



Students' Expectations of Offline Learning Road to Endemic Covid-19 Status as the Effect of Online Learning

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Abstract

Many methods and strategies of learning were being searched, made, and invented by a lecturer to provide an effective online learning process. Two years passed, and now Indonesia is on the road to endemic of covid-19 status, which soon caused the permission for offline learning. Indeed, students have their own expectations for this condition. Do they like it? Do they have difficulties so far? Do they want other methods? or other expectations of students which have not been explored yet? Therefore, this research will explore students' expectations of welcoming offline learning using a qualitative research method. The questionnaire was used as the instrument to collect the data from the students in the first year of the pandemic. The instrument mostly asked about the students' opinion of their online learning, then related to their expectations when it became offline learning soon. It was simply analyzed using excel to show the percentage of each data. The result showed that 75% did not like online learning since it impacts their score, which decreased from an average of about 70 to 50. Therefore, many students expect to understand the material with offline learning (80%) better than online. The reason for being less understandable with online learning and the decreasing score of students, becomes the evaluation of online learning found in this research. That strongly becomes the reason why the students expect to have a better understanding of offline learning in 2022

Keywords: expectations; offline learning; online learning; pandemic covid-19; endemic covid-19.

I. Introduction

Indonesia has been passed the pandemic for more or less two years. Indonesia's students had online learning all this time. From kindergarten until the post-doctoral students. Considerable research about online learning has been done. They talked about the system (Argaheni, 2020), the way, the effectiveness (Qolbi, 2022), and the effect on the students' Understanding (Dzalila et al., 2020; Fadilla, A.N; Relawati, A.S, Ratnaingsih, 2021).

Although many efforts have been made to support and provide online learning as the primary learning activity for students in this pandemic, it still cannot replace the face-to-face classroom. A

recent survey from KPAI showed that 78% of students still prefer to go back to offline classes (Waseso, 2021). They have difficulty understanding some material or activities in online classes (Cahyawati & Gunarto, 2021). When students get stuck in a matter, it will make them stressed and bring them down. Online learning failure could make students passive, less creative, and unproductive (Dzalila et al., 2020; Pawicara & Conilie, 2020). Furthermore, accumulating information and unuseful concepts in students' minds provoke stress (Argaheni, 2020).

In online learning, not all learning strategies can be used. Some will mismatch, like

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the scaffolding strategy with planning solution in mathematics will not effectively run in online learning. Since after students successfully imagine the actual situation, students must sketch it (Nuryadi et al., 2018). While online, they were asking students to sketch directly on the learning process will be complicated. Students' response online is feeble.

Although Indonesia has not stated the endemic of covid-19, the government has set a road map toward endemic by making policies to allow face-to-face classroom learning for all levels of Indonesian students (SKB 4 Menteri RI, 2021). The Joint Decree (SKB) of 4 Ministers of Indonesia concerning Guidelines for the Implementation of Learning Education in the Pandemic Period for the 2022 school year stated that starts from January 2022, all education units in the PPKM (Enforce Restrictions on Community Activities) level 1, 2 and 3 areas are required to carry out limited PTM (Face-to-face Meeting) (Loasana, 2022).

This policy must be taken since, based on (UNICEF et al., 2021) that the temporary closure of schools until after December 2021 due to the pandemic's beginning, Indonesian student has lost lesson for 1,2 years. Furthermore, after online learning was applied, many students reported having a degradation in learning capacity and ability (Dzalila et al., 2020; Safira, 2022).

Many studies about the effect of learning in pandemics also consistently reported that it has not been ready yet, for the students, the parents, the teacher, the school and also the ministry (Harida, 2021; Purwanto et al., 2020; Safira, 2022; Shima, 2021). The main problem of this sudden online learning policy was the lack of facilities and infrastructure, followed by the students and parents who do not have experience with the distance learning culture (Adhari et al., 2019). They had confusion, were saturated, and failed to adapt to the new culture (Purwanto et al., 2020). Students' motivation to learn declines slightly during online learning (Cahyani et al., 2020).

Students' expectations of the learning process usually want to understand (Hanik & Wiharti, 2021). During online learning, with all

the problems and solutions offered to students, they still want the COVID-19 pandemic to end soon so they can have offline learning (Shima, 2021). Thus, does their expectation change when they face offline learning soon due to the government policy toward endemic covid-19? The expectations of students in this situation are an expectation after experiencing online learning for about two years and a euphoria to encounter the policy of offline learning soon.

