

## Learning Methods During the Covid-19 Pandemic Class 1 Elementary School

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**Abstract:** This research aims to identify the learning methods employed during the COVID-19 pandemic for first-grade students in SD/MI schools in Palangka Raya City. Utilizing a descriptive qualitative approach, data were collected through interviews, observations, and documentation from school principals and first-grade teachers at four different SD/MI schools. The study employed Miles and Huberman's data analysis techniques, incorporating triangulation for data validation. The findings reveal four distinct learning methods implemented during the pandemic: online learning, limited face-to-face learning (PTMT), health protocol-compliant face-to-face learning, and complete offline face-to-face learning. Online learning was primarily used when strict social distancing measures were in place. PTMT was adopted to combine online and limited in-person sessions, ensuring minimal physical interaction. Health protocol-compliant face-to-face learning involved strict adherence to health guidelines during in-person classes. In contrast, complete health protocol offline face-to-face learning resumed normal classroom activities when permitted. The research concludes that these methods varied in effectiveness and adaptation based on the schools' resources and students' needs. This study highlights the diverse approaches schools took to maintain educational continuity, showcasing the flexibility and resilience of the education system in Palangka Raya City during the pandemic.

**Keywords:** Learning Method, COVID-19, Online learning



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### A. Introduction

Online learning is carried out in almost all regions in Indonesia, including Central Kalimantan. Central Kalimantan Province has 13 Regencies and 1 City with a total of 2.919 elementary and MI educational units, 28.134 teachers, and 326.298 students (BPS Provinsi Kalimantan Tengah, 2020). The widespread spread of the Covid 19 virus in Central Kalimantan requires all levels of education to carry out online learning

processes to a limited extent, including in Palangka Raya. This can be seen from Distance Learning (PJJ), which is still being implemented based on the implementation of Community Activity Restrictions (PPKM) Level 4 in Palangka Raya City based on the Circular Letter of the Mayor of Palangka Raya Number 368/03/SATGASCOVID-19/BPBD/VIII/2021. The implementation of PPKM Level 4 in Palangka Raya City, based on the Ministry of Home Affairs, is valid from 24 August to 6 September 2021. In the Circular, teaching and learning activities in educational units are carried out through distance learning. This circular is valid from 24 August 2021 to 6 September 2021 (“Surat Edaran Wali Kota Palangka Raya Fairid Naparin Nomor : 368/03/Satgas Covid-19/BPBD/VIII/2021 Tentang PPKM Level 4,” 2021).

Implementing learning that is not, as usual, requires preparations and causes various problems. Learning carried out remotely requires teachers to be able to prepare and carry out learning activities as well and creatively as possible in providing material (Aji, 2020). The online learning process is considered relatively risky without thorough preparation, especially at the elementary/MI level. Online learning at the elementary/MI level is not easy because the learning process does not only involve teachers and students but also involves parents, so it requires parents to guide and, at the same time, become their children's teachers to learn from home (Wardani & Ayriza, 2020).

Various problems such as limited device equipment, network constraints, and human resources for teachers, students, and parents are the dominating problems (Widyastuti, 2021). In line with the problems above, similar problems also occur in one of the elementary schools in Palangka Raya, namely that teachers and students experience difficulties in implementing online learning because the network can sometimes be lost, and parents cannot fully accompany their children in the online learning that is carried out. This problem was reinforced by the statement by the Supervisor of the Ministry of Religion of Palangka Raya City on March 28, 2022. Drs. Untung and Mrs. Nurasyiah, S.Ag, that the problems of students, especially class 1, are that students do not recognize their teachers and friends, lack of gadget supplies so they can fight with their siblings, minimal internet quota, assessments that have not been proven valid because parents accompany them, and the IT skills of teachers and parents who are not optimal. Apart from that, the Palangka Raya City Education Department elementary school supervisor stated that class 1 teachers' complaints were students' lack of concentration during online learning with Google Meet and Zoom, material not conveyed well, poor reading skills, and lack of parental assistance.

Related research that discusses learning during the pandemic includes research from Rosita Rahmawati et al. entitled Analysis of Online Learning During the Pandemic at Madrasah Ibtidaiyah, with research results that online learning takes place using WhatsApp groups and Google documents and offline on a limited basis and complying with health protocols. It is also known that there are factors inhibiting online implementation. Namely, teachers cannot optimally explain students' interests, motivation, and economic factors (Rahmawati, Rosida, & Kholidin, 2020). Apart from

obstacles in learning during the pandemic, several steps can be implemented to achieve effective and efficient learning, as contained in Ni Komang Suni Astini's research entitled Utilization of Information Technology in Primary School Level Learning during the COVID-19 Pandemic. Namely technology-assisted learning via WhatsApp group, Google Classroom, Google Docs or Google Form, Zoom, and educational broadcasts broadcast on TVRI as the Ministry of Education and Culture's program "Rumah Belajar" (Astini, 2020).

Apart from online learning, other learning during the pandemic, namely face-to-face learning, is limited. Limited face-to-face learning can run well if plans have been prepared well. This is in line with Siti Faizatun Nisa and Akhmad Haryanto's research entitled Implementation of Face-to-Face Learning during the COVID-19 Pandemic, which states that face-to-face learning during the COVID-19 season can be implemented during RPP learning planning adapted to pandemic conditions; implementation of learning with an emphasis on delivery of material; assessment/evaluation carried out by existing conditions; and comply with health protocols (Nissa & Haryanto, 2020).

