English Teaching-Learning Process During PTMT (Limited Face to Face Teaching Learning) Period in Junior High Schools in Gunungkidul

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ABSTRACT

The increasingly controlled pandemic situation and the increasing number of people who have been vaccinated foster optimism to jointly restore the world of education. There is a change of teaching learning process from distance learning to limited face-to-face learning (PTMT). This study aims to analyze the English teaching-learning process during the PTMT period. The subjects of this study are English teachers and students of three Junior High Schools in Gunungkidul. This study is a descriptive qualitative research and applied observation and interview as the data collection method. The result of this study is described in two points of view, from the teachers' and the students' point of view. Both teachers and students feel happier because they can meet each other directly. Students can ask for teachers' guidance in learning. Teachers can directly control the students' progress. Compared with distance learning, students are more aware that learning needs effort and they have to undergo the process of learning during the PTMT period. On the other hand, teachers spend much more energy in the teaching process because they have to prepare a synchronous and asynchronous teaching learning process at the same time, and are also responsible for teaching 2 shifts of the same level class daily. Some students have difficulties in adapting the school schedule. In brief, PTMT can boost or motivate students to learn and develop their 21st century skills, in particular, collaboration and communication skills.

Keywords: English teaching learning process, PTMT

1. INTRODUCTION

Since the CoronaVirus (COVID-19) hit the world, almost all of the countries allover the world have been instructed to keep their distance in order to minimize the spread of corona viruses COVID-19. Indonesian government through the Health Minister launched the Regulation of the Minister of Health of Republik Indonesia Number 9 year 2020 on Guidelines for large-scale social restriction for the acceleration of CoronaVirus Disease 2019 treatment. (Peraturan Menteri Kesehatan Republik Indonesia Nomor 9 Tahun 2020 tentang Pembatasan Sosial Berskala Besar dalam Rangka Percepatan Penanganan Wabah Coronavirus 2019. The regulation was followed by The Health Minister Of Republic Indonesia, who issued a circular letter number 15 of 2020 concerning Guidelines for Organizing Learning from Home in an emergency Period for the Spread of CoronaVirus Disease - Covid-19. (Surat Edaran Kementerian Pendidikan dan Kebudayaan Nomor 15 tahun 2020 tentang Pedoman Penyelenggaraan Belajar Dari Rumah Dalam Masa Darurat Penyebaran CoronaVirusDisease (Covid-19)). Based on this letter, there was no teaching learning process in the classroom. The teaching learning process was done distantly from students' homes. After some period of time, When the condition was considered safer, the restriction began to be released adjusted to the situation. Regarding the condition, the 4 Ministers released Joint Decree of the Minister of Education and Culture,

Minister of Religion, Minister of Health and Minister of Home Affairs of the Republic of Indonesia Number 01l/KB/2022, Number 408 of 2022, Number HK.0 1.08/Menkes/1140/2O22, Number 420-1026 of 2022 about the Guidelines for organizing lessons during the Coronavirus Disease 2019 (Covid-19) pandemic (Keputusan Bersama Menteri Pendidikan dan Kebudayaan, Menteri Agama, Menteri Kesehatan dan Menteri Dalam Negeri Republik of Indonesia Nomor 01/KB/2022, Nomor 408 Tahun 2022, Nomor HK.0 1.08/ Menkes / 1140 / 2O22, Nomor 420-1026 Tahun 2022. Gunungkidul as part of Yogyakarta Special Region in Indonesia also began to hold PTMT by taking account of the guidelines of the implementation of PTMT as set by the government.

This study aims to describe the learning process of implementation of PTMT in Junior High Schools in Gunungkidul, for further detail about how the teachers and the learners conducted it related to the preparation, the action, and the evaluation. In addition, this study also describes the perceptions of teachers and students about the implementation of PTMT. Finally, this study answers the question, whether PTMT supports the learners fulfilling the demands of the 21st century, those are collaborative and communication skills.

Literature review
Learning

Learning is the process of acquiring new understanding, knowledge, behaviors, skills, values, attitudes, and preferences (Richard Gross (2010). It isthe formation of new understanding, knowledge, behaviors, skills, values, attitudes and preferences through a process. Brown (2008) states that there are 7 components in learning. Those are
  a. Learning is acquisition or "getting."
  b. Learning is retention of information or skill.
  c. Retention implies storage systems, memory, cognitive organization.
  d. Learning involves active, conscious focus on and acting upon eventsoutside or inside the organism.
  e. Learning is relatively permanent but subject to forgetting.
  f. Learning involves some form of practice, perhaps reinforced practice.
  g. Learning is a change in behavior.

From the definition it can be concluded that learning is active process forming new understanding, getting knowledge, value and preferences and acquiring behaviours, attitude and skills.

Teaching Learning Process in Junior High School in Indonesia

Based on the regulation minister of national education republic of indonesia number 22 year 2016 about process standard for Elementary and Junior Schooland medium (Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 22 tahun 2016 tentang Standar Proses Untuk Satuan Pendidikan Dasar dan Menengah) regulates the learning process from the requirements, and thelearning process and evaluation.

