et al (2021: 1628) Due of the unpredictability of the COVID-19 pandemic, all teaching and learning activities have been moved to the internet over the past two months. Teaching and learning activities are not a novel concept. When everything should be done online, what happens is that kids become bored. The lectures also instruct pupils to complete the exercises/tasks/projects and submit them online.

The best public policy tool for increasing knowledge and talents is the learning process in schools. Furthermore, many kids believe that school is a pleasurable pastime in which they may engage with one another. Schools can help children develop social skills and become more conscious of their social status. However, now the activity called school stopped suddenly because of the outbreak of Covid-19 with the abrupt onset of the Covid-19 pandemic, Indonesia's education sector must chart a course if it is to aid school circumstances in an emergency. Schools must compel themselves to use internet resources. (Hariyati 2020: 3-4).

3. School Reopening After Pandemic Covid 19

According to Scotia (2021: 3) All students' in-school lessons have resumed, with additional safeguards in place to preserve the health and safety of students and staff, such as "cohorting" or "grouping." For September 2020, this is the plan. If COVID-19 conditions need a modification throughout the school year, full operation will resume as soon as possible.

Based on Bazaldua , Levin and Liberman (2020: 1) When schools reopen for in-person instruction, kids will return with a wide range of knowledge and skills, with underprivileged pupils experiencing the most significant learning losses. Learning loss is described as a plateau or decrease in student accomplishment relative to predicted performance owing to in-person schooling disruptions caused by seasonal events (e.g., summer vacations) or emergencies (e.g., the COVID-19 pandemic).

Based on Adamu (2020: 1) The guidelines are primarily meant to assist education authorities and providers in efficiently planning for a safe, equitable, and timely reopening process. It provides a wide range of solutions that are tailored to the needs of students', teachers. and educational personnel in all our schools. Specifically, the guidelines as follows

a. All those who are responsible for ensuring that our schools and learning facilities provide learners with a high-quality education.
b. Boards of school management. administrators, for teachers, in order for them to be able to use suitable information to affirm good practice and maintain a clear focus on the specific areas for the reopening process.
c. Learners and parents are part of the school community. To allow them to fully participate in the reopening process and continue to operate safely.

4. The Students'Prepares on School Reopening After Pandemic Covid 19

Bazaldua , Levin and Liberman (2020: 2). Stated that before any learning assessment is adopted in the classroom, children's health and well-being must be

ensured upon the return to school for in-person instruction. Children must feel safe at school, (re)adjust to the in-person learning environment and social interactions with peers and teachers, and be emotionally ready to continue with their studies in order to display their true talents and competencies during an assessment.

Based on Scotia (2021: 9) Students will be able to familiarize themselves with new school routines and expectations. Teachers and children will collaborate to make the transition from at-home teaching and learning to a new school year as seamless as possible. Regular well-being check-ins and informal evaluations will be critical in assisting kids with transitions and catching up on any unfinished learning from the 2019–20 school year. Students who require assistive technology will continue to have access to the following resources:

a. Nutrition. Schools will continue to offer breakfast and lunch, with appropriate modifications to ensure that health criteria are followed in order to continue to feed pupils.
b. Visitors, Outside visitation, including parents and guardians, will be restricted. According to the COVID-19 Public Health Guidance for Schools, drop-offs and pickups will be done outside, and people will not be allowed to assemble in groups outside the school. Other organizations' use of schools after hours will be restricted.
c. Libraries. Students will still have access to library resources, but they will not be able to visit the library in groups. They will receive books and other things in their classes.

5. The Students' Needs in School Reopening After Pandemic Covid 19

Based on Michelle and Sean (2020: 17) Parents and educators should be encouraged to engage with their associated school-based health center where available, or encourage families to seek support from the child's/physician, youth's and educators should have adequate guidance and information about possible signs of mental health struggles. The following is the Guidance Statement:

a. The students' have to flexibility in program and/or school enrolment in transitioned to a new program or school for the 2020-2021 school year.
b. In the week leading up to the first day of school, kids must be given the opportunity to tour the school..
c. The students' have to incurred during the school closures.
d. The students' worry about the need for ongoing, active contact between the school, parent, youth, and therapist in order to facilitate full-time return to school..
e. The students'should be provided, ideally in collaboration with educators and mental health professionals.

In addition Murphy and Oliver(2020: 76) When planning for the 2020-2021 school year, whether instruction be remote, in-person, or a hybrid of the two, all districts are encouraged to build their reopening plans around the following critical tenants as follows.

a. All pupils are entitled to an equal opportunity to get a high-quality education. Depending on the grade band and content area, several types of learning activities will be applicable.

b. This once-in-a-lifetime opportunity offers new ways to personalized learning and new forms of partnerships with family members, caregivers, and community stakeholders.
c. Effective education, student involvement, and evaluation all benefit from a tight feedback loop between administration, educators, students, and families.
d. Developing a shared sense of purpose, offering clear expectations and thorough support systems, fostering solid relationships, and allowing for flexibility/adaptability can all help to alleviate anxiety.
e. To offer the essential support for instructional shifts, careful planning is required. Approach digital technology with the flexibility required to promote student learning and improve communication pathways, as well as to establish a strong connection with family members and caregivers.
f. School districts should encourage early collaboration amongst educators to maintain uniformity across grades and curriculum areas, as well as enough time to prepare for the implementation of new instructional strategies that may be required.

6. The Possibility List on students' Readiness in School Reopening After Pandemic Covid 19

Based on the explanation above about the Pandemic Covid 19 and the students' Readiness in School Reopening after pandemic Covid 19, the researhcer conludes the checklist about the students' prepare and needs on facing Offline learning after Pandemic Covid 19 in five possibility list

The first, students' flexibility in manage time on program and/or school enrolment in transitioned to a new program or school for the 2020-2021 school year, in this case the students' way in managing the time dealing with the new program in teaching and learning porcess or new curriculum

The second, students' offered the opportunity to visit the school, this possibility list refers to the students' adaptation in the schedule and new role in offline in teaching and learning porcess. The third, students' motivation to facing learning process after pandemic covid 19 after 2 years before learning in daring or online learning

The fourth, students' adapt in new learning model speasially in Health protocol like using face shield and mask. The fifth Thestudents' readiness on the new material in learning process like internet communication method, digital materials and individual method in learning.

