



The Impact of Face-Face Learning after the Pandemic on the Attention and Independence of Elementary School Students

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Abstract: In recent years, the transition from online to face-to-face education has become an issue that plagues many educators and parents. As the pandemic forced schools to close and switch to distance learning, students had to adapt to new ways of learning. However, the impact of this transition on student concentration and independence is still under study. This study aims to summarize recent findings on the impact of this transition on student concentration and independence. This study aims to collect data using survey and interview methods to determine students' attention and independence. Researchers created Likert scale questionnaires and interviews. The respondent is a primary school teacher from her 1st grade to her 5th grade at Binus School Simprug Jakarta. A total of 20 teachers interviewed her 15 male teachers and her 5 female teachers. The results showed that most students tend to stay focused and be more independent when learning onsite compared to learning online. However, more research is needed to fully understand the magnitude of these effects and how they can be mitigated in an online learning environment. Overall, this summary highlights the importance of considering the influence of the learning environment on student learning outcomes and the need for further research in this area.

Abstrak: Pergeseran dari pembelajaran daring ke pembelajaran tatap muka telah menjadi topik yang menjadi perhatian banyak pendidik dan orang tua dalam beberapa tahun terakhir. Dengan pandemi yang memaksa sekolah ditutup dan beralih ke pembelajaran jarak jauh, siswa harus beradaptasi dengan cara belajar baru. Namun, dampak transisi ini terhadap rentang perhatian dan kemandirian siswa masih dipelajari. Penelitian ini bertujuan untuk meringkas temuan studi terbaru tentang efek transisi ini pada rentang perhatian dan kemandirian siswa. Penelitian ini menggunakan metode survey dan wawancara dalam memperoleh data dan bertujuan untuk mengetahui tingkat atensi dan kemandirian siswa. Peneliti membuat kuesioner dalam format skala Likert dan wawancara. Responden adalah guru Sekolah Dasar kelas 1 – 5 di sekolah Binus School Simprug Jakarta. Total responden adalah 20 guru yang terdiri dari 15 guru perempuan dan 5 guru laki-laki. Hasil penelitian menunjukkan bahwa sebagian besar siswa cenderung memiliki rentang perhatian yang lebih lama dan rasa kemandirian yang lebih besar saat belajar di tempat dibandingkan dengan online. Namun, penelitian lebih lanjut diperlukan untuk memahami sepenuhnya sejauh mana efek ini dan bagaimana mereka dapat dikurangi dalam lingkungan pembelajaran online. Secara keseluruhan, abstrak ini menyoroti pentingnya mempertimbangkan dampak lingkungan belajar terhadap hasil belajar siswa dan perlunya penelitian lebih lanjut di bidang ini.

A. Introduction

Switching from online learning to on-site learning can have a significant impact on students' attention spans and independence. In recent years, the widespread adoption of online learning as a result of the COVID-19 pandemic has forced students to adapt to new learning environments, which are often characterized by decreased social interaction and increased distraction (Batdi et al., 2021). On the other hand, on-site learning provides a traditional classroom setting, with a teacher present to guide and direct the learning process, which can help students stay focused and engaged (Anam, 2021).

In terms of independence, online learning often requires students to take more responsibility for their own learning, as they must navigate the digital learning environment and manage their time effectively (Danauwiyah & Dimyati, 2021). On the other hand, in a traditional classroom setting, students may be more likely to rely on their teacher or classmates for guidance, which can limit their independence. Switching from online to on-site learning can help students develop their independence, as they are given new opportunities to take responsibility for their learning and encouraged to take responsibility for their own success.

The definition of a learning model is a framework or procedure used to convey information and facilitate the learning process for students. The learning model contains the steps and methodology used to help students understand the material and apply the knowledge gained. Various types of learning models can be used, such as project-based learning, problem-based learning, and discussion-based learning (Inan, 2021).

Distance learning refers to the use of digital technologies to deliver educational content and facilitate learning outside of the traditional classroom. This form of learning is also referred to as e-learning, distance learning, or virtual learning (Maysyaroh et al., 2022). Online learning can take many forms, including online courses, virtual classrooms, and large open online courses (MOOCs) (Islam & Maryanti, 2022).

