

MAN 4 JAKARTA STUDENTS' PERCEPTIONS ON ONLINE, FACE-TO-FACE, AND LIMITED FACE-TO-FACE LEARNING DURING THE PANDEMIC

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Abstract

Indonesian government has been compelled to establish various learning approaches during this pandemic due to the spread of Covid-19 and the rising number of new cases, including distance learning and limited face-to-face learning. This study explores students' opinions about online learning, limited face-to-face learning, and face-to-face learning. The research was conducted at MAN 4 Jakarta. This study is situated in the mixed method. Data triangulation was carried out through field observations, surveys with 139 respondents, and structured interviews with 8 students. The survey results show that 47.5% of students prefer limited face-to-face learning with 1 day of face-to-face learning and 4 days of online meetings in one week. 38.1% of students prefer face-to-face learning, and 14.4% prefer online learning. The interviews suggest that students prefer face-to-face learning and limited face-to-face learning due to problems with internet connection. Offline and hybrid learning allow students to communicate with teachers easier. It offers an environment scaffolding learning enthusiasm. While some students choose online learning since it is less expensive and requires less time and effort to attend class, face-to-face learning is the most preferred by students.

Keywords: *Learning, Covid-19, online, offline, face-to-face, limited face-to-face*

Abstrak

Penyebaran Covid-19 dan naiknya angka kasus baru Covid-19 membuat Pemerintah Indonesia memberlakukan beberapa sistem pembelajaran di masa Pandemi ini, yaitu pembelajaran jarak jauh, dan pembelajaran tatap muka terbatas. Penelitian ini bertujuan untuk mengungkap pendapat siswa tentang pembelajaran jarak jauh, pembelajaran tatap muka terbatas, dan pembelajaran tatap muka 100%. Penelitian dilakukan di MAN 4 Jakarta. Ini merupakan penelitian kombinasi. Peneliti menggunakan triangulasi teknik pengumpulan data melalui observasi lapangan, survei dengan 139 responden, dan wawancara terstruktur dengan 8 siswa MAN 4 Jakarta. Hasil survei menunjukkan bahwa 47,5% siswa lebih menyukai pembelajaran tatap muka terbatas 1 hari pertemuan luring dan 4 hari pertemuan daring dalam satu minggu. 38,1% siswa lebih menyukai pembelajaran luring, dan 14,4% lebih menyukai pembelajaran daring. Sedangkan dalam wawancara lebih banyak siswa lebih menyukai pembelajaran luring dan hybrid. Alasan siswa lebih menyukai pembelajaran luring antara lain karena tidak ada kendala jaringan, lebih mudah berkomunikasi dengan guru, dan lingkungan belajar yang menambah semangat untuk belajar. Sedangkan pembelajaran daring lebih disukai oleh sebagian siswa karena tidak terlalu banyak memakan biaya, waktu dan tenaga untuk berangkat ke kelas. Maka dapat disimpulkan bahwa pembelajaran luring secara umum lebih disukai siswa daripada pembelajaran daring.

Kata Kunci: *Pembelajaran, Covid-19, daring, luring, tatap muka, tatap muka terbatas*

INTRODUCTION

The surge of Covid-19 has had a significant impact on educational activities across the globe (Zaharah & Kirilova, 2020). Between the time Covid-19 emerged and now, the educational landscape has undergone a significant transformation; we were used to learning in classes and

interacting without any obstacles before the emergence of Covid-19 (Rahmawati et al., 2021). Interactive teaching and learning activities take place in the classroom. In class, students can see the teacher and ask questions directly when students feel confused with the material given, without feeling afraid or worried. In addition, students can also interact with their friends. This makes students happier going to school because they can meet their teachers and friends, all of whom add insight and experience for students.

Teachers were accustomed to face-to-face teaching situations prior to the outbreak. In face-to-face instruction, the instructor can formally welcome students, directly assess their understanding, and assess their histories and tendencies. Additionally, teachers have direct control over how their students learn. One of a teacher's responsibilities is to control, guide, and nurture the students (Nugroho, 2018).

In face-to-face learning, teachers can tell how dedicated students are to their studies. So that they may emphasize studying, the instructor may also discipline students who are not paying attention, such as those who are playing while they are in class. Additionally, when a teacher interacts with students in the classroom, they may immediately see student responses through their voices, facial expressions, or emotions.