C. Conceptual Framework

This research focuses on analyzing the readiness as a challenges that students' are expected to face in offline learning in this COVID-19 era at at the Eleventh Grade Students' of UPT SMA Negeri 4 Parepare.Offlinelearning in this research refers to the students' preparatiion in facing the learning process at the classroom like before pandemic.

Currently in the midst of the Covid-19 epidemic This time, the world of education, as well as teachers and students, are making greater use of the government's online learning system, according to the plan for September 2021. If

COVID-19 conditions need a modification throughout the school year, full operation will resume as soon as possible.

The conceptual framework of this research will be design as the following diagram;

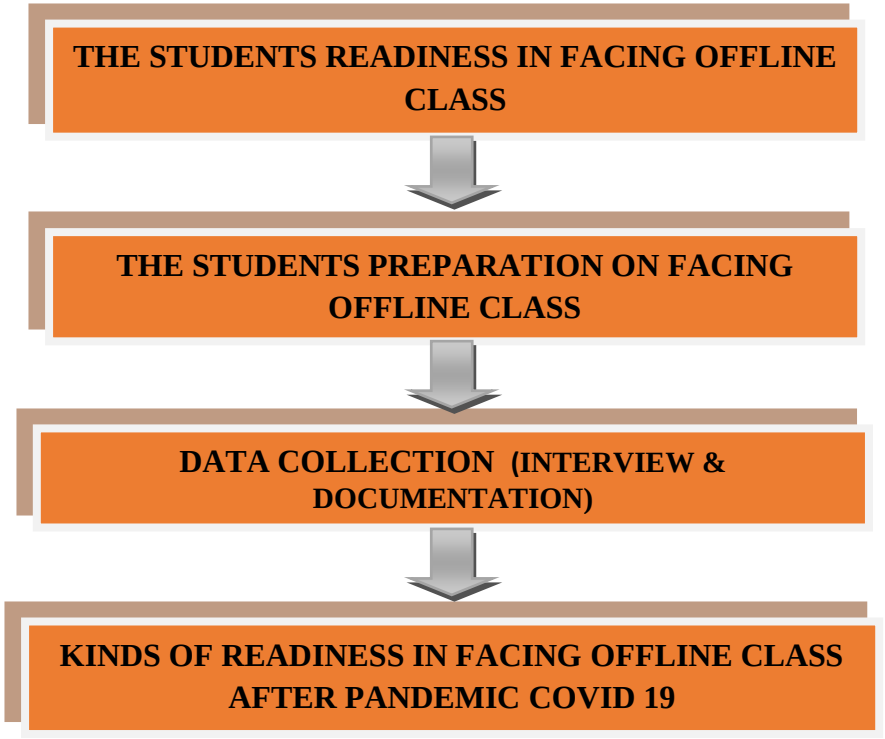


Figure 2.1 Conseptual framework

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher presents research of design, research participants, procedure of collecting data, technique of data analysis and data validity

A. Research of Design

The researcher used the descriptive qualitative method in this research. Descriptive research describes and interprets events, conditions, or situations of the present. On the other hand, qualitative research is a research method based on post-positivism and naturalist paradigm. It has some characteristics: (1) the objects observed are process and value; (2) most of the data are words; (3) when collecting data, the researcher actively interacts with the data sources; (4) the data are analysed inductively; (5) the result of the research cannot be generalized; (6) the research is subjective and related value.

The goal of descriptive research is to describe a phenomenon and its characteristics.Based on Nassaji (2015: 129) Qualitative and descriptive research methods have been very common procedures for conducting research in many disciplines, including education, psychology, and social sciences, The goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened. Therefore, observation and survey tools are often used to gather data.

Quotes or information from the field are included in report writing. Qualitative research characteristics utilizing a descriptive technique. As a result, the

researcher takes a descriptive approach and conducts qualitative research. Because the persons watched provide data in the form of written or spoken words, this research produces data in the form of written or spoken words.

B. Research Participants

Research subjects are the object of research. The object of this research focuses on students'readiness in facing online class after Covid 19. The subjects of the research was students' of class XI.IPA 3 which on fifteen students' at UPT SMA Negeri 4 Parepare.

C. Procedure of Collecting Data

The researcher collected the data using three phase that was observation, interview and documentation. The explanation every single phase was described as follows :

1. Observation

The act of directly observing something to gain information or data is referred to as observation. According to Mania (2008), observation is a process or method of acquiring data or information by conducting systematic observation and recording of things that are being observed. To put it another way, observations are made to learn more about the observed behaviour. As a result, through observation activities, a clearer image of social life can be obtained, which is difficult to achieve using other methods.

The five senses are used to make observations; this is done scientifically by the researcher to ensure that no data is manipulated. Hasanah n.d.(2016) mentioned

that observation is one of the empirical scientific activities that uses the five senses to base both field facts and texts without manipulating them.

Quotes or facts from the field Characteristics of qualitative research employing a descriptive technique are used in report writing. As a result, the researcher takes a descriptive approach and conducts qualitative research. Because the persons being studied provide data in the form of written or spoken words.

2. Interview

Interviews in qualitative research are conversations that have a purpose and are preceded by some informal questions. Interviews are more than conversations and range from informal to formal. Even if all certain Content belongs to or is controlled by one or another participant, the rules for research interviews are more stringent. Unlike in ordinary conversation, research is aimed at getting information from one side only, therefore asymmetrical relationships must be seen. researchers tend to direct the interview to the discovery of participants' feelings, perceptions, and thoughts. Based on Esterberg (2002) in Sugiyono (2007:412) suggests several types of interviews, namely structured, semi-structured, and unstructured interviews.

a. Structured interview

Structured interviews are used as a data collection technique, if the researcher or data collector already knows with certainty what information will be obtained. Therefore, in interviews, data collectors have prepared research instruments in the form of written questions for which alternative answers have been prepared.

b. Semi-structured interview

This type of interview is included in the in-dept interview category, which is freer in its implementation when compared to structured interviews. The purpose of this type of problem is to find problems more openly, where the parties invited to the interview are asked for their opinions and ideas. In conducting interviews, researchers need to listen and record what the informants say.

c. Unstructured interview

Unstructured interviews are free interviews where researchers do not use interview guidelines that have been arranged systematically and completely for data collection. The guidelines used are only an outline of the problem.

In this case, the researcher prefers the type of Semi-structured interview in data collection. To facilitate the collection of data and avoid confusion of respondents. So the researcher feels that this technique is the most appropriate to be applied in this research.

