Effective Learning Methods Post Covid 19: A Literature Review

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ABSTRACT (10PT)

The COVID-19 pandemic in Indonesia has had a significant impact on education. Post-covid-19 learning requires face-to-face learning with a Health protocol system, meaning that permits have been issued, but the patterns and nuances of education are different. Student-teacher interaction is still limited. Learning and attitude models must include a rigorous process for safety. By 2022, every teacher must have an effective lesson plan that meets limited face-to-face learning health standards. This study describes the appropriate learning methods used after the COVID-19 pandemic. The research method used is qualitative with descriptive analysis and literature study. Lessons from Indonesian language teachers were used to collect data. The data used comes from the post-pandemic design and learning methods. The research findings show that various relevant learning methods are used after the covid-19 pandemic.

INTRODUCTION

The world of education that is growing, of course, requires the creativity of educators so that education can run following the development and character of students in each era (Mardhiyah et al., 2021). Education that leads to outcomes has begun to increase its role in shaping capable human persons who can compete in the world of this digital era in the future. Because education's nature and primary purpose are to improve students' abilities, the learning method becomes the leading spirit of the learning process (Yamin & Syahrir, 2020).

Pandemic COVID-19 that hit Indonesia for almost two years had a significant impact on the world of education (Andiarna & Kusumawati, 2020; Siahaan, 2020). The world of education is experiencing a shift in decreasing the quality of learning. School closures significantly impact learning quality decline (Lase et al., 2020; Safira & Ifadah, 2021). Distance learning risks hampering or even stopping the learning process for schools in remote areas due to limited internet access and costs that must be paid for each student (Putro et al., 2020). Schools and students with inadequate facilities have difficulty continuing the teaching and learning process (A. B. Santosa, 2020).

A study conducted by Kasnelly stated that the COVID-19 pandemic could potentially increase poverty rates in Indonesia (Kasnelly, 2020). Another study conducted by SMERU reviewed some of Indonesia's economic growth forecasts and concluded that, in the worst-case scenario, the poverty rate in 2020 would increase by 4% from its current level of around 12% in 2019 (A. B. Santosa, 2020). If we put this figure in the context of the family, this increase could have a significant impact

on the education sector, especially in the ability of parents to provide learning facilities for their children. It is consistent with a World Bank analysis, which found that PISA scores, or the examination system used by the Organization for Economic Co-operation and Development (OECD) to assess the quality of education in 70 countries worldwide, have declined. It will have a significant impact on the country's decline in the future, with the quality of public and economic welfare deteriorating.

The government, which has been conducting distance learning for two years with all its shortcomings and limitations, has become the main gate to improving the quality of learning (Rahmah & Hasanah, 2021). face-to-face learning with a Health protocol system is required for post-covid-19 learning, which means that a permit has been issued, but the pattern and nuances of education are not the same as before the pandemic. The interaction between students and teachers is still limited. Some models and attitudes in learning must still refer to safety, namely a strict process. Every teacher needs to create an effective lesson plan that meets the standards of the face-to-face learning limited health program by 2022 (Lawe, 2022; Powa et al., 2021). The hope is that people will think better about teachers and schools by producing effective and efficient methods. In addition, so as not to be left behind from other countries. This research will add to the scientific debate about making learning methods that work well in the post-covid-19 era more effective.

This article is based on the argument that the importance of the design and learning methods used by teachers are adapted to the students' character so that it is hoped that the quality of education will increase. The decline in the quality of education and the low level of public trust in the teacher figure are the things that underlie this research to be carried out immediately. The conceptual framework of this research takes aspects of effective post-Covid-19 learning methods by teachers.

METHOD

This research is qualitative research with descriptive analysis techniques with literature review *(Library research)* (Cohen et al., 2017). The data collection is sourced from teachers in Indonesia, scientific journals, proceedings, books, associations, and scientific forums. The data used are in designs, and appropriate learning methods were carried out after the COVID-19 pandemic. Data collection was taken from the results of a literature study—analysis using descriptive analysis that focuses on applying learning methods.

FINDINGS AND DISCUSSION

1. Covid 19 pandemic

COVID-19 is the most significant challenge this expanded national education system has ever faced (Putra et al., 2021). Many governments have directed institutions to stop face-to-face teaching for most of their students, mandating online instruction and virtual education (Putro et al., 2020). The study offers practical advice for educators, institutional leaders, and state officials tasked with managing the educational consequences of the current crisis.

The COVID-19 outbreak means that technology-based learning changes that should have taken months or years have been made in just a few days (Umar & Nursalim, 2020). Many schools and universities plan to use more technology in the classroom (Nurhayati et al., 2020). People who go to school have a different set of needs. Students' lives have been affected in different ways by the COVID-19 pandemic, not only because of their level of study and course of study but also because of where they are in the program. Whenever they start a new phase of their education, they move on to the next one. It is a guideline for the government regarding learning in Indonesia in the future.