Distance learning is a type of education that uses the internet to connect students and teachers, allowing students to access educational materials, participate in class discussions and activities, and receive feedback and ratings from their instructors (Oktavianingsih et al., 2021). This type of learning offers several benefits, including flexibility, accessibility, and cost savings. However, it also has its own challenges, such as the need for self-discipline and the absence of face-to-face interactions (Nurlatifah et al., 2021).

Face-to-face learning is a process of interaction between teachers, students, and the environment and learning materials that aim to evaluate students' attitudes (Scrimin et al., 2018). In line with Rusman, who stated that the learning process must be measurable through the media, methods, approaches, and strategies used. However, this learning can be successful if the teacher masters the concept of the subject matter and learning environment (Wang et al., 2020).

Definition of student attention span is the capacity of students to focus and maintain their attention on a task or activity for a certain time. This is very important in the learning

process because it affects students' ability to absorb, remember and apply the information they get. Factors such as age, learning style, and learning environment can affect students' attention span (Fatikha et al., 2022).

Another definition of student attention span is a student's mental capacity to focus and sustain their attention on a task or activity. This is important for determining student learning outcomes, as it affects their ability to process and retain new information. Several factors that can affect students' attention distance include the level of motivation, learning environment, and physical condition of students (Ramadhani & Fitri, 2021).

Students' attention spans vary depending on factors such as age, development, individual differences, and the type of activity they engage in. On average, it is estimated that a typical student's attention span ranges from 20 minutes to one hour. However, it is important to note that a student's attention span can be affected by distraction, fatigue, and a lack of interest in the material being taught (Panakaje et al., 2022). To maximize student attention, teachers and parents can use various techniques such as hands-on activities, real-world examples, breaks, and various teaching methods. In addition, students can increase their own attention span by engaging in activities that increase concentration and reduce distraction while they are studying (Putra et al., 2021).

There are several indicators that can be used to measure a student's attention span, including: Task completion: A student's ability to complete a task within a certain period of time is a good indicator of their attention span. Engagement: Students who are actively involved in the learning process, such as asking questions, participating in discussions, and taking notes, tend to have a higher attention span. On-task behavior: Observing students' on-task behaviors, such as paying attention, avoiding distractions, and following instructions, can provide insight into their attention span. Concentration: Students' ability to concentrate and focus on the task at hand is a key indicator of their attention span (Ramadina et al., 2022). Memory recall: Students' ability to retain information and remember what they have learned is a measure of their learning attention span and memory (Bawa, 2020).

Independence comes from the word independence. According to KBBI, being independent means being able to stand up: not depending on other people. While the meaning of independence is a thing or situation that can stand alone without depending on others. Children can do an activity on their own without being told, can decide for themselves what and how they do the activities that the child is doing (Veerasamy & Goswami, 2022). This is what parents have instilled in their children since childhood. One of the hopes of parents in raising children is for children to be independent (Lutvaidah et al., 2023).

According to Steinberg (in Kamalia et al., 2022), the word independent comes from two terms whose meanings are often aligned side by side, namely "autonomy" and "independence," because the difference between the two terms is very slight. Independence in the sense of freedom, generally refers to the ability of individuals to carry out life activities on their own, without depending on others (Pratama & Prastyaningrum, 2019). According

to Erikson (in [Azizah & Fajeriah, 2021](#)), independence is an effort to break away from parents with the intention of finding oneself through the process of searching for ego identity, which is a development towards a steady and independent individuality ([Kristianto & Gandajaya, 2023](#)).

Independent personality traits in the factors that influence the development of early childhood independence are divided into 2, namely as follows: in Putra and Jannah. Internal factors are factors that exist from the child himself which include, emotional factors and intellectual factors. This emotional factor is shown by the ability to control emotions and not depend on the emotional needs of parents. While this intellectual factor is indicated by the ability to overcome various problems encountered. In terms of external factors, things that come or exist from outside the child himself include; environment, social characteristics, stimulus, parenting style, love and affection, quality of child's interaction with parents, and parental education.