3. Documentation

Documentation is a compilation of data in the form of records, notes, and photographs. So that the information gathered is obvious. Sudarsono (2003) discovered that the common idea of documentation can be deduced from its application in everyday life. The terminology for documentation is used in the following sense, among others technical documentation, cinematic documentation, personal documentation, and so on are all examples of documentation. With technical advancements, events can be documented by writing, photography, recordings, and a variety of other methods. The activities that followed

subsequently became one source of information on the incident. Documentation efforts can be separated into three levels based on the definition of the word perpetuate.

a. Choosing or identifying what shall be enshrined.
b. Acquiring or carrying out what will be enshrined.
c. Maintain the object's immortality or long-term viability.

Documentation in this study is a picture from observation and interview.

D. Technique of Data Analysis

In this research, the researcher analysed the data using the method of Braun & Clarke, (2006). This method was a very effective method if a study intends to examine in detail the qualitative data, they must connect the interrelationships of patterns in a phenomenon and explain the extent of a phenomenon that occurs through the eyes of researchers (Fereday & Muir-Cochrane, 2006). Even Holoway & Todres (2003) say that this thematic analysis is the basis or foundation for analysing interests in qualitative research.

Some of the steps in analysing this data are the same as other qualitative analysis techniques, for example, the first step is to understand the data that has been obtained. In thematic analysis, researchers need to take the time to 'get to know' the data they have obtained before carrying out the next stages. For more details on how to technically conduct data analysis using thematic analysis method, the following stages are presented.



Figure 3.1 Conseptual framework Model Analisis Data Braun & Clarke, (2006)

1. **Understanding data**

Obtaining the desired information does not imply that the researcher comprehends the phenomena under investigation. Because qualitative research tries to learn more about what happened during an event from the perspective of the participants, the recordings and transcripts of interviews are like a "treasure" for researchers to dig into. Here the researcher needs to understand and integrate with the qualitative data obtained. And there is no more effective way to be more integrated with the data than reading and rereading interview transcripts and even listening to interview recordings again or watching videos that were made during the data collection process.

Interview recordings can be an important source in the data analysis process because researchers can get information or insights through the conversations they have with participants. Therefore, the researcher took the time at least once to listen to it again. This activity becomes even more important if it is not the researcher himself who made the interview transcript.

The main purpose of this first stage is that the researcher begins to feel that he understands the contents of the data he has obtained, and begins to find things in the data that are related to his research question. To achieve this, it is very natural for the researcher to want to read the interview transcript at least once, twice or even three times until the researcher really understands and is 'close' to the data. Plus, combined with the notes made during reading it will be a vital thing to be observant to explore the depth of the data he reads.

2. Composing Code

The start of coding is the second stage of the theme analysis process. This coding is similar to a librarian deciding on the subject of a book title. Or like a reader trying to figure out what a paragraph's major point is. Labels or features present in the data relating to the study question can likewise be thought of as codes.

In this case, the researcher determines which data in the interview transcript need to be coded. For researchers who are new to coding, they will most likely code all the data in the transcript. There is nothing wrong with doing this, because in the next stage, the researcher will review all the code he has created and will evaluate which code is relevant to his research and which code is irrelevant.

Code can be semantically sound, in the sense that it directly describes the data. Researchers build code based on what they see on the surface. Researchers commonly achieve this by developing codes based on the language used by participants.

3. Searching for Themes

Finding a theme that is in line with the study objectives is the third stage of the thematic analysis. This theme describes a significant aspect of the data that is relevant to the development of the research problem.

The first step in establishing the theme is to decide on a tentative theme. It's named tentative since the themes that will be created are the analysis's initial topics, and there's a chance that they'll change based on the review of these tentative ideas.

How to define a tentative theme? The tentative theme is determined based on the researcher's observations of codes and groups that have the same or different meanings. Groups that have the same meaning are collected into one group to become a tentative theme. During this stage, the researcher should always review the interview transcripts to ensure that the data written there are consistent with the tentative themes created. Each of these tentative themes is then compared to other tentative themes to see if there are any similarities or differences, as well as to see if there is a link between them.

When the tentative themes were finished, each one was recalculated based on its importance, relevance to the study topic, and the unique characteristics of each as it was being integrated into a single theme.

E. Validity of Research Data

The researcher employed methodological triangulation in this study. When doing research, data collection, and analysis, researchers use a multimethod approach called triangulation (Walidin, 2015:139). Triangulation, according to Cohen et al. (2007:141), is defined as the employment of two or more data gathering methods in the research of different aspects of human behavior.

There are two aims of triangulation, according to Walidin (2015:140).

1. First, instead of using only one approach in a study, discuss two methods in one study to achieve better results.
2. The second goal is to compare information about the same objects gathered from multiple sources so that the level of data confidence may be guaranteed.

According to Sutopo (2006), as quoted in Walidin et al. (2015:142), there are four types of triangulation procedures.

1. Data triangulation, which entails determining the veracity of information using a variety of data collection methods and sources.
2. A triangulation investigator collects and analyzes data with the help of many people.
3. Methodological triangulation, which entails comparing data or information in several ways.
4. Theoretical triangulation: A formulation of information or a thesis statement is the end result of qualitative research. The data is then

compared to the appropriate theory's perspective in order to eliminate individual researcher bias in the findings or conclusions reached.

It is thought that triangulation will produce results that are near to the truth by combining diverse perspectives or viewpoints. The researcher confirms the data using the first strategy, which is researching the reality of particular information through numerous ways and sources of data collecting, from the four types of triangulation procedures listed above. The data from Whatsapp and interviews were compared by the researcher.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter is divided into two parts. The first part discusses the research's findings, while the second part discusses the research's discussion.

A. Research Finding

After describing the background of the research, the theories that have confirmed by the researcher, and the method used by the researcher. Then In this chapter, the results of the research are presented. The research results will be described based on the results of interviews, observations, and documentation. In this chapter, the researcher will describe the results of interviews that have been obtained from 11th-grade students of SMA 4 Parepare.

1. Observation Result

Form the observation the researcher found that during pandemic, learning activities in SMAN 4 Parepare continues. However, learning activities during pandemic is different from learning activities before pandemic. If before pandemic learning activities was carried out in schools face to face, during pandemic learning activities was carried out online.