The requirements are as follow:
  a. Maximum students are 28 for elementary schools and 32 for Junior High School, Senior High School And Vocational School.
  b. Teaching load for teacher minimum 24 hours of learning and maximum 40 hours in a week.
  c. The textbooks are decided by the school which has been set by the educationminister. Every school have to provide the books as much as the number of students so every student can have them as resources. The teacher and students are suggested to use any other references which support the teachinglearning process.
  d. Classroom management

The teaching learning process are set from opening, while teaching and closing
  a. Opening
    1) Preparing students' readiness
    2) Connecting the previous material
    3) Explaining the learning objective
  b. While teaching
    1) The main activities use learning models, learning methods, learning media, and learning resources that are adapted to characteristics of students and subjects. Applying the appropriate approach such asscientific, inquiry, project based learning on problem solving (project based) learning adapted to

the characteristics of competence and leveleducation.
c. Closing
   1) Reflection and evaluation
   2) Informing the next meeting
a. Teaching learning process during PTMT

Teaching learning process during PTMT are limited. Based on the 4 ministers Joint Decree of the Minister of Education and Culture, Minister of Religion, Minister of Health and Minister of Home Affairs of the Republic of Indonesia Number 01l/KB/2022, Number 408 of 2022, Number HK.0 1.08/Menkes/1140/2O22, Number 420-1026 of 2022 about the Guidelines for organizing lessons during the Coronavirus Disease 2019 (Covid-19) pandemic, the teaching learning process during PTMT is regulated as follows:
   1) Keeping heath protocol before going to school, during the school and after the school
   2) Always putting mask on
   3) Keep the distance, 16 students maximum in a class
   4) Shifting class with maximum meeting 3 hours, no break time
   5) Observe any symptoms of covid-19
b. Students' engagement

Trowler (2010), states that students' engagement is the participation of the students in the stages of learning that have been determined through various activities or learning activities. Many researchers stated that the students' engagement greatly affects student achievement. In addition, Ginting, D. (2021) proposes that method to promote the students' engagement are active learning, flipping classroom, collaborative learning, case-based learning, problem-basedlearning, peer instruction, setting the problems. In PTMT, enhance the studentsto work collaboratively. Thus, the teacher facilitates the students to share theirexpertise and information to others.
c. 21st-century skill

Voogt and Roblin (2010) in Joynes, Chris et al (2019) define 21st-Century Skillsas 'new competencies' which society is increasingly demanding of the existingworkforce and, in educational terms, of the youth who need to be trained todayfor future jobs and careers

There are five skills emphasized in 21st learning Joynes, Chris et al (2019),those are:
   1) Communication skills, including language and presentation of ideas.
   2) Collaborative skills, including management of group activities andsocial interaction.
   3) Individual learning approaches, including critical thinking,metacognition and new skills acquisition.
   4) Individual autonomy, including flexibility, adaptability andentrepreneurship.
   5) ICT and digital literacy, including use of technology as tools for learning,communication and collaborate

Chowdhury, T. A. (2021), Collaborative learning emphasizes the students to be active in their group and take part to share the information to theother in order to build new knowledge.

Perumal (2015) proposes a model of collaborative learning that can beapplied in teaching English. The process are the teacher leads the class to carry out the teaching learning. Starting from stating the learning objective, then facilitating the students to have a chance to contribute ideas, fostering a positive network, real time interaction, promoting a positive social environment, encouraging a responsible attitude, pride and satisfaction for a completed task,analysis or assessment of a complete task.

The last two Cs are collaboration and communication. These should beskills that English language teachers are well aware of. Many of the things thatlanguage teachers are already doing in the classroom, like pair and group work,peer review, and project-based learning (PBL), are excellent to support the development of collaboration and communication. Employers of today are increasingly looking to hire people who not only understand their field, but whoalso have developed skills in communicating and collaborating in teams. When students leave our English classes, we of course want them to have improvedtheir language skills, but we also want them to have developed confidence in their ability to communicate and collaborate in the language, Andy, H. (2018)

Online learning can be described as a form of distance education madepossible by technological devices used by isolated learners in their own settings away from the main education source (Hartnett, 2016).

On the other hand, Fredricks et al. (**2004**) regarded student engagement as a complex and multidimensional construct that includes three distinct but interrelated dimensions, namely, the behavioral, cognitive, and affective dimensions, where eachdimension has some particular characteristics. Based on the engagement dimensions proposed by Fredricks et al. (2004), student engagement in online learning can be explained as follows:

a. Behavioral engagement: when online students actively participate in onlinelearning activities.
b. Cognitive engagement: when online students show motivation to learn onlineand demonstrate self-regulated learning.
c. Emotional engagement: when online students express and manifest positiveattitudes within the online learning environment.