The conditions above show that the independence of early childhood is indeed a reason for parents and educators to consider the educational process ([Distrik et al., 2022](#)). The independence of elementary school children can be seen in several forms, namely: self-confidence, activity, discipline, and responsibility ([Nasution et al., 2021](#)). Confidence is a child's ability to adapt and communicate in various situations, being calm when doing everything. The activeness of children can be seen from the side if a child dares to express his opinion. Discipline can be assessed if the child can complete the task on time ([Nurhidayah & Apriyady, 2023](#)). Responsibility in a child's learning can be assessed from the level of responsibility for completing assignments and from the mistakes he has made.

Therefore, this study aims to determine the level of attention and independence of students toward face-to-face learning after two years of online learning activities. Researchers hope that this research can contribute to educators so they can better know the level of attention and independence of students during the face-to-face teaching and learning process ([Mutohhari et al., 2021](#)). So that educators can implement teaching-learning strategies that can increase students' attention and independence.

B. Method

This study uses survey and interview methods in obtaining data and aims to determine the level of attention and independence of students. The data obtained comes from information in the form of answers to questions given by respondents. Can be used in a variety of qualitative and quantitative research strategies by providing questionnaires and interview questions.

In the context of returning to face-to-face learning after two years of students undergoing online learning activities. Researchers made a questionnaire in the format of a Likert scale and interviews. Respondents are elementary school teachers grades 1 – 5 at Binus School Simprug Jakarta. Total respondents were 20 teachers consisting of 15 female teachers and 5 male teachers.

**Figure 1.** Survey Research Method Design

Questionnaires and interview questions focus on how students' attitudes towards attention and independence in class are when learning in class. How big is the level of attention and independence of students in completing assignments? How is his attitude toward the task and the level of responsibility and discipline? How big is the level of attention and focus of students towards the task?

There are limitations in this research. First, the data is taken only from the teacher. Second, the application of strategies to increase students' independence and attention is not included. So that other researchers can provide more complete data for further research. A student's attention span can be defined as the amount of time a student can concentrate and focus on a task or activity without being distracted. This is an important factor in the learning process, because it directly impacts students' ability to understand, remember, and retain information. Attention span can vary depending on various factors, including age, individual differences, and the type of task or activity being performed.

Table 1. Student Attention Rubric

Criteria		1	2	3	4
1.	Students' level of detail in the assignment completed	0% - 25%	25% - 50%	50% - 75%	75% - 100%
2.	Students spend time on a particular task without getting distracted or interrupted.	0% - 25%	25% - 50%	50% - 75%	75% - 100%
3.	Students are able to recall information learned during previous lessons or assignments.	0% - 25%	25% - 50%	50% - 75%	75% - 100%
4.	Students are actively involved with the topics discussed.	0% - 25%	25% - 50%	50% - 75%	75% - 100%
5.	Students actively participate in group projects and contribute to the completion of the task given.	0% - 25%	25% - 50%	50% - 75%	75% - 100%
6.	Students discuss how to do assignments on a given topic.	0% - 25%	25% - 50%	50% - 75%	75% - 100%
7.	Students complete all assignments given.	0% - 25%	25% - 50%	50% - 75%	75% - 100%

The attention rubric above was made by researchers based on indicators of student attention. From statement number 1 "*Students' level of detail in the assignment completed*" can determine the level of students' ability to complete assignments within a certain period of time, which is a good indicator of their attention span.

From statement number 4 "*Students are actively involved with the topics discussed*" and number 5 "*Students actively participate in group projects and contribute to the completion of the task given.*" percentage can be determined students who are actively involved in the learning process, such as asking questions, participating in discussions, and taking notes, tend to have a higher attention span. From statement number 2 "*Students spend time on a particular task without getting distracted or interrupted*" it can be observed about student behavior on assignments, such as paying attention, avoiding distractions, and following instructions, can provide insight into their attention span. From statement number 3 "*Students are able to recall information learned during previous lessons or assignments*" it can be seen that students' ability to remember information and remember what they have learned is a measure of their attention span and learning memory.