During pandemic, learning activities was carried out through handphone or laptop. And as support so that online learning activities can run, there are several applications used such as zoom, WhatsApp, and other application.

During online learning, many obstacles were faced by not only teachers but also students. One of the problems that most students feel is network problems and the limited internet quota they have. The lack of network is often felt by students

during the learning process which makes difficult for them to learn and understand the explanations given by the teacher.

In addition, online learning also makes students feel bored and with a monotonous learning process so that students are not active and there is a lack of interaction between students and teachers. Another thing that students complain about is the number of assignments given by their teachers.

2. Interview Result

a. Learning Pattern

The researchers want to know how prepared students are about offline/face-to-face learning which will start in the near future. In terms of readiness to take face-to-face/offline classes, and on findings of the study based of interviews, all students said they were very ready and happy with it, as stated by informant 1 who said that:

> "I personally feel happy with offline learning which will be implemented rather than online lessons which have been felt for several years. In my opinion online learning is very unsupportive or inefficient compared to face-to-face learning. Offline learning is very much better or more profitable than online learning, even though there are some important points or there are some plus points from online learning. But for me, offline learning is more efficient than online learning."
>
> *"Saya pribadi merasa senang dengan pembelajaran offline yang akan mulai diberlakukan ketimbang dengan pelajaran online yang berapa tahun ini dirasakan. Menurut saya pembelajaran online itu sangat tidak mendukung atau tidak efisien dibanding dengan pembelajaran secara tatap muka. Pembelajaran offline itu sangat lebih baik atau lebih menguntungkan dibanding pembelajaran online, meskipun ada beberapa poin-poin penting atau ada beberapa nilai plus dari pembelajaran online tersebut. Tetapi untuk saya, pembelajaran offline lebih efisien dibanding pembelajaran online".*

Informant 2 also supports the statement above which says that offline/face-to-face learning makes learning more active and enthusiastic, informant 2 said that:

"I think it is very good because it can make us more active in learning and can make us more enthusiastic in learning".

"Menurut saya sangat baik karena dapat membuat kita lebih aktif dalam belajar dan dapat membuat kita lebih bersemangat dalam belajar".

Furthermore, informant 3 also agreed with the holding of offline/face-to-face learning, informant 3 said:

"In my personal opinion, I really agree that offline or face-to-face learning will be implemented because offline learning is more effective than online learning where the face-to-face learning system makes it easier for us to understand the explanations given by the teacher so that it is easier for us to learn. understand the materials given rather than online explanations given in class groups.

"Menurut saya pribadi, saya sangat sepakat apabila pembelajaran offline atau tatap muka akan mulai diberlakukan karena pembelajaran via offline lebih efektif daripada pembelajaran online di mana dalam sistem pembelajaran tatap muka lebih memudahkan kita untuk memahami penjelasan yang diberikan oleh bapak atau ibu guru sehingga kita lebih mudah memahami materi-materi yang diberikan daripada penjelasan secara online yang diberikan di grup kelas".

From the results of the interviews of the three informants above, it indicates that students feel that online learning that has been applied for several years due to the impact of COVID-19 is not efficient for students. So they say that they are very supportive if offline/face-to-face learning is immediately reinstated.

Students encountered an irregular study schedule during online learning during the COVID-19 epidemic. In this study, the researcher wanted to know how students would respond to the uncertain face-to-face/offline learning schedule in online learning.

Based on interviews that have been conducted by researchers, the results of interviews with students indicate that students are ready with an uncertain offline/face-to-face learning schedule, as stated by informant 4:

"I think I'm ready. Ready or not, we have to be ready because this is for our own good too."

"Saya rasa saya sudah siap. Siap tidak siap kita harus siap karena ini demi kebaikan kita juga".

Likewise with informant 5 who said:

"I think I am very ready for the schedule that changes during face-to-face learning but I hope that the changing learning can be informed in advance before the schedule changes because it is difficult for us if the schedule changes and is delivered the day before we receive the lesson".

"Saya rasa sudah sangat siap dengan jadwal yang berubah-ubah saat pembelajaran tatap muka tetapi saya harap agar kiranya pembelajaran yang berubah ubah tersebut bisa diinformasikan lebih dahulu sebelum jadwal tersebut berubah karena menyulitkan bagi kita apabila jadwal tersebut berubah dan disampaikan pada sehari sebelum kita menerima pembelajaran".

Although resource person 5 stated that he was very ready to learn offline/face-to-face, he also provided a solution so that even though the offline/face-to-face learning schedule would not be uncertain or changeable, the schedule changes would be communicated to the students first so that they could do not feel the hassle and can prepare in advance. However, the students still feel they are ready to do offline/face-to-face learning even though the schedule is uncertain, as the interview with the interviewee, informant 6 said:

"If it's face-to-face, the schedule will change, I don't think there's a problem, the important thing is that we keep learning face-to-face because learning effectively is face-to-face."

"Kalau memang tatap muka nanti jadwalnya berubah-ubah menurut saya tidak ada masalah yang penting kita tetap belajar tatap muka karena belajar secara efektif itu tatap muka".

From the results of interviews with 11th grade students of SMAN 4 Parepare, it can be concluded that students are ready to be faced with an uncertain offline/face-to-face learning schedule.

Keeping a distance is one of the health protocols that must be obeyed to during the COVID-19 pandemic to avoid and minimize COVID-19 virus infection in the community. So by holding offline/face-to-face classes, one of the things that must be done during the learning process takes place in the classroom, namely keeping the students' distance. In this case, the researcher has interviewed the 11th grade students of SMA 4 Parepare related to maintaining distance during in the classroom.