2. METHODS

a. Participants

The participants of this study were English teachers and students from three junior high schools in Gunungkidul. They are Karangmojo 1, Tanjungsari 3, Semanu Islamic 3 Junior High Schools. Those schools have different characters.Karangmojo Junior High School is considered as favorite school, SMP 3 Tanjung Sari is a rural school and Islamic High School 3 has more lessons in Islamic religion subjects.

b. Instrument

The study was conducted to know how limited face-to-face teaching learning was conducted in Junior High School in Gunungkidul. There are threeinstruments used to investigate 1) how is the teaching learning process conducted, 2) What experience the teachers and the students got during PTMT.

The procedure is observing the teaching learning process conducted during PTMT period and interviewing the students and the teachers' experienceduring PTMT

c. Type of Research

The research is a qualitative research where the objective is to find out how limited face-to-face teaching learning was conducted in Junior High School in Gunungkidul.

d. Data Collection and Analysis

As the research is a qualitative one, a documentation method is applied fromthe observation during PTMT and the script from the interview. To analyze the data, the researchers categorize and conclude them.

3. RESULT AND DISCUSSION

The process of PTMT

In carrying out the teaching learning process, teachers and studentswent through three main steps, namely Preparation, Action, and Evaluation.

There are some activities done in

a. Preparation:

Teachers make the lesson plan, prepare the media, students' learningactivities and also the assessment for them. This is done before the teaching learning process.

b. Action, the activities are as the following:

1) Before the offline meeting in class, teachers introduce the materialto the students. This is done online, by sending pre-discussion materials through Google Classroom and/or WhatsApp Group.

2) Students respond by learning the materials at home, trying to have understanding as much as they can. Students might do theself-learning activity by doing the task given by the teachers.

3) In the PTMT (Classroom meetings), teachers facilitate the learning activities. Students should be actively involved in the teaching and learning activities. They can ask any unclear understanding to the teacher and discuss any problems or sharetheir ideas with their classmates. The limited time of offline meetings pushed the teacher to optimize the learning process bygiving guidance or

helping the students get their understanding.

4) After the Classroom meetings, teachers give students home activities to emphasize the understanding and to have somepractice on the materials. This activity is done after class, at home. The result / the process of the at-home-learning should be reported/submitted online through the Google Classroom / WhatsApp group. Teachers check the students' work/exercise.

5) After checking the students' works uploaded in the Google Classroom/WhatsApp, teachers give feedback to the works in the class, and together with the students improve the students' understanding of the materials.

c. Evaluation

In this step, teachers assess the students' achievement. The assessment is done in the class,

Elaboration of the PTMT

Pembelajaran Tatap Muka Terbatas (PTMT : Limited Face-to-Face Learning) is done in various ways in some schools in Gunungkidul. The schools may apply different systems but they follow the rules as stated. The meeting is limited to 120 minutes in one period, with half the number of the class members. The other half havethe meeting on the same day, in the same plays and the same learning materials. Thiscondition leads to the following consequences :

a. For the teacher

In the PTMT, the Classroom meeting process is done in a very short time. TheEnglish lesson has only 40 minutes in a meeting. The Ministry of Education hascreated the "Kurikulum Darurat" which reduces the Basic Competencies, butstill it is a lot for the students. This makes the teachers have to design and prepare the teaching learning activities in two types namely the online activitiesand offline activities.

The offline meeting is done in two shifts in a day. Each has the same topic/teaching material but done by different groups. This demands the teachers to maintain the teaching learning process well and keep the performance in handling the class. Teachers must be creative in preparing thelearning activities to make students understand better. Teachers should have good time management in order to make the limited time fruitful. Teachers should give more time for students to be active in the PTMT. The positive pointof PTMT is the teacher is able to facilitate students directly in class rather thanonly guiding them online.

b. For the Students

Because the students have only a short time in classroom meetings, they should be very active and engaged in the teaching learning process. Studentsalso put much more effort in the online process because they have to do it before class. Previously the students had full-online meetings. Many students get used to staying awake late and they neglect the process of learning. Whenthe students had to be back to school, many of them needed more time to adaptto the new habit of learning. The positive thing is that the students get direct facilitation and guidance from teachers compared to the time when they do thelearning at home. They can also get help and support from classmates

c. Learning Process

The online learning process leads students to find ways to solve problems before the classroom meetings. On the other hand, the offline meeting processis good to underline and confirm students' understanding with the help of teachers and classmates. Students do collaborative work communicate more with classmates. The very short and limited time pushed the teachers to be creative and try todesign certain activities which make the students develop the 21st century skill, in particular collaboration and communication skills.

4. CONCLUSION

The result of this study is described in two points of view, from the teachers' and the students' point of view. Both teachers and students feel happier because theycan meet each other directly. Students can ask for teachers' guidance in learning. Teachers can directly control the students' progress. Compared with distance learning, students are more aware that learning needs effort and they have to undergothe process of learning during the PTMT period. On the other hand, teachers spend much more energy in the teaching process because

they have to prepare a synchronous and asynchronous teaching learning process at the same time, and are also responsible for teaching 2 shifts of the same level class daily. Some students have difficulties in adapting the school schedule. In brief, PTMT can boost or motivate students to learn and develop their 21st century skills, in particular, collaboration and communication skills.

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