From statement number 6 "*Students discuss how to do assignments on a given topic*" and number 7 "*Students complete all assignments given*" it can be seen that students' ability to concentrate and focus on the task at hand is a key indicator of their attention span.

Table 2. Self-Reliance Rubric

Criteria	1	2	3	4
1. Students study at their own will.	0% - 25%	25% - 50%	50% - 75%	75% - 100%
2. Students immediately do the assignment given by the teacher.	0% - 25%	25% - 50%	50% - 75%	75% - 100%
3. Students trust their ability to do the task compared to the ability of their friends.	0% - 25%	25% - 50%	50% - 75%	75% - 100%
4. Students ask the teacher if they feel unclear about the subject.	0% - 25%	25% - 50%	50% - 75%	75% - 100%
5. Students feel challenged to be able to solve the questions given by the teacher.	0% - 25%	25% - 50%	50% - 75%	75% - 100%
6. Students feel they are able to do their assignments without the help of friends.	0% - 25%	25% - 50%	50% - 75%	75% - 100%
7. Students find their answers to the questions given by the teacher.	0% - 25%	25% - 50%	50% - 75%	75% - 100%
8. Students collect assignments given by the teacher in a timely manner.	0% - 25%	25% - 50%	50% - 75%	75% - 100%

In the independence rubric above, the researcher made it based on the variable indicators of student independence. Statement number 1 "*Students study at their own will*", number 3 "*Students trust their ability to do the task compared to the ability of their friends*", number 6 "*Students feel they are able to do their assignments without the help of friends*", and number 7 "*Students find their answers to the questions given by the teacher*", can determine the level of students' ability to adapt and communicate in various situations, learn independently and be calm in doing assignments.

From statement number 2 "*Students immediately do the assignment given by the teacher*" it can be observed regarding the responsible behavior of students in completing assignments. From statement number 4 "*Students ask the teacher if they feel unclear about the subject*" and number 5 "*Students feel challenged to be able to solve the questions given by the teacher*" can be seen the activeness of students in the ability to express questions if they don't understand and express their opinions

From statement number 6 "*Students discuss how to do assignments on a given topic*" and number 7 "*Students complete all assignments given*" it can be seen that students' ability to concentrate and focus on the task at hand is a key indicator of their attention span. From statement number 8 "*Students collect assignments given by the teacher in a timely manner*" it can be observed regarding the disciplined behavior of students in doing assignments on time. Interview questions as educator preferences in teaching online or offline:

1. How many years of teaching experience did you have?
2. Have you taught online classes before? If so, how long have you been teaching online classes?
3. How do you think your teaching style differs between online and offline classes?
4. If given a choice, would you prefer to teach online or offline classes? why?

C. Results and Discussion

Results

This research involved several homeroom *teachers* from all levels from grade 1 to grade 5 of the elementary school where the researcher taught, as well as several teachers from other schools who taught at the elementary school level. There are 20 teachers, consisting of 15 female teachers and 5 male teachers. The diagram above shows the number of teachers who provided answers at each elementary school level. Here are the data. The most were grade 1 and 2 teachers where each was represented by 5 teachers. Then grade 3 was represented by 4 teachers, then grades 4 and 5 with 3 teachers at each level.

Table 3. Teacher Response to the Questionnaire (n=20)

No.	Statement	Percentage			
		0-25%	25-50%	50-75%	75-100%
1	Students level of detail in the assignment completed		3 (15)	8 (40)	9 (45)