In the use of teaching and learning media, there is also a significant change. Before the outbreak, many teachers and students used printed books (Sunismi, 2015). Teachers frequently punish students to leave the room if they did not bring printed textbooks. In addition, the tasks given are usually collected in written form on paper. Pens, notebooks, and textbooks are therefore items that are always in a student's

backpack when learning in class. Students use paper and pens to make notes (Pramesti, Pramesti, & Effendi, 2018). Either just ordinary notes or concept maps. Borrowing pencils and pens are also a daily sight. Occasionally, students will request permission from teachers to purchase pens or paper during the teaching and learning process.

Prior to the school closure due to the pandemic, the school had consistently worked to develop a learning environment that would encourage students to actively engage in teaching and learning activities (Hsb, 2018). Aphorisms, hadiths, and verses from the Qur'an are frequently displayed at schools to inspire students to study and set high standards for themselves. More precisely, we find these inspirations at many madrasas or Islamic boarding schools that feature inspirational quotes to encourage students to value science and model the lives of academics. This is true because idealism, soul, and life philosophy are the guiding principles of education in an Islamic boarding school environment (Alhamuddin, 2016).

On March 15, 2020, there were 21 new reported cases in Indonesia. There were 3,141 new cases of Covid-19 on September 14, 2020. 13,802 new cases were reported as of January 25, 2021. That is the first highest case recorded. Then there was a decrease little by little, and we can see the most significant decline on May 17, 2021. At that time, 4,871 new cases were recorded. The data revealed an increase in Covid-19 cases. On July 18, 2021, there were 44,721 new cases, hitting the peak. Then there was a decrease in Covid-19 cases in the following months (Dewi & Sonia, 2021).

For instance, on November 29, 2021, there were 176 new instances at that time, thus we can clearly notice a huge decline.

However, the number of Covid-19 cases significantly increased at the start of 2022. There were 48,484 new cases recorded on February 20, 2022. On March 13, 2022, there had been a decrease in the number of Covid-19 cases, there were 14,900 on March 12, 2022. The Covid-19 pandemic is anticipated to disappear in 2024 (Azmi & Kusumawardana, 2021).



Figure 1. Fluctuation of New Covid-19 cases in Indonesia (github.com)

Initially, the Indonesian government sought to halt the rise of Covid-19 cases by enforcing a 'lockdown' to prevent the widespread of the virus (Rahayu, 2020). To prevent a rapid spread of Covid-19 cases, the public is urged to stay inside and avoid social interaction. The consequence of this policy is the closure of offices and schools (Pratiwi, 2021). Nadiem Makarim, the Minister of Education, Culture, Research, and Technology issued a decree on March 17, 2020, directing the postponement of face-to-face teaching and learning activities. Teaching and learning activities were carried out remotely. As an alternative to distant learning facilities, the government at the time had created several free distance learning websites that students and teachers could use. Thus, for the first time in Indonesian history, all

education, which was previously primarily done offline, was carried out online (Org et al., 2020).

This policy keeps researchers busy analyzing the digital transformation occurring (Nazarov, Zherdev, & Averbukh, 2021). Universities are the most popular settings for research on digital transformation, which is conducted in many different countries. Various applications have also emerged, giving rise to new studies on applications used in distance learning (Mhlanga & Moloji, 2020). In response to substantial changes in people's lives during the pandemic, there has been a transition in education management and innovation (Eri et al., 2021). Researchers are beginning to notice signs that students are starting to feel comfortable with online learning and may even be considering doing so in the future (Amir et al., 2020).

Online learning activities were eventually discontinued once the Covid-19 case was dropped, as stated in the Circular about temporary school closures. As can be observed from the statistics, the curve of new Covid-19 cases fell as per February and March 2021. A Joint Ministerial Decree (SKB) signed by four ministers—the Ministers of Education, Culture, Research, and Technology, the Ministers of Religious Affairs, the Ministers of Health, and the Minister of Home Affairs—was issued by the government on March 30, 2021. This includes implementing distant learning and limited face-to-face learning activities during the Covid-19 Pandemic (Tanuwijaya & Tambunan, 2021). The government, through the decree, permitted educational units that had already administered Covid-19 vaccines to the majority of their teachers and students to conduct face-to-face learning (if the students are old enough to be vaccinated).