After conducting interviews, Researchers discovered that 80% of students agreed that the health protocol should be used during the offline/face-to-face learning process in classroom. As stated by informant 7:

> "Keeping a distance in face-to-face learning is agreed because indeed to minimize the COVID-19 virus we must follow government regulations, one of which is maintaining distance in the learning process."
>
> *"Menjaga jarak dalam pembelajaran tatap muka itu setuju sekali karena memang untuk meminimalisir virus COVID-19 kita harus ikuti aturan pemerintah dengan salah satunya itu menjaga jarak dalam proses pembelajaran".*

Likewise with the results of interviews with informant 8 who stated:

> "Yes, I am ready because in this new normal era, we are indeed obliged to keep our distance from other people even though we have to face any activity".
>
> *"Iya saya siap karena di era new normal ini kita memang diwajibkan untuk tetap menjaga jarak dengan orang lain walaupun harus menghadapi aktifitas apapun".*

Keeping distance is one of the health protocols set by the government to break the chain of spread of COVID-19, and is something that must be applied in the offline/face-to-face learning process in the classroom. In line with that, informant 9 stated:

> "For the issue of keeping a distance, I strongly agree to prevent the spread of the COVID-19 virus and other ways, which is wearing mask and washing hands, we must always apply in schools to reduce the spread of COVID-19".
>
> *"Untuk masalah menjaga jarak saya sangat sepakat untuk pencegahan penyebaran virus COVID-19 dan cara yang lain yaitu menggunakan masker dan mencuci tangan harus selalu kita terapkan di sekolah untuk mengurangi amgka penyebaran COVID-19".*

Resource 9 also added that it is better if you wear a mask and wash your hands too. Wearing masks and washing hands are two things that are included in the health protocol that has been set by the government. In addition to maintaining a distance, it is indeed better if students use masks during the offline/face-to-face learning process in class and wash their hands before entering the classroom to stop the COVID-19 virus from spreading.

b. Physical Readiness

Based on interview conducted by researcher with the informants about their readiness to take offline learning, researcher get almost similar results where students were ready to take offline learning if offline learning would be held such as maintaining health during the learning process, and obey health protocols.

As the results of interviews conducted with informant 1 about whether she can maintain health while the offline/face-to-face learning process is restarted, the informant said:

"In my personal opinion, I can maintain my health during this offline learning process, even if we also follow directions from the government, which is for vaccines starting from the first vaccine to the second vaccine, continue to wear masks and wash hands."

"Kalau menurut saya pribadi saya bisa menjaga kesehatan selama proses pembelajaran offline ini bahkan kami juga mengikuti arahan dari pemerintah yaitu untuk vaksin mulai dari vaksin pertama hingga vaksin kedua terus memakai masker dan mencuci tangan".

Then the researcher asked informant 2 about the same thing, the informant said:

"Could, while maintaining the health protocol by keeping a distance, wearing masks, washing hands, and so on, it becomes a form of the health care process while the offline learning process starts again."

"Bisa, dengan tetap menjaga protocol kesehatan dengan menjaga jarak, memakai masker, mencuci tangan, dan sebagainya itu menjadi salah satu bentuk proses penjagaan kesehatan selama prose pembelajaran offline dimulai kembali".

Furthermore, the researcher asked about what things the 11th grade students of SMAN 4 Parepare would prepare to face offline learning. Informant 3 said:

"First is to always prepare masks and always obey the protocols, the second is to maintain health or maintain the body's immunity, the third is to prepare mentally, the fourth is to prepare items to be brought to school and prepare or fill the brain with the materials that have been given during online learning".

"Yang pertama selalu menyiapkan masker dan selalu mematuhi protocol-protokol, kedua menjaga kesegatan atau menjaga imun tubuh, yang ketiga menyiapkan mental, yang keempat meyiapkan barang-barang yang akan dibawa ke sekolah serta meyiapkan atau mengisi otak dengan materi materi yang telah diberikan sewaktu melakukan pembelajaran secara online".

With the same question, informant 4 also said:

"First and foremost, my mental and physical, then also learning equipment and also equipment according to health protocols such as masks and hand sanitizers."

“Pertama dan yang paling penting, yaitu mental dan fisik saya, lalu juga peralatan belajar dan juga perlengkapan sesuai protocol kesehatan seperti masker dan hand sanitizer”.

Based on interview conducted by researcher with the informants about their readiness to take offline learning, researcher get almost similar results where students were ready to take offline learning if offline learning would be held such as maintaining health during the learning process, and obey health protocols.

The reason it is important to implement health protocols is to grow clean and healthy living habits. This is not only to reduce the infection of the COVID-19 virus but also to reduce the infection of other diseases in the community.

Implementing health protocols in the midst of a pandemic is not only protecting yourself from the infection of the COVID-19 virus, but also protecting others including your family at home. Especially if you have started activities outside the home, such as going to school. Therefore, it is important for students to implement health protocols when offline/face-to-face learning begins again.

Students are prepared to follow and implement health guidelines during the offline/face-to-face learning process, according to the findings of researcher interviews.

This is in accordance with the statement of informant 5 who said:

"I am very ready to face the face-to-face learning process by obey the health protocol according to the government's recommendation".

“saya sangat siap menghadapi proses pembelajaran tatap muka dengan mematuhi protokol kesehatan sesuai himbauan pemerintah”.

In line with the statement above, informant 6 also stated:

"I'm very ready, because in my opinion, when we want to continue the face-to-face learning process, we must obey the health protocol by wearing mask and washing hands frequently after interacting with other people."

"Sudah sangat siap, karena menurut saya ketika kita ingin tetap melakukan proses pembelajaran tatap muka kita harus mematuhi protocol kesehatan dengan menggunakan masker dan sering mencuci tangan setelah berinteraksi dengan orang lain".

Furthermore, informant 7 also said:

"In my opinion, we should still pay attention to the health protocol by using masks and keeping distance, because after the COVID-19 pandemic ends we don't know whether the virus is really gone or the virus is still there, so we still have to be aware by wearing masks and keeping distance".

"Menurut saya kita memang seharusnya tetap memperhatikan protocol kesehatan dengan menggunakan masker dan berjaga jarak, karena setelah pandemic COVID-19 ini berakhir kita tidak tahu apakah virus tersebut betul-betul hilang atau virus tersebut masih ada sehingga kita tetap harus waspada dengan menggunakan masker dan menjaga jarak".

c. Mental Readiness

Students were compelled to study online using zoom and whatsapp aplication during the COVID-19 epidemic, based on the results of their interviews, they said that they had difficulty understanding the explanations given by their teachers. In addition, the situation that requires them to study at home is not very conducive during the online learning process since students only communicate with their friends and professors via smartphone or laptop, and they are unable to meet in person which make them feel less motivated in learning so it is very difficult for them to understand the material explained by their teacher online.

Learning online is very boring because there is no direct interaction with students and teachers or between students and other pupils. One of the obstacles when learning online that they feel is that it is difficult to ask the teacher when there

is material they do not understand because students cannot ask questions directly but only through the application so they usually prefer to be silent rather than ask the teacher.