No.	Statement	Percentage			
		0-25%	25-50%	50-75%	75-100%
2	Students spend on a particular task without getting distracted or interrupted.	2 (10)	3 (15)	12 (60)	3 (15)
3	Students able to recall information learned during previous lessons or assignments	2 (10)	2 (10)	12 (60)	4 (20)
4	Students are actively involved with the topics discussed		3 (15)	12 (60)	5 (25)
5	Students actively participate in group projects and contribute to the completion of the task given		1 (5)	10 (50)	9 (45)
6	Students discuss how to do assignments on a given topic		2 (10)	12 (60)	6 (30)
7	Students complete all assignments given		1 (5)	8 (40)	11 (55)
8	Students study at their own will	2 (10)	4 (20)	14 (70)	
9	Students immediately do the assignment given by the teacher	2 (10)	6 (30)	8 (40)	4 (20)
10	Students trust their ability to do the task compared to the ability of their friends		6 (30)	8 (40)	6 (30)
11	Students ask the teacher if they feel unclear about the subject	1 (5)	2 (10)	5 (25)	12 (60)
12	Students feel challenged to be able to solve the questions given by the teacher		6 (30)	9 (45)	5 (25)
13	Students feel they are able to do their assignments without the help of friends		5 (25)	9 (45)	6 (30)
14	Students find their answers to the questions given by the teacher.		5 (25)	6 (30)	9 (45)
15	Students collect assignments given by the teacher in a timely manner		3 (15)	8 (40)	9 (45)

The data obtained from statement number 1 illustrates that 15% of the students can provide assignments with incomplete details, 40% of the students can submit assignments with an almost complete level of detail and 45% of the students can submit assignments with a detailed level of detail. complete. The data obtained from statement number 2 illustrates that only 10% of students work on assignments without being disturbed during online learning, 15% of students doing assignments feel disturbed during online learning, 60% of the number of students doing assignments without being disturbed during online learning and 15% of students do assignments without feeling at all disturbed during online learning.

The data obtained from statement number 3 illustrates that only 10% of students are able to recall lessons that have been taught previously, while 10% of students are able to remember some of the lessons that have been taught before, 60% of students are able to remember more than half of the lessons that have been taught before and 20% of the number of students are able to fully remember the lessons that have been taught before. The data obtained from statement number 4 illustrates that 15% of the students are less able to

actively participate in discussions, 60% of the students can actively participate in discussions and 25% of the students are very active in participating in discussions. The data obtained from statement number 5 illustrates that 5% of the total number of students is less active in group project activities and does not make a maximum contribution in fulfilling the tasks to be completed, 60% of the number of students can participate actively in group project activities and make a significant contribution. good in fulfilling the tasks that must be completed and 25% of the total students are very active in participating in group project activities and making the best contribution in fulfilling the tasks that must be completed.

Data obtained from statement number 6 illustrates that 10% of the number of students is less able to participate in discussions in carrying out a given task, 60% of the number of students can actively participate in discussions in carrying out a given task and 30% of the number of students can participate very active in discussions in carrying out a given task. The data obtained from statement number 7 illustrates that 5% of the students are unable to fulfill the assignments given, 40% of the students are able to fulfill most of the assignments given and 55% of the students are able to fulfill all the assignments given. The data obtained from statement number 8 illustrates that 10% of students cannot learn based on their personal desires, 40% of students can sometimes learn based on their personal desires and 55% of students can learn based on their personal desires.

The data obtained from statement number 9 illustrates that only 10% of the students did not immediately work on the assignments given at that time, 30% of the students tried to directly do the assignments given, 40% of the students did the assignments given and 20% of the number of students directly working on the task given at the time the task was given. The data obtained from statement number 10 illustrates that 30% of the students lack confidence in their own abilities in carrying out assignments, 40% of the students can trust their own abilities in carrying out assignments and 30% of the students can trust themselves more in their abilities. Do the task compared to the ability of other friends. The data obtained from statement number 11 illustrates that only 5% of students do not directly ask the teacher if they feel unclear at the moment, 10% of students are reluctant to ask the teacher if they feel unclear, 25% of students ask the teacher if they feel unclear and 60% of the students directly ask the teacher if they feel unclear during the lesson. The data obtained from statement number 12 illustrates that 30% of students feel a little challenged in solving problems from questions given by the teacher, 45% of students feel somewhat challenged in solving problems from questions given by the teacher and 25% of students feel very challenged in solving problems from questions given by the teacher.

The data obtained from statement number 13 illustrates that 25% of the students felt a little able to do the task without help from their friends, 45% of the students felt they were somewhat more able to do the task without help from their friends and 30% of the students felt very capable of doing tasks without help from his friends. The data obtained from statement number 14 illustrates that 25% of the students feel a little able to find answers to the questions posed by the teacher, 30% of the students feel somewhat more able to find

answers to the questions posed by the teacher and 45 % of the number of students feel very able to find answers to the questions given by the teacher.