In order to decrease the possibility of Covid-19 cases spreading, individuals are learning how to live with Covid-19 by performing learning activities under health protocols. This learning is called Limited Face-to-Face Learning (PTMT) (Ode et al., 2021). In this learning model, parents have a role in determining whether students are allowed to study offline or continue to study online (Powa, Tambunan, & Limbong, 2021). With a shift system, students are permitted to join classrooms in turns. So, rather of attending class every day, students and teachers shift once or twice every week. Students and teachers who are not doing learning activities in class, take part in online learning activities.

The Decree of the four ministers also regulates face-to-face learning in the second month of limited face-to-face learning. However, at any time, face-to-face learning can be terminated if Covid-19 cases are found in the education unit. Face-to-face learning activities can be carried out again when the number of cases has decreased after distance learning is carried out for at least 3x24 hours. The implementation of face-to-face learning is also carried out on the basis of an appropriate Community Activities Restrictions Enforcement (PPKM) status of an area of level 1-3 (Bahrodin & Widiyati, 2021).

Table 1. Situational Level Assessment Matrix (WHO, 2021)

Level	Situation
Level 0	No local transmission
Level 1	A situation where basic measures are in place to prevent transmission; or if cases are already present, the epidemic is being controlled through effective measures around the cases, or case clusters.

Level 2	A situation of community transmission with limited additional capacity to respond and a risk of health services becoming overwhelmed.
Level 3	A situation of community transmission with limited additional capacity to respond and a risk of health services becoming overwhelmed
Level 4	An uncontrolled epidemic with limited or no additional health system response capacity available

The issuance of SKB and the limited face-to-face learning policy provide new experiences for students, teachers, and education personnel throughout Indonesia. The transition from old habits to new ones happens in a fairly quick dynamic (Nazarov, Zherdev, & Averbukh, 2021). Each stage of the learning process, from face-to-face learning activities to online learning, then restricted face-to-face learning, creates a distinct impression.

Thus, how did the students respond? Do students believe they may adopt new habits to become more autonomous learners? Do they prefer online learning to face-to-face learning? In online learning, students do not need to spend time, energy, and money to commute from home to school. Research shows that the cost of purchasing data quotas incurred by students is less than the cost of commuting during face-to-face learning (Manapa et al., 2021). Do students prefer face-to-face learning (offline) just like before the pandemic? Or do they prefer limited face-to-face learning (hybrid)? This study seeks to uncover students' perceptions of the type of learning that they believe will be most beneficial during the Covid-19 Pandemic. A previous study, if any, has failed to make a comparison between face-to-

face learning, online learning, and limited face-to-face learning in Indonesia.

METHOD

The research was conducted at MAN 4 Jakarta. The respondents were the tenth and eleventh-grade students from different majors. An online questionnaire with Google Form was distributed to students at the end of the odd semester, the academic year 2021/2022. The researcher made simple questions with two closed-ended questions and one open-ended question. The questions asked to relate to students' preference to choose face-to-face, limited face-to-face, or online learning. Open-ended questions were made to find out why students chose certain learning models. The number of respondents was 139 students. Questionnaires were distributed on November 16, 2021, after the school held limited face-to-face learning for several months.

In addition to collecting data using online questionnaires, direct observations and structured interviews with students at MAN 4 Jakarta were carried out. Eight students served as the informants. Additionally, the author got the chance to talk with groups of students in class and get their feedback on learning activities. The collected data from observation, survey, and interview was triangulated to increase the validity. Data were presented, validated, and analyzed. The study ended with conclusions and suggestions for policymakers and researchers in the field of education.

RESULT AND DISCUSSION

Numerous changes have occurred in the educational landscape as a result of the shift from a face-to-face to an online learning system. Inevitably, Covid-19-related advancements must be adapted by educators, students, resources, methodologies, and learning environments (Balyer & Öz, 2018). Students may no longer easily interact with their friends during the Pandemic, particularly in online learning. In addition, students also cannot ask their teacher or friends directly. This creates a different atmosphere from when students are still learning offline. Students must also learn to manage their time and control their studies. This is sometimes a difficult thing for students. Teachers cannot teach students as well as control student activities directly. To properly engage in online learning activities, students must acquire sufficient self-discipline (Muksin & Makhsin, 2021). There are occasions when students nod off and miss educational activities that are frequently carried out using virtual meeting technologies like Zoom or Google Meet. Network constraints are also the reason that learning is often hampered (Rigianti, 2020).