The surge in positive Covid patients continues to occur and is increasing, so there is a need for roles and tips related to efforts to overcome and break the chain of broader spread. One of them is implementing distance learning so that student learning activities are carried out from their respective homes (Aswat et al., 2021). Distance learning is an alternative for the government, so students must study from home with parental guidance under teacher coordination. It, of course, remains the responsibility of the teacher in monitoring the development of student learning both cognitively, affectively, and psychometrically. Study results (Basar, 2021) This proves that distance learning during the COVID-19 pandemic has caused various responses and changes to the learning system that can affect the learning process and students' level of development in responding to the

material presented. Regional differences will significantly impact the way and outcomes of distance learning because students create different materials or designs of learning methods within their limitations and with different personalities (Abidin et al., 2020; W. Sari et al., 2020). For example, in a village environment where most of the population is farming, distance learning is designed with a theme easily accessible and managed by students in their respective environments. It means that this distance learning is a severe and caring step for the relevant education offices to implement comparable policies based on their respective environments and cannot be equated and leveled across all layers of the region.

Lanny Anggraini (2020) in the PGSD National Webinar (Elementary School Teacher Education) Universitas Dwijendra, one of which is to put forward the principles of education during the COVID-19 period, which is the main priority for the health and safety of all parties in setting learning policies for PAUD, Primary and Secondary Education, College, Islamic Boarding School, and Religious Education (Suhendro, 2020). Thus, the government seeks to prioritize the safety of all parties in the education process in tackling and preventing COVID-19. Therefore, a learning method is needed to accommodate this so that the learning process can continue to educate the nation's children (Santika, 2020). This method is expected to be developed by teachers in implementing learning. For learning to run smoothly, teachers must be more creative in developing effective and efficient methods while prioritizing the security and safety system in teaching and learning from the unfinished Covid virus.

Implementing online learning during the Covid-19 pandemic has its difficulties and problems. Many teachers are confused or find it challenging to design and implement the learning process and even assess student learning outcomes (Mamluah & Maulidi, 2021; Mutaqinah & Hidayatullah, 2020). Students who undergo online learning are overwhelmed with boredom and stress doing many assignments from school (Barseli et al., 2020; Nurmala et al., 2020; Rofiah, 2021). Tasks that take up a lot of student playtime. Parents must accompany their children to study, do school assignments, earn a living, and ensure the implementation of health protocols—the responsibility of assisting students in learning before teachers at schools carry out Covid-19. However, during the Covid-19 period, many of the roles and responsibilities of teachers were carried out by parents at home (Wulandari, 2021). In this case, teachers and parents, cooperation between schools must be practical as a means of communication between students and teachers during the teaching and learning process (Dewi, 2020). Parents and teachers must communicate effectively about their children's educational development at school. Parent-student interactions can help make this learning more effective. This knowledge transfer can occur with at least 80% of the targets delivered. Some assignments given by teachers as part of the learning evaluation process are readily accepted by students and do not burden them because of the help of parents with assignments given by the school.

Distance learning is conducted online from elementary school (SD) to university. Through online learning, students can learn flexibly and learn anytime, anywhere. Students and teachers can use various applications to interact, such as classroom, real-time phone or chat, zoom or group via WhatsApp (Prajana, 2017), Google Classroom (F. H. Santosa et al., 2020), Edmodo (Jayusman & Shavab, 2020). The use of several applications and digital platforms above can make it easier for teachers to deliver learning materials to their students where the learning of the covid 19 era is running well and following the learning objectives.

2. Limited Face-to-face Learning

After two years of covid and learning was shifted to online learning, the Indonesian government implemented a new learning pattern. In July 2021, the government implemented limited face-to-face learning provided that all education personnel had been vaccinated, and learning was carried out by limiting meeting hours and implementing strict health protocols. Plan opening back teaching face to face have made schools need prepare all preparations in learning. In addition to preparing for existing needs at school, the preparation starts to do by the school is a teacher must ensure that students with parental consent participate in face-to-face learning and signing affidavits (Shaleh & Anhusadar, 2021). the existence of parental consent is the primary step in implementing face-to-face learning where parents permit to carry out face-to-face learning because it has been two years of distance learning which has resulted in problems, including the difficulty of parents in accompanying their children. The saturation level of parents has reached the limit so that more

parents permit their children to study in Back school than online learning, which makes their children's learning presentations decrease.

The process of implementing face-to-face learning is limited in schools. Students will be divided into study groups or scheduled based on shifts to limit the number of students in one room (Pattanang et al., 2021). Planning face-to-face learning needs to pay attention to several things that schools can do, including 1) Vaccinate all educators and education personnel in schools; 2) Improving the immunity of students, educators, and education staff; 3) Prepare facilities and infrastructure according to health protocols. Prior to implementing limited face-to-face learning, the Ministry of Education and Culture has socialized and published a learning guidebook during the pandemic. In this case, the teacher must design a lesson plan that is good and standard on the safety of his students both in terms of health and welfare.