The data obtained from statement number 15 illustrates that 15% of the number of students are less able to collect assignments given by the teacher within a predetermined time limit, 40% of the number of students are somewhat able to collect assignments given by the teacher within a predetermined time limit and 45 % of the total number of students was able to complete the assignments given by the teacher within the allotted time limit.

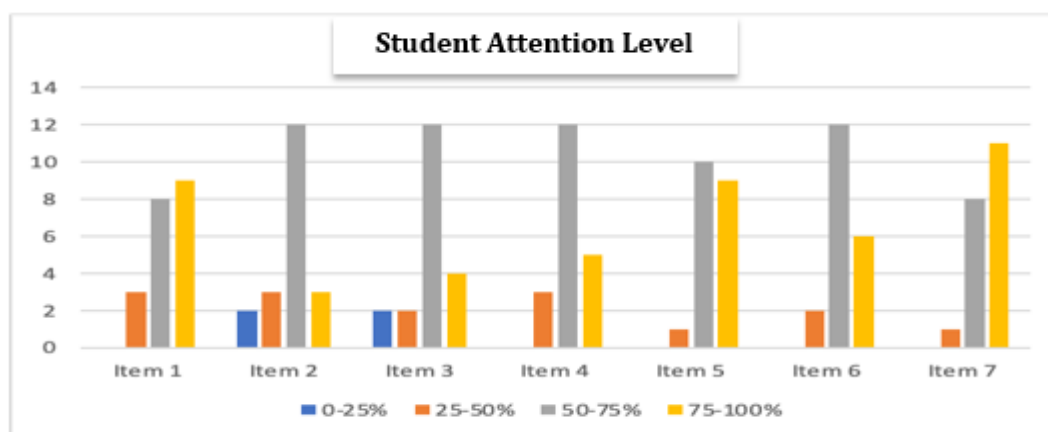


Figure 2. Student Attention Level Diagram

Based on the statements given, the following conclusions can be drawn:

1. Statements 1 and 2 show that most students can complete tasks with a moderate level of detail and spend a lot of time doing the assignment without being distracted.
2. Statement number 3 shows that most students are able to recall information learned during the previous lesson or assignment.
3. Statement number 4 shows that the majority of students are actively involved with the topics discussed.
4. Statement number 5 shows that half of the students actively participated in group assignments and contributed to the completion of the assigned tasks.
5. Statement number 6 shows that most of the students discussed how to do the task on the given topic.
6. Statement number 7 shows that the majority of students completed all the assignments given.

From the data obtained through the questionnaire above, overall, it can be concluded that the majority of students are involved in their schoolwork and are able to complete their assignments with a moderate level of detail. In addition, most students can recall information learned during previous lessons or assignments and actively participate in class discussions and group projects. Therefore, it can be seen that the majority of students complete all assignments given to them. This is because students prefer the atmosphere of direct face-to-face interaction which contributes to increasing students' understanding of the

material being taught (Anam, 2021). According to Steinberg distinguishes independence into three forms, namely:

- a. Emotional independence, namely aspects of independence related to changes in closeness or attachment to individual emotional relationships, especially with parents or other adults who interact a lot with them. Examples of emotional independence include the relationship between children and parents changing very quickly, especially after children enter adolescence as children become more independent in taking care of themselves in mid-childhood, the attention of parents and other adults to children decreases.
- b. Cognitive independence, namely an ability to make decisions freely and follow them up. Cognitive independence, namely independent in acting and free to act alone without relying too much on the guidance of others. The independence of action starts from the age of the child and develops very sharply throughout his life.
- c. Value independence, namely the freedom to interpret a set of right – wrong, good – bad what is useful and useless for oneself. Among the three components of independence, value independence is the most complex process, it is not clear how the process takes place, and its achievement occurs through an internalization process that is usually not realized, and generally develops later and is the most difficult to achieve perfectly compared to the other two types of independence. Value independence is increasingly developing after most of the educational goals, work plans, marriage, and self-identity are achieved. Some experts recognize the family and school environment as the main source for the development of value independence.