Observation Results

In online learning, MAN 4 Jakarta used several platforms, the first of which is E-Learning Madrasah, a Learning Management System issued by the Ministry of Religion to meet the needs of distance learning at various levels of education (Hikmah, 2020). E-Learning Madrasah offers complete features, ranging from making digital lesson plans, columns to put teaching materials, exams in the form of portfolios, multiple

choice, essays, to virtual meeting features. Although the features are very complete, E-Learning Madrasah also has some drawbacks. One of the prominent drawbacks is the inability of the E-Learning Madrasah website to display its features during busy hours. When 1000 students of MAN 4 Jakarta access the website at the same time, it becomes difficult to be accessed. However, MAN 4 Jakarta still recommended teachers use E-Learning Madrasah. However, in reality, there were still teachers who use other applications in learning, such as WhatsApp, Zoom Meeting, YouTube, and Google Classroom.

In limited face-to-face learning, the school employed shift systems. The limited face-to-face learning allowed 50% of students to present in class, and 50% of students participated in online learning via Zoom. In this system, students who attended the class were half of the total number of students. When this system was implemented, classes were equipped with projectors, webcams of very good quality video and speakers. When utilized appropriately, these technologies allowed students who are at home to hear explanations from the teacher and ask questions directly when they have any. The speakers made students who are at home hear the presentation. The fact that the instructor could not give equal attention to students in class and those at home is one of the recognized obstacles in this system. Most teachers placed greater attention on their in-class students, therefore online students received less attention. Learning for students who studied from home was affected when one of the devices, such as a camera, speaker, or computer, does not function properly.

Students attending the class were also limited per level. For example, on Monday the tenth grade was scheduled to attend

class, so students in class the eleventh and twelfth grade all studied at home. Vice versa, if the eleventh-grade students attended class on Tuesday, then the tenth-grade and twelfth-grade students studied at home. With this system, students and teachers did not have to come to class every day, but only about 1-3 days a week. It is expected that this distribution prevent crowds where the Covid-19 virus may spread. In addition, the school also provided facilities to support health protocols, such as body temperature checks at the gate and main entrance to classes, as well as disinfectants and hand washing facilities.

In limited face-to-face learning, students also learnt in a relatively shorter time. In normal times, learning ends around 4 p.m. However, due to cuts and reductions in learning hours during the Covid-19 Pandemic, learning activities ended before 11.30 a.m. In addition, during the limited face-to-face learning, students were also free for Dhuhr Prayer outside because the class was dismissed before the praying time. In normal times, students perform the Dhuhr and Asr prayers together at the school mosque.

MAN 4 Jakarta also held morning habituation activities that included reading the Qur'an, spiritual talk, and Duha prayer. The activity was carried out on 6.30 a.m before the teaching and learning activities began. In normal times, these activities were carried out together in the mosque. During the Pandemic, those activities was carried out via zoom. When limited face-to-face meetings are held, morning habituation was carried out in each class for those who are present in class and via zoom for those who study from home. As for the Duha prayer, students in class carry prayer mats in their bags and pray individually in their classes. The teachers filled in attendance list

through an application named Masook and Google Form. Meanwhile, students at home filled the attendance list through the E-Learning Madrasah website.

Students accessed final semester assessment through the website that provides exam schedules, attendance links, and exam link. The absent link and the exam link were made with a Google Form. Teachers supervised students via zoom. All students accessed their zoom and worked on exam questions online. The Head of MAN 4 Jakarta also allowed teachers to assess student's competence through project assignments or portfolios. It can be in the form of videos, notes, or infographics.

Observation revealed that in general students could adapt to the online learning system. However, there were several challenges with an online learning system, including some students who were unable to actively participate in learning due to network issues or because they nodded off. One-way conversations frequently happened in virtual meeting rooms during online learning, such as Zoom or Google Meet resulting in a lack of effective communication between teachers and students. Students could not freely ask questions of the teacher and the teacher cannot validate the student's response. However, because they must spend a lot of time on computers or smartphones, students and teachers also get tired. Researchers discovered that teacher-student interaction was improved and more natural in face-to-face and face-to-face learning. In general, in face-to-face learning students were more eager to participate in classes. On the other hand, students can ask questions and reply to teacher explanations more freely, and teachers can also have more control over their duties. The students also seemed enthusiastic about participating in learning activities because

they felt supported by a conducive learning environment. The learning process became more lively when students engaged with one another as opposed to when they learn online.