From the research results obtained by the researcher, the students are known to be excited at the news that offline/face-to-face learning will be held after they have been studying online for a long time. This is reflected in the statement of informant 1 who said:

> "I understand the material that is presented to the teacher faster when face to face compared to when online. That's what motivates me to immediately do face-to-face learning."
>
> *"Saya lebih cepat memahami materi yang disampaikan kepada guru ketika tatap muka disbanding ketika online. Itulah yang membuat saya termotivasi untuk segera melakukan pembelajaran tatap muka".*

Likewise with the results of interview with informant 2 who said:

> "What motivates me is that we can meet again with our teachers, who after a long time we haven't met and can interact directly even though we have to obey the health protocol. Likewise with friends at school, we can meet again in person."
>
> *"Yang membuat saya termotivasi kita bisa kembali bertemu dengan guru-guru kita yang setelah sekian lama kita tidak pernah bertemu dan bisa berinteraksi secara langsung walaupun harus tetap mematuhi protocol kesehatan. Begitu pula dengan teman-teman di sekolah kita bisa bertemu langsung kembali".*

Beside that, researchers also want to know how students prepare to prepare learning materials and complete tasks gave by teacher independently. According to the study's findings, students were ready with these two things, namely preparing learning materials and completing the assigned tasks independently. As the statement given by informant 3, who said:

"I am ready if I am given a task, I am ready to answer it because the material received is easier to understand if it is offline".

"Siap kalau diberikan tugas saya sudah siap untuk menjawabnya karena materi yang diterima lebih mudah dipahami jika offline".

Likewise with the statement given by informant 4:

"I am ready because what the teacher has given has been given online, I am also very ready to work on or maybe prepare individual learning materials given by the teacher".

"Saya siap karena yang diberikan oleh pengajar telah diberikan secara online, saya juga sangat siap untuk mengerjakan atau mungkin mempersiapkan bahan-bahan pembelajaran individual yang diberikan oleh pengajar".

Then the researcher asked further to informant 5, he answered:

"I'm sure I can because I used to preparing individual course materials during online learning. I'm very ready to complete my assignments independently because that is one of my obligations as a student."

"Saya yakin saya bisa karena saya sudah terbiasa menyiapkan materi pelajaran secara individu saat pembelajaran online.Saya sangat siap untuk menyelesaikan tugas saya secara mandiri karena itu memang adalah salah satu kewajiban saya sebagai seorang siswa".

During the pandemic, which requires students to study online and independently at home, they are getting used to looking for additional material other than the material that has been given by their teacher. Learning online at home can broaden children's horizons. This is because they can easily access materials on e-learning that are still not available in printed books used in schools.

By studying online, students can also complete assignments easily, because if they encounter difficulties in doing their assignments, they can freely access the internet to help complete the tasks they are doing. Therefore, students feel they are able to prepare materials and complete assignments. given by their teacher

independently. Because during the pandemic where they are required to study online they have got used to doing it themselves.

d. Learning Platform

To support the online learning process during the pandemic, there are also several applications that teachers use to start online classes with students, the most popular of which are Zoom and WhatsApp applications. However, with the start of offline/face-to-face classes, the use of online class applications will decrease.

As for the learning media that will be used, if during the pandemic period where the learning process is carried out online, learning media such as printed books are rarely used, then it is different with the offline/face-to-face learning process. Learning media such as printed books will be reused.

To face offline/face-to-face classes, students must prepare their learning equipment. If during online learning they usually only use their cellphones, it is different with the offline/face-to-face learning process. During the research, the researcher asked the students which one was more effective in using print media or online media. Students are more amenable to using print media than online media because they think it is more interesting and easy to understand than online media, as from the results of interview with informant 1 who said:

> "What is more effective in my opinion is to use real media because with real media we can be more enthusiastic about reading the material provided and focus more on studying the material".
>
> *"Yang lebih efektif menurut saya yaitu menggunakan media real karena dengan media real kita bisa lebih semangat untuk membaca materi yang diberikan serta lebih fokus untuk mempelajari materi tersebut".*

Furthermore, informant 2 said:

"I agree more when using real material which was said like book because it becomes material that is in real form compared to material packaged in digital form, of course there are many comparisons of interest or reading interest from a student".

"Saya lebih setuju ketika memakai materi real yang tadi dikatakan seperti buku karena ini menjadi materi yang bentuk nyata dibandingkan dengan materi yang dikemas dalam bentuk digital tentu banyak perbandingan minat atau minat baca dari seorang siswa".

In addition, the researcher also asked the students about platforms that are more suitable for dealing with offline learning such as whatsapp, zoom, google and other platforms. Among these applications, most students prefer to use WhatsApp and Google because they are easier to use than other applications. As said by informant 3:

"I think WhatsApp might be more effective for offline learning later because apart from WhatsApp, it doesn't take up too much or issue quotas later and it's also easy to use by people who don't know how to use technology like cellphones."

"Saya rasa whatsapp mungkin lebih efektif untuk pembelajaran offline nantinya karena selain whatsapp ini tidak terlalu banyak atau mengeluarkan kuota nantinya dan juga mudah untuk digunakan oleh orang-orang yang kurang paham menggunakan teknologi seperti hp".

In addition, informant 4 said:

"In my opinion, what supports offline learning is Google because we can find material that the teacher gives us and it's also not too difficult to use."

"Menurut saya yang mendukung untuk menghadapi pembelajaran offline yaitu google karena kita bisa mencari materi yang diberikan guru kepada kita dan juga tidak terlalu sulit untuk digunakan".

Furthermore, informant 5 said:

"In my opinion, WhatsApp is the most suitable because we can exchange information with classmates easily".

"menurut saya yang paling cocok itu whatsapp karena kita dapat bertukar informasi dengan teman-teman sekelas dengan mudah".

e. Learning Media

In general, a tool used in the teaching and learning process is learning media. Both online and offline learning cannot be separated from learning media even though the media used are different.