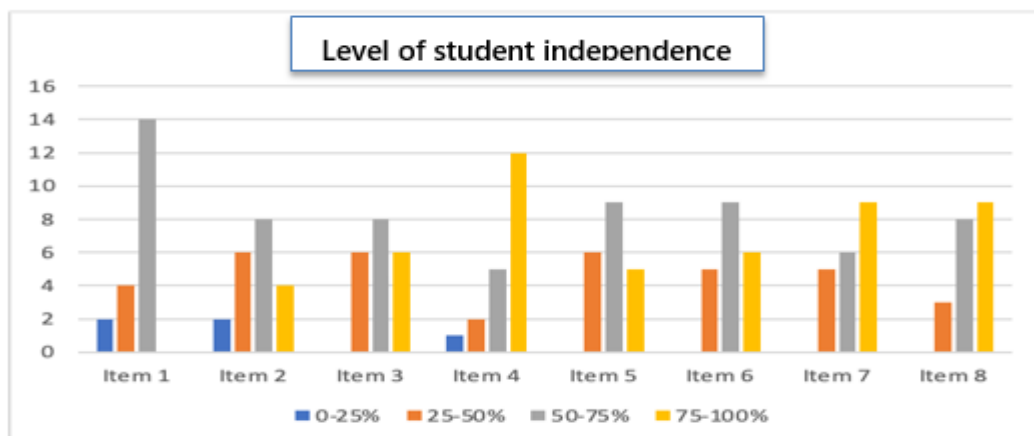


Figure 3. Level of Student Independence Histogram

In the statement regarding the attitude of student independence, the following conclusions can be drawn:

1. Statement number 8 shows that most students can study independently.
2. Statement number 9 shows that most students immediately do the assignment when it is given.

3. Statement number 10 shows that most of the students are more confident in their ability to solve problems compared to their friends.
4. Statement number 11 shows that the majority of students actively ask questions if there is anything the students don't understand.
5. Statement number 12 shows that most students feel challenged in solving the questions given by the teacher.
6. Statement number 13 shows that most students are able to complete all assignments given without the help of friends.
7. Statement number 14 shows that the majority of students were able to get answers to questions given by the teacher.
8. Statement number 15 shows that the majority of students are able to collect all assignments given on time. From the results of the statement above, it appears that students have better independence in carrying out their learning activities at school. Students develop various abilities and skills in taking care of themselves, including in learning (Mardhiyyah et al., 2022). In addition to giving questionnaires, researchers also conducted interviews with these teachers. From the interviews conducted, it can be concluded that the average length of teaching experience of these teachers is 15 years and more (Mardhiyyah et al., 2022). From the second question in the interview session, the researcher asked about differences in teaching methods between distance learning and face-to-face learning during the pandemic. It can be concluded from the opinions of these teachers that teaching online and offline classes requires different approaches and adjustments in terms of teaching styles, engagement strategies, and resources used (Sutriyani, 2020). Offline learning allows for faster feedback and interaction, while online learning offers flexibility and convenience (Sutriyani, 2020).

Discussion

Online learning offers several benefits to the world of education, including:

1. Flexibility: Online learning allows students to access educational materials and participate in class discussions and activities at any time and from any location, making it ideal for busy individuals with other commitments.
2. Accessibility: Online learning opens up educational opportunities for individuals who may not have access to traditional schools, such as those in remote areas or for students with disabilities.
3. Cost savings: Online learning can be more cost-effective than traditional schooling, as it eliminates the need for physical classrooms, textbooks, and other materials.
4. Personalized learning: Online learning environments often provide students with the ability to work at their own pace, enabling a more personalized learning experience.
5. Increased student engagement: Online learning environments can provide students with more interactive and engaging learning experiences, as they often incorporate multimedia elements such as video, audio, and interactive simulations.