The Survey Results

The authors asked three simple questions aimed at finding out what kind of learning model was most liked by students during the Covid-19 pandemic. These questions include the following:

- 1) Which learning model do you prefer?
 - a) Online learning
 - b) face-to-face learning
 - c) Study online 4 days a week and face-to-face 1 day a week
- 2) Which do you think is more advantageous?
 - a) Online learning
 - b) Face-to-face learning
- 3) Write down your reason for selecting the model (-ended questions with unlimited written answers)

Through Google Form, the questions were shared to Google Classroom, with prior notification via WhatsApp. The distribution of the Google Form was carried out on November 16, 2021. The responses were made by students on different days. 236 students were requested to fill in and 139 students responded. Table 2 provides the detail of the response.

Table 2. Respondent Data

No	Class	Respondents
1	X Religious Science	26 students
2	X Science 1	15 students
3	X Science 2	16 students
4	X Science 3	26 students
5	X Social Sciences 4	12 students
6	XII Social Sciences 1	13 students
7	XII Social Sciences 2	11 students
8	XII Social Sciences 3	18 students
9	Not listed	2 students
	Total	139 students

Table 3. Respondent Answer

No	Question	Face-To-Face Learning	Online Learning	Limited Face-To-Face Learning
1	Which learning model do you prefer?	53 (38.1%)	20 (14.4%)	66 (47.5%)
2	Which do you think is more advantageous?	109 (78.4%)	30 (21.6%)	
3	Write down your reason for selecting the model	(Varied open answers)		

Table 4. Reasons Emerged from Students Preferring Online Learning

No	Reasons
1	More time to explore references and sources of information
2	No commute fare
3	Easier to record teacher explanations
4	Flexible, can be done anywhere
5	More relaxed learning
6	More study time
7	The location of the house is far from schools/madrasa
8	Easier to concentrate when studying alone
9	Feel more comfortable studying online
10	Fear of contracting Covid-19

Table 5. Reasons Emerged from Students Preferring Face-to-Face Learning

No	Reason
1	Lessons are easier to understand when teachers teach face-to-face
2	Easier to focus when studying offline
3	Minimizing cheating
4	Freer to communicate with friends and teachers
5	No network/internet/device problems
6	Meeting and interacting with friends
7	Students are more attentive to what the teacher is saying in face-to-face learning
8	More controlled because teacher is immediately watching it
9	Teachers are more flexible in using learning media
10	Online learning makes you sleepy and unfocused
11	Avoid becoming bored easily.
12	Not harmful to the eyes
13	Studying at school makes students more enthusiastic, while studying at home makes students lazy

14	Not as prone to distractions from the environment as studying online
15	More fun

Table 6. Reasons Emerged from Students Preferring Limited Face-to-face Learning

No	Reason
1	More balanced
2	Pandemic
3	The house is far from school/madrasah
4	Face-to-face learning makes it easier to understand the lesson

139 students responded to the questionnaire. Male and female students from the tenth and twelfth-grades studying in several majors including Religious Science, Science, and Social Sciences were included in the study. Table 3 depicts that the learning model favored by students during the Covid-19 pandemic is a limited face-to-face learning system with a presentation of 47.5%. followed by face-to-face learning (38.1%), and online learning (14.4%). From this answer, we can conclude that limited face-to-face is preferred liked by students, especially during the Covid-19 pandemic. But it turned out that students also prefer face-to-face learning quite a bit, so it receives a sizable percentage.

Table 3 shows that students generally prefer face-to-face learning to online learning. The percentage comparison is 78.4%:21.6%. This indicates that face-to-face learning gives a better impression to students than online learning. Although we do not deny that the number of students who like distance learning is also quite a lot, as many as 30 respondents, with a total percentage of 21.6%. These findings show that even though

online learning offers numerous benefits, many students still choose classroom settings.

Then what are the reasons students prefer online, face-to-face, or limited face-to-face learning? From the student's answers written in the last question, students revealed that the reason they prefer online learning is because it allows them to have more free time. Going to school takes a lot of time. Besides that, Jakarta is also very famous for its traffic jams. In addition, many students also live in areas that are quite far from the Madrasah, so it takes a long time to commute every day. While in online learning, students may use the time they would often spend commuting for other, more productive activities, including improving their abilities or simply relaxing. If they have to study offline, they can't enjoy activities like that.