Thus, this research will discuss the students' expectations to evaluate the effect of online learning and prepare the offline learning. It aimed to evaluate online learning by analyzing the expectancy of students. The situation that allowed face-to-face meetings for students in this research would be assumed to be the endemic status of covid-19 (Start from Mei 2022).

II. Research Method

The research method is qualitative with a descriptive approach. Data collection in this descriptive qualitative method used a questionnaire for the respondent. There are two types of a questionnaire given. First, a closed questionnaire that given to respondents in group 1 by google form. The second is an open questionnaire given to the respondent's group 2. The respondents were engineering students in one of the private universities in Yogyakarta. Group 1 comprises aerospace engineering students in the first year of the COVID-19 pandemic (Students Batch 2020). While group 2 is the aerospace engineering students in the first year of endemic covid-19 hopefully (Students Batch 2021). The data of group 1 dan group 2 were taken after doing the online learning process for one year. Thus they have experienced the process so they could share their feeling toward online learning.

The questionnaire asked more about students' impressions of online learning to evaluate the effect and expectations of the offline learning they will face soon. The questionnaire of group 2 was given for the first time offline meeting in the classroom. It is done on purpose in order to reveal students' expectations toward offline learning. Since it is their first time offline, they will have many expectations relating to their

online learning experience during the COVID-19 pandemic.

Group 1 consisted of 95 respondents who filled the google form, while group 2 consisted of 50 respondents. Other data collection that could support online learning assessment during the pandemic was taken from the score of aerospace engineering students in Calculus classrooms starting in 2018, 2019, 2020, and 2021 called group 3. The score of the first two years of group 3 was the score for complete offline learning (2018-2019), while the last two years were the score in online learning (2020-2021).

The data analysis starts from the result of group 1 and then promotes with the data of group 3. The score of the last four years will indicate students' results in two types of situations, offline and online learning. Next, these data will be confirmed with group 1. The result is the expectation of students toward the offline learning they will be faced on this endemic of covid-19.

III. Results and Discussion

Overall, the result showed analogous with other research or maybe general presumption that offline is preferred over online. The results also showed consistency in the term "better understanding" in two contrasting opinions, fear and hope.

Students' fear of online learning during the pandemic

According to the 93 engineering students of group 1 who asked in the first year of the pandemic, 75% already disagree with online learning as the figure 1.

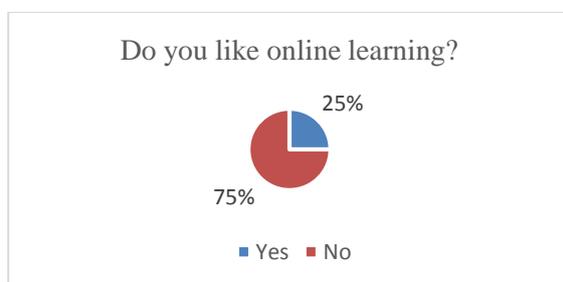


Figure 1. Students pandemic survey

The majority reason from the students is their fear of the way to understand the learning material. They feel it is challenging to comprehend material in a face-to-face class, even less online, as the transcript below shows students' opinions toward online learning.

Student 1: Mam, if I study offline, I am sure I still do not understand. Furthermore, why does online will provide a better understanding? When the teacher asked me to ask questions, I did not know what to ask because I was confused. Student 2: I feel online learning is difficult because I can't have anyone such as my teacher, my friend, or even my parents to teach directly when I don't understand the material

Student 3: Because there was some material I did not understand, I could not master it.

From this discussion, we could see that online learning made students afraid that they could not understand the material. They still believe offline learning performs better than online (Horo et al., 2020; Singh et al., 2021). Since they can have good interaction with teachers and peers to discuss their distress and material comprehension, the face-to-face class will benefit students from in-depth analysis and reflection that are difficult to synchronous online (Mehra, 2015).

Moreover, students are also worried about the number of assignments given in online learning. The unpreparedness of the lecturer in this online situation or age-issued makes many lecturers give students just a significant amount of homework or worse without any explanation or lecture or video tutorial. Besides affecting the student's understanding of the material, it affects their score—the score of students in this pandemic experience a sharp decline in figure 2 below.