In offline classes, teachers can rely on nonverbal cues and physical teaching aids to engage students, while in online classes, they need to use visual resources and interactive exercises. In this regard, teachers are challenged to be creative in designing interesting lessons for students, so the use of technology is very helpful as a teaching and learning tool in class. In addition, online teaching requires more preparation time to deliver resources to students and keep their attention during lessons. Teachers also complain a lot about the mental health of teachers who are disturbed due to the very heavy burden of teaching online. In closing, it was stated that online learning does not involve interaction between humans, or there is no warm touch that can be felt directly when in class. Overall, both methods have their advantages and challenges, and teachers will need to adapt their teaching style to provide the best learning experience for their students.

In the next question in this interview session, the researcher asked about the preferences of teachers in providing a learning side. It seems that many teachers prefer teaching offline rather than teaching online. They believe that offline classes provide a more interactive and engaging learning experience, especially for lower-level students who need more guidance and supervision. Offline classes allow teachers to assess student progress, provide immediate feedback, and build positive relationships with their students more effectively. In addition, teachers feel that they can design and prepare physical learning environments to meet students' needs and interests and use classroom resources more efficiently. However, some teachers acknowledge that online and offline teaching have advantages and disadvantages, and they should consider these factors when making their decision. There are also some teachers who prefer teaching online because they believe this offers unique opportunities that teachers and students might not have experienced if online learning had never been held.

Based on the data obtained through the questionnaire above it can be concluded that the majority of students ask questions if they do not understand and are able to provide answers given by the teacher. In addition, most students can learn independently, and do assignments without the help of friends because they feel their work is better than their friends. So, the majority of students collect all the assignments given to them on time. From the interview questions about the differences in teaching styles between online and offline it can be concluded as follows:

1. Online learning is often one-way teaching, and students may need help from their parents.
2. Building social relationships with friends is more difficult in online learning.
3. Offline learning requires participants to travel from home to school and vice versa, but it is easier to ensure participants are paying attention and easier for educators to engage with students.
4. Offline learning allows for more interactive engagement and feedback to individual students.
6. Online learning requires educators to be more enthusiastic and use visual resources to keep students engaged.

7. The mental health of educators and students can be affected by online learning.
9. Offline classes allow on-site activities to engage students while online classes require more planning.
10. Quizzes are more often used in online learning to help students review at home.
11. Offline classes are more interesting, but online classes are more interactive.
12. Preparing for online classes is more challenging and time-consuming, and keeping students' attention and assessing their understanding can be difficult.

From the interview questions about educator preferences in choosing online or offline teaching methods, it can be concluded as follows:

1. Many educators prefer offline classes because they believe it provides a more interactive, varied, and effective learning experience for their students.
2. Offline classes allow educators to provide better assistance, supervision, and guidance to their students, especially those in lower grades.
3. Human interaction is seen as important in teaching and learning, and offline classes allow educators to interact more with their students, better assess their progress, and meet their socio-emotional needs.
4. Offline classes allow teachers to design and prepare their physical learning environment according to the needs and interests of their students, build positive relationships, better assist/accompany students during class assignments, carry out group work and different activities more effectively, and use resources class power efficiently.
5. However, some educators admit that online and offline teaching have their own advantages and disadvantages, so they need to consider these factors when making decisions.

D. Conclusion

The change in the way of learning from face-to-face to online during the pandemic and then back to face-to-face learning after two years of undergoing an online teaching and learning process has had a huge impact on teachers and students. This gives a big influence that is felt not only from the teacher's side, but also from the student's side. Through the results of this study it can be concluded that face-to-face learning can provide more benefits compared to learning that is done online. Teachers are more flexible to monitor and provide input in the process of training independence and increasing student attention.

Meanwhile, from the students' point of view, they can independently carry out their assignments by asking directly about things that are not understood so that this can also increase students' attention to stay focused on completing their assignments. Research has shown that students tend to have shorter attention spans when learning online, compared to physical classrooms. This is due to a variety of factors, such as a lack of physical interaction with teachers and peers, lots of distractions from technology and the environment, and increased pressure to self-regulate and stay on task. In contrast, on-site learning allows for more direct interaction with teachers, as well as opportunities for peer-to-peer collaboration, which can help students stay focused and engaged.

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