In this case, the researcher asks questions related to how students can adapt to new learning methods and media that will be used after offline/face-to-face learning begins later. From the interviews, it was found that the students admitted that they could adapt to new learning methods and media although it took time to adjust to the offline/face-to-face learning process later. This is in accordance with the statement of source 1 who said:

> "Yes, because before the COVID-19 pandemic we were also used to face-to-face learning, it just might take a little time to readjust."
>
> *"Bisa karena sebelum terjadi pandemi COVID-19 juga kita sudah terbiasa dengan belajar tatap muka hanya saja mungkin butuh sedikit waktu untuk menyesuaikan kembali".*

Likewise with informant 2 who said:

> "I was able to adjust because my friends and I had already done the trial and after the trial the results turned out to be good and my friends and I were able to adjust quickly".
>
> *"Saya bisa menyesuaikan karena saya dan teman-teman sudah pernah melakukan uji coba dan setelah uji coba ternyata hasilnya bagus dan saya dan teman-teman bisa menyesuaikan dengan cepat".*

Based on the testimony of informant 2, the school had previously conducted simulations for offline/face-to-face learning where students were able to adapt quickly to the new methods and media used.

Furthermore, the researcher wants to know about the use of electronic media as a supporting medium in the offline/face-to-face learning process. After

conducting interviews, it was found that 67% of students agreed with the use of electronic media in the offline/face-to-face learning process. As stated by informant 3:

> "I agree, because there are many electronic media used, regardless of the material that is understood and will be studied and increase knowledge about electronic media".
>
> *"Kalau saya setuju karena dengan adanya banyak media elektronik yang digunakan itu terlepas dari materi yang dipahami dan akan dipelajari dan menambah pengetahuan mengenai media elektronik".*

The use of electronic media is not a new thing in the education world. Electronic media has long been used as a teaching aid, not only making it easier for teachers to explain the material but also making it easier for students to understand the material being taught. This is in accordance with the results of interview with informant 4 who said:

> "I don't think this is a rare thing, it's common because from the beginning the use of electronic devices in the learning process has been implemented in the 2013 curriculum such as computer-based national exams, collecting assignments via e-mail and others like that".
>
> *"Saya rasa ini bukan hal yang jarang ini sudah lumrah karena memang dari dulu penggunaan alat-alat elektronik pada proses pembelajaran itu sudah diterapkan di kurikulum 2013 seperti ujian nasional berbasis komputer, pengumpulan tugas-tugas melalui e-mail dan lain-lain seperti itu".*

Electronic media, in its use, not only teachers are required to know how to use it but it is also necessary that pupils be able to utilize it. Therefore, the selected learning media must meet the criteria of a media that can be used in the teaching and learning process. In relation to this, the researcher asked the students if they could use several media in one face-to-face learning. Based on the findings of interviews with students, it is known that pupils feel they are able to use several

learning media in dealing with offline/face-to-face learning. As the results of interviews with informant 5 who said:

> "Of course, for me personally I can, because it will make it easier for us to understand the learning material".
>
> *"Tentu saja, untuk saya pribadi bisa karena akan lebih memudahkan kita untuk memahami materi pembelajaran".*

As well as the statement of informant 5, informant 6 also said the same thing:

> "We can use several learning media because like before, for example, electronic media can make it easier for us to understand the existing learning".
>
> *"Kita bisa menggunakan beberapa media pembelajaran karena seperti tadi, contohnya media elektronik dapat membuat kita lebih mudah untuk memahami pembelajaran yang ada".*

Furthermore, informant 7 also said:

> "For me, I can definitely do it, because it can be seen that during this pandemic, what is being done is learning through several media, so I will definitely be able to do learning through the media because I definitely understand and are used to doing it with media and it may not be difficult to do."
>
> *"Kalau saya pasti bisa karena bisa dilihat selama pandemi ini memang yang dilakukan itu belajar melalui beberapa media jadi pasti akan bisa melakukan pembelajaran dengan melalui media karena pasti sudah paham dan terbiasa lakukan dengan media dan mungkin tidak sulit untuk dilakukan".*

In today's digital era, learning materials are no longer limited to just printed books, but can also be found on various internet sites. Therefore, not only teachers but also students are required to be able to access various internet sites to get additional learning materials. Finally, the researcher wanted to find out if the students could combine materials such as books, papers or other written materials

with digital materials. The findings of the research have led to the following conclusions, it is known that students have been able to combine the two, which are material from printed books and material from internet sites. This is evidenced by the results of interviews of informant 8 who said:

> "In my opinion, these two media can be combined very well because when we are in the learning process we prioritize real media such as books and papers, but when we have reviewed the books and papers then we have not gotten the answers we are looking for. So the only way is we use digital media like we search on the website, we search on Google for the answers we should get".
>
> *"Menurut saya kedua media ini sangat sangat bisa digabungkan karena ketika kita dalam proses pembelajaran kita lebih mengutamakan media real seperti buku dan makalah, tetapi ketika kita sudah mengkaji buku dan makalah tersebut lantas kita belum mendapatkan jawaban yang kita cari. Maka jalan satu-satunya adalah kita menggunakan media digital seperti kita mencari di wbsite, kita mencari di google jawaban yang harusnya kita dapatkan".*

Likewise with informant 9 who said:

> "It's possible, because real media and digital media have their advantages and disadvantages, so when you combine them, I don't think it's difficult, it's even more beneficial for the learning process and makes it easier for us."
>
> *"Bisa saja karena media real dan media digital memiliki kelebihan dan kekurangannya masing-masing jadi ketika menggabungkan keduanya saya rasa bukan hal yang sulit bahkan lebih berdampak baik bagi proses pembelajaran dan memudahkan kita".*

Furthermore, the informant 10 also said the same thing:

> "I think it's possible, because this method is more effective by combining the two because of course the material in books, papers, or other written materials has other weakness and we can look for these weakness in digital media such as websites and so on".
>
> *"Saya rasa bisa karena metode tersebut lebih efektif dengan menggabungkan keduanya karena pastinya materi di buku, makalah, atau materi tertulis lainnya memiliki kekurangan-kekurangan lainnya dan kekurangan tersebut bisa kita cari di media digital seperti website dan lain sebagainya".*

B. Discussion

Based on the finding in the previous section showed that the students were ready to face offline classes after the COVID-19 pandemic over the past few years.

Online classes have been implemented for the past few years as a form of solution to reduce the number of infected patients with the COVID-19 virus and to keep the learning process going. The online learning process that has been taking place so far is admittedly less effective for students. This is of course because there are several obstacles experienced by students while online schools are run. One of them is because the delivery of material through applications cause students to lose attention and take a long time to comprehend the information. In online learning does have some weakness, including (Wantiknas : 2021):

a. Limited internet access for areas that cannot access stable internet and have difficulty accessing online learning.
b. Lack of communication between teachers and students or fellow students.
c. Lack of supervision in learning
d. Understanding of the material captured by students. Some students can understand the subject matter faster with visuals by reading, but there are some students who spend quite a long time understanding the subject matter.