Student's perception of online learning as having numerous challenges is another intriguing aspect. The students listed a number of challenges, including trouble with their devices, network issues, interruptions, fatigue, lack of enthusiasm or laziness, problems with concentration, distraction at home, and difficulty communicating with the teacher. On the other hand, the majority of students believe that face-to-face learning makes it simpler for them to concentrate, understand the teacher's explanation, and feel more motivated. Face-to-face learning in the classroom also makes it simpler for students to interact with teachers and classmates. Students may communicate with their friends while learning offline, keeping them from getting bored. Face-to-face learning also makes students get better character education and discipline. Because they receive close monitoring from the teacher and may be warned if they are not paying attention to the learning activities,

students benefit from face-to-face learning in the classroom by being more focused.

Limited face-to-face learning is also preferred by students. This learning model can be a meeting point that makes students feel quite comfortable. Most students agree that face-to-face learning is more efficient and makes it simpler to understand the subject, but on the other hand, face-to-face learning is more energy-intensive, especially for students who live far from the school. Therefore, if offline and online learning is combined, some students may feel more at ease. If the pandemic is over, face-to-face learning still appears to be the preferred option. However, some students find it comfortable to study on their own at home using an online learning system after having some experience with it. Some students also feel more skilled in using the device after having online learning.

Interview Results

In addition to collecting data by observation and surveys, the researchers also conducted structured interviews with eight students. They consist of four male and four female tenth-grade students from science class. Informants were selected randomly. As part of the data triangulation process, interviews were performed as a comparison to information gathered from online questionnaires. The questions given were not much different from the questions given in the survey. From interviews, most students preferred face-to-face learning, and 2 students preferred limited face-to-face learning. No student preferred online learning.

The reason why students choose face-to-face learning is that they believe it increases their enthusiasm for learning, which

is consistent with the survey's findings. They also have more freedom to talk to teachers and their peers. Additionally, students feel that because they may compete with their classmates in their study, face-to-face learning gives them a greater sense of motivation. They had no connection, network, or device issues when learning offline. They were more at ease studying independently. Students that chose limited face-to-face learning claimed that it helped them learn and comprehend teachings from the teacher more effectively, and that studying online allowed them more freedom and flexibility while completing homework. Additionally, they spent less on pocket money during online learning.

Data Triangulation

This study used observation, survey, and interview to test the validity of the data and to anticipate errors in observations, interviews, and surveys. There is a discrepancy between the survey findings and the interview results of the three data collecting procedures used on the same data source. According to study data, 47.5 % of students choose limited face-to-face learning, compared to 38.1 % who prefer face-to-face learning and 100 percent who favor face-to-face learning. 14.4% found online learning to be completely reliable. However, the study discovered that in interviews, students chose face-to-face learning, some favored limited face-to-face learning, and none preferred online learning.

The difference between the results of data collection with interview and survey was different since there could be a change in mindset among students during the interview process. The interview was conducted on June 29, 2022. There is a

considerable time between the survey and the interview. When the interview was performed, the Covid-19 case had lowered, and the health protocol was not as tight as before. This influences students' opinions about online, face-to-face, and limited face-to-face learning. The survey was conducted between November 16 and 24, 2021. At that time students were still in limited face-to-face learning. Meanwhile, when the interview was conducted, MAN 4 Jakarta implemented face-to-face learning. This might lead to different informant settings. Additionally, the low number of informants in the interviews may not yet accurately reflect students as a whole due to the sample selection bias in favor of students who favored face-to-face learning, which might partly account for the discrepancy in the available data.

However, when the researcher combines the data from the observation, survey, and interview, there is one thing that unites them all: most students prefer face-to-face learning over online learning. The findings of the survey and interviews both demonstrate this. This is corroborated by the findings of observations. Face-to-face learning is more engaging and passionate than online learning. This is where the three different methods used in this study come together.

CONCLUSION

The author came to the conclusion that the students started to feel at ease with online learning. For students, technical difficulties in online learning are no longer threatening. The majority of students, however, agree that face-to-face learning offers a remarkable learning experience that it allows for more open communication between students and teachers as well as

between students. In addition, students are naturally more enthusiastic when learning offline in the classroom. This may be why creating a supportive atmosphere for learning is important. However, most students believe that studying from home makes them less focused and more prone to distraction, especially given the temptations from applications of entertainment while engaging in teaching and learning activities. Limited face-to-face learning was their favorite method, particularly during the Covid-19 epidemic. The author believes that in order to provide students with a more comprehensive and effective learning experience, learning should be done both online and offline during the pandemic. To understand more about teachers' perspectives on instructional design used during the Covid-19 outbreak, more studies may be undertaken.

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