Standard operational procedure (SOP) health protocol for support learning activities at school is 5 M is the use of mask, keep physical distance, wash hands, avoid crowd, freeze and reduced mobility) (W. Sari et al., 2020) . With this SOP, of course, every school that will implement limited face-to-face learning must prepare socialization and facilities and infrastructure to support this limited face-to-face learning. The SOP is an essential reference for schools in implementing this limited face-to-face learning, following the essential face-to-face learning reference that has been issued by the SKB 4 ministers regarding the implementation of limited face-to-face learning. It is hoped that learning can run well with this SOP and will not cause problems in the future.

3.   Application of Learning Method

In implementing limited face-to-face learning, the learning method is an essential primary step in carrying out the learning process to run appropriately and correctly. The application of this method is one of the primary keys to overcoming loss learning in learning. Teachers should apply learning methods by designing effective and efficient methods to implement this limited face-to-face learning. Below are several methods teachers can use to implement limited face-to-face learning in the COVID-19 era.

1) Flipped Classroom

The flipped classroom learning method is an active learning method that requires students to complete previously assigned pre-class learning activities in preparation for face-to-face learning. The timely, systematic, and productive participation of students in pre-class activities is essential for the overall flipped classroom design because this activity helps prepare students to participate in face-to-face sessions actively (Chai et al., 2019). This learning method is considered successful and provides significant benefits. With the flipped classroom learning method, some learning activities, which are generally completed in class, can be completed at home first independently by students before finally doing limited face-to-face learning in class.

2) Project-Based Blended Learning

Project-Based Blended Learning is a project-based or product-specific learning method that students complete and design in collaboration with online and face-to-face learning (Dr. I Gede Sedana Suci et al., 2020). For distance learning, teachers can prepare material that students can study independently and must support project-based learning to be completed at the time of face-to-face learning.

3) Self-Directed Blended Learning

Self-Directed Blended Learning is an inquiry learning method that combines Online learning (distance learning) and face-to-face learning in achieving formal learning objectives (Sugita & Muchlis, 2022). Formal online learning/meetings are abolished because learning is self-planned, so the functions of online learning and teachers change. The way teachers evaluate learning and the achievement of students' learning experiences without reducing authentication is a challenge for teachers in this learning method. Meanwhile, the way students look for products, processes, and potential models to make themselves consistent in learning is challenging. In addition, to adjust the results and expectations, the student must understand what he did and why he succeeded.

4) Blended Learning Inside-Out

Blended Learning Inside-Out is a learning method that combines the advantages of face-to-face learning and distance learning, which is designed to be completed outside the classroom (Hadi et al., 2021). This learning method in the classroom is more focused, while online learning serves as a

reinforcement. The Online learning section can be in the form of formal e-learning or self-inquiry. Expert guidance, feedback, teaching materials, and psychological and moral support from interactions are required when using this model.

5) Outside-In Blended Learning

Outside-In Blended Learning is a learning method that starts with face-to-face learning and digital non-academic, meaning that online learning is carried out every day by students and teachers through the Learning Management System, which is used and ends in classroom learning classroom becomes deeper. When face-to-face learning, students can share, work, work together, and give each other feedback to improve the quality of student learning. If appropriately planned, distance learning and face-to-face learning materials can complement each other (Mindaudah & Sari, 2021).

6) Supplemental Blended Learning

Supplemental Blended Learning is a learning method in which students entirely complete Online learning (distance learning) to improve face-to-face learning or vice versa. Learning objectives are realized in one "space" (face-to-face learning or distance learning), while other spaces provide detailed knowledge for students. However, this additional knowledge cannot be obtained if only one space is used (M. Sari, 2016).

7) Mastery-Based Blended Learning

Mastery-Based Blended Learning is a learning method for students to alternate between distance learning and face-to-face learning. Assignments are used to achieve learning objectives. The form and scale of distance learning and face-to-face learning are improved based on mastery of specific skills (Pamungkas, 2019).

CONCLUSION

Based on the above analysis, the implementation of limited face-to-face learning requires a method design prepared by the teacher in the implementation of learning so that it runs safely and comfortably. One of the things that teachers can do is to apply several steps, including learning methods that can be used by teachers in implementing Limited face-to-face learning, namely the flipped classroom learning method, project-based blended learning, self-directed blended learning, blended learning inside-out, outside -in blended learning, supplemental blended learning, and mastery-based learning. Teachers can make variations in the learning process to optimally understand and convey the subject matter by knowing how to implement Limited face-to-face learning. The implementation of limited face-to-face learning is expected to get direct learning materials to reduce online learning problems. It has been running for two years, reap many problems in the field. It is hoped that this method will be a solution for elementary school teachers who have carried out limited face-to-face learning during this pandemic. So that learning during the pandemic can run well following educational goals so that this loss of learning can be resolved and the quality of learning increases significantly.

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