After conducting research and conducting interviews with 11th grade students of SMA 4 Parepare, the researchers found that they were happy with the

re-establishment of offline classes. Some of the obstacles above are one of the reasons why students want and feel ready if offline learning is restarted.

Students feel that compared to online learning, offline/face-to-face learning makes them able to understand the material given by the teacher better. During online learning, one of the obstacles that students feel the most is that they cannot understand the material that has been explained by their teacher. In addition, their interest in learning is also reduced because they cannot interact directly with their teachers and their classmates.

After offline/face-to-face learning begins, students may be faced with an uncertain study schedule, one of which is due to restrictions on the offline/face-to-face learning schedule set by the government. However, the students felt that it did not reduce their enthusiasm to be able to study at school.

Implementing health protocols in schools during offline learning is one of the conditions for the implementation of offline/face-to-face learning, such as wearing masks, washing hands, maintaining distance, staying away from crowds, and reducing mobility. In this regard, on the basis of findings of the the study that has been done, it is known that pupils feel that complying with health protocols is something they must do considering the current situation.

Students think that complying with health protocols during offline learning is one of their obligations as students, such as maintaining distance, washing hands and wearing masks during the offline learning process, which they must do to prevent the spread of COVID-19 in the school environment. Because health

protocol made with the purpose that the community can still work safely and does not endanger the health and safety of othetr people (Ministry of Health : 2020).

Offline/face-to-face learning is a motivation for students to return to school after several years of having to study online at their own homes. Motivation is a very important factor in learning, motivation motivates a student in his learning activities. Students who have a strong motivation to learn will have a great urge to learn. Students who are confident and motivated to learn, spend more time and effort and desired goals than those who are not confident and unmotivated (Doo Hun & Morris, 2009).

Most of the students also ready in facing the face to face or offline learning to be held with mentally. The students showed positive respont about their mental such as their better to interact directly with others mate and their teacher in offline learning than in online learning. Some of the stated that in learning online they were not gave a good contribution in comprehending and less in giving a feedback to the material in learning process. But, Students thought that in offline learning they would be more productive in learning process especially to give a feedback and talk more communicative for the teacher and their friends.

There are several things that make students excited so that offline / face-to-face learning is immediately implemented. First, online learning at home is less effective as described previously, where students have difficulty to comprehend the material teacher's explanation through online applications. In addition, because students also miss the school environment where they can socialize with teachers and also their school friends. And based on that, the students feel that with

offline/face-to-face learning at school they claim to be able to complete the tasks assigned to them independently as well.

During the online school, there were tools that teachers used to support online learning activities, namely learning platform. A learning platform is a term covering a variety of different products, all of which support online elements of learning in some way (Prawiradilaga : 2016).

There are several platforms and applications that are used as supporting media so that the online learning process can take place such as zoom, whatsapp, google, and other applications and platforms. Those applications and platforms are easier for students to use, so if offline/face-to-face learning takes place they also prefer to use zoom, whatsapp and google as support for offline/face-to-face learning.

Related to the media and methods used during online learning, it must be different from those used in offline learning. Changes in the use of media and learning methods usually affect students' enthusiasm and motivation to learn, beside that with the change of media and learning methods that used, students may experience difficulties in understanding the material presented.

However, based on the findings of the study that has been done, students admit that they can easily adapt with the changes in media and learning methods that used from online learning to offline/face-to-face learning. For examples like the use of print media and digital media in the learning process. In this digital era, students must be able to work with digital media as an additional learning tool apart from print media. And on the basis of research results, the researchers found

students can easily in the learning process, employ digital media. The students admitted that during online learning they often looked for additional material through digital media from the internet.

So if in offline learning which usually uses print media, they can easily find or even combine the material they get through print media such as textbooks and from digital media from the internet.

As with the use of electronic learning media. Electronic learning media is a skill and ability possessed by teachers in utilizing appropriate electronic learning media in the classroom in order to create a pleasant learning atmosphere and increase learning motivation for students in order to achieve learning objectives effectively and efficiently (Nurhidayah: 2019) . The use of electronic learning media can provide benefits in the process of learning and based on the findings of research students prefer electronic learning media to be used in offline learning because it can help them understand the material presented by the teacher with the help of electronic learning media.

In addition, with the purpose of electronic media for education, the process of offline learning takes place more pleasantly and of course increases student learning motivation.

CHAPTER V
CONCLUSION

A. Conclusion

Online learning, which has been implemented by the government for several years as a solution to keep the education process running in the middle of the COVID-19 pandemic, has several obstacles for students during online learning process. And that makes the students feel enthusiastic about the re-establishment of offline learning.

The result of the research showed that the 11th grade students of SMAN 4 Parepare were ready for the resumption of offline learning. They are ready to face an uncertain offline learning schedule, prepare their school equipment, besides that they are also ready to use media and offline learning methods which will certainly be different from the media and learning methods used during online learning. And last but not least, in offline learning, they will be ready to implement and comply with health protocols during the learning process.

However, altough students felt perfectly ready to facing faca-to-face learning or offline learning that was prove by some reason they have been given before, the teachers and school staff even the students itself remain obidient to the policies and rules of government about face-to-face learning in the middle of corona virus. just like there was restrictions on the learning process in the school. Additionally, the implemention of health protocols should remain tight in school environments such as at least all school components already have a vaccine at least

dose two and maintain the habit of 3M(washing hands, wearing masks and keep the distance) specially in learning process.

The thing that makes them feel ready for offline learning is because students feel online learning is less effective and efficient. It is different from offline learning where they can meet face to face with their teacher which makes the learning process more effective because the teacher provides material directly without medium such as cellphones or laptops so that they can better understand the material presented. In addition, they also feel more excited and motivated by offline learning because they can interact with their classmates and teachers directly in the classroom.

B. Suggestion

Based on the results of this research, there are some suggestions that can be given, they are: (1) teachers should improve their way in teaching especially during online class so that students can enjoy the class, (2) students should give more attention during online class so they can understand the material given by the teacher, (3) teacher should use more varied learning media so that students do not feel bored during online class and help students to easily understand the material, (4) teachers and students should always applying health protocols in offline learning to prevent the spread of the COVID-19.

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