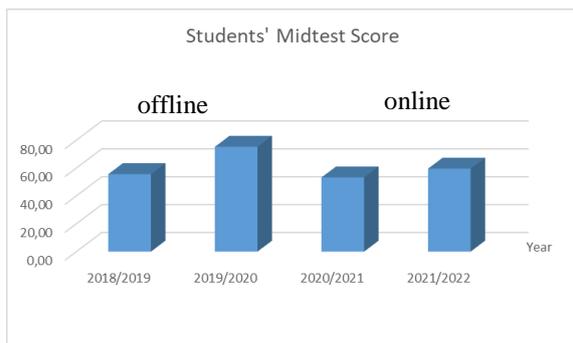


Figure 2. Students' midtest score offline and online

The graph of figure 2 shows that online learning significantly affects students' scores in group 3 incorrectly. Since it decreased the worst in the year 2020/2021 when students had completed the online learning, the following year, students might have successfully adapted to online learning, which showed by the slight increase in the graph. The complete description of the data showed in the following table.

Table 1. Description of the data

Descriptive Statistics	Offline		Online	
	2018/2019	2019/2020	2020/2021	2021/2022
Mean	55,64	75,25	53,24	59,54
Median	55	77	54	61,5
Mode	58	77	51	66
Std	20,55	10,99	17,00	16,91
Kurtosis	-0,73	1,18	0,53	-0,21
Skewness	0,07	-0,77	-0,31	-0,55
Range	87	59	89	69
Minimum	10	39	11	18
Maximum	97	98	100	87
Sum	6176	6998	5164	2977
Count	111	93	97	50

The score reduction on online learning has many possible factors, such as poor signal, lousy time management, improper teaching process, too many assignments, the shorter attention span during the pandemic than face to face sessions (Huzaimah & Risma, 2021; Mukhtar et al., 2020; Widiyono, 2020). Besides, some research about the impact of online learning said it could cause over the fullness of learning (Qolbi, 2022). It can lead to emotional exhaustion, physical exhaustion, cognitive fatigue, and loss of motivation (Dzalila et al., 2020; Hollis & Was, 2009).

While the world still always hopes that covid-19 will be gone, students must be prepared to face a new everyday life by conducting offline lectures (Widiyono, 2020).

Students' expectation of offline learning in endemic

Students in the first year of the endemic have a massive expectation of having offline learning. Encouraging the boredom of online learning and tired of alone studying, these students turned out to have the main reason, which is the lack of Understanding. It can be seen from Table 2 below, which shows that 40 out of 50 students in group 2 expect offline learning to give them a better understanding of the concept in the material given. They had an experience that their online learning could not make them understand the material. This means that students prefer offline rather than online learning (Puspitasari et al., 2021).

Table 2. Questionnaire' result

No	Students 'Expectation	Total
1	Better Understanding of the material	40
2	Others	10

The students' others' expectation also leads to the idea of wanting a better understanding. For example, they expect more knowledge since online, they often experience asynchronous between the lecture's sound with the picture (network effect), wish for a more effective learning process, feel like doing discussion easier, and desire more concentration.

Besides, an article said that online learning also could cause passivity in the students, less creativity, and unproductive (Argaheni, 2020). Furthermore, information accumulation from online learning, which has not have a way out or is less valuable, can lead to stress (Argaheni, 2020; Kahfi, 2021). Since the learning process should be not only a transfer of knowledge but also a reciprocal interaction between students and teachers in a dynamic learning process to transfer values to students in

order to make changes in behavior and knowledge (Kahfi, 2021).

The fact that students want a better understanding of offline learning is caused by their online helplessness, which affects their scores, as shown in figure 2. The imperfection of online lecture activities caused students' poor Understanding when comprehending the material (Kusumaningrum & Wijayanto, 2020). They desire to discuss to figure out their problems. Moreover, lacking the motivation to study online learning also becomes problematic for students (Fadilla, A.N; Relawati, A.S, Ratnaingsih, 2021). Meanwhile, keeping students highly motivated and interested in the learning process will make them elaborate profoundly to better understand the learning material (Febrian, 2016).

IV. Conclusion

All in all, online and offline have their strengths and weaknesses. Online learning allows students to be independent learners. Usually, the term "independence learner" is labeled for college students who are considered capable of taking responsibility for their studying life. Since the condition of covid-19, all levels of students must learn online. Educators' political expectations will be okay, but we can see from this research that college students also find difficulties with online learning should make them think twice. Many studies are trying to seek the effect of online learning on students, but this research also provides a complete plot of why they still expect offline learning until the pandemic nearly ends. Regarding their decreasing score, their unsatisfied experience with online learning and their inability to understand the material makes the students hang on and expect to have offline learning to understand better when the pandemic ends soon. Also, the expectation of these students to still have offline learning to comprehend better the learning material should have been noticed as an evaluation of the online learning all of a sudden during the COVID-19 pandemic.

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