Based on the research results from several articles above, it is known that many ways and problems arise from learning during the pandemic. Still, no research has discussed the implementation of learning during the pandemic in grade 1 SD/MI. Reading and writing are the most prominent problems in grade 1 SD/MI. The reading and writing skills acquired by elementary school students will become the basis for learning to read and write in the next grade (Suastika, 2019) Initial reading and writing abilities require special attention from teachers as they underlie subsequent abilities. So, remembering this, learning not carried out face-to-face between teachers and students certainly affects the writing and reading learning process of grade 1 SD/MI students.

The problems arising from online or limited learning bring big question marks to learning activities, especially in grade 1 SD/MI in the 2021/2022 academic year. Thus, this is the basis for this research, which focuses on 4 SD/MI in Palangka Raya City, accredited A. Thus, it is necessary to study learning during the pandemic in class 1 SD/MI, so this research aims to determine the implementation of learning during the pandemic in grade 1 SD/MI. The difference between this research and previous studies is that this research explains several methods used in the learning process during the Covid 19 pandemic in several A-accredited state schools and madrasahs.

## **B. Method**

This research uses a descriptive qualitative method located in MIN 1 Kota Palangka Raya, MIS Miftahul Huda 2, SDN 8 Menteng, and SD IT Al-Ghazali Palangka Raya. The data collection techniques were interviews, observation, and documentation (Rukajat, 2018). The interviews were open and in-depth (Sidiq & Choiri, 2019). Observations were made to determine how the learning methods were implemented (Rukin, 2019). Documentation is used to strengthen data related to the

learning process, such as schedules, assignments, and so on (Hardani et al., 2020). The subject in this research is the grade 1 teacher, while the research informants are the principal and students. Data analysis involved transcription, coding, thematic analysis, data reduction, visualization through matrices and graphs, pattern matching, triangulation, and contextual interpretation within existing literature to provide a comprehensive understanding of the learning methods implemented, supported by evidence from schedules, assignments, and other relevant documentation.

## **C. Results and Discussion**

### **Results**

There are 4 learning methods carried out during the Covid 19 pandemic in the city of Palangka Raya, namely online learning methods, Limited Face-to-Face Learning (PTMT), health protocol (Prokes) Face-to-Face Learning, and Full Offline Prokes Face-to-Face Learning.

#### **Online Learning Method Period: July-September 2021**

The first learning method used during the COVID-19 period from July to August was the online learning method. In this online learning, the four schools, MIN 1 Palangka Raya City, MI Miftahul Huda 2, SDN 8 Menteng, and SD IT Al-Ghazali, during online learning, use technology-based learning methods. MIN 1 Palangka Raya City, MI Miftahul Huda 2 and SDN 8 Menteng use technology-based learning methods with the help of WhatsApp video calls as a learning medium.

The observations above show that MIN 1 Palangka Raya City uses video calls as a learning support medium. Based on an interview with the homeroom teacher of MIN 1 Palangka Raya, he said that learning using video calls was more effective, and students could understand the material well.

"Initially, we used Zoom, but the students could not absorb the material well. The students lack focus, and the results are not optimal. Therefore, we switched to using video calls. "Because if you use a video call, you can schedule it; at one time, only four to eight people are in the room, so it's easier to explain."

SD IT Al-Ghazali Palangka Raya also uses technology-based learning methods but uses Zoom as a medium. Based on the results of an interview with Mr. Muhammad Fadhilah, S.Pd., as Head of SD IT, Al-Ghazali said that the method used was technology-based learning using Zoom. The teacher's planning is done after the evening prayer. So, after every evening prayer, each class teacher must schedule learning activities for the following day.

"So, the teachers make a learning schedule for tomorrow from 7 o'clock to various PAI subjects, then from 7 to 9 o'clock, for example, ICT learning. "So when you announce it to the class group, complete with a Zoom link, explain it in detail, starting from the subject, the hours, and the learning media that will be used."

Regarding the collection of assignments during this pandemic, data was obtained from the four schools where students completed assignments, took photos or made videos, and then sent them via WhatsApp to their class teachers. Assignments do not

have to be submitted during that class time either. Some were given half a day, one day, or even three days to complete the assignment. This is because the parents' backgrounds are different. Some work all day, so they only have time to study with their children at night. Students can also submit assignments to the school directly, besides using the media above. Based on an interview with Mrs. Susilawati, a teacher of class 1 B at SDN 8 Menteng, she said:

"Later, they will be given assignments via WhatsApp; students will copy and do them in their assignment book, then submit them themselves or with their parents directly to the school. "You collect it in the box provided in front of the class; then, when it has been assessed, you retake it in the other box."



Figure 1. Documentation of assignment collection in the box at SDN 8 Menteng

Collecting assignments through a box is quite effective in distance learning. This aims to ensure that teachers can still monitor students' assignments directly because if they are still sent via WhatsApp or other media, there could be problems with the network, and the assessment will not be optimal.

### **Limited Face-to-Face Learning (PTMT) Period September-December 2021**

Limited face-to-face learning (PTMT) is carried out from September to December 2021. Based on the results of research at four schools/MI, namely MIN 1 Palangka Raya City, MI Miftahul Huda 2, SDN 8 Menteng, and SD IT Al-Ghazali, students are generally divided into two groups (A and B), where group A is offline, while group B is online. The schedule for each study group is determined directly by the school, such as alternating each day between groups, alternating each hour, and alternating every week. In detail, PTMT implementation is carried out in shifts, where the four schools implement 2 study groups divided into shift 1 and shift 2, with implementation alternating hours in 1 day or alternating days.

The problem experienced was that the teaching staff served simultaneously; Group A carried out PTMT at school, and Group B received learning using Zoom meetings from home. Then, further learning was carried out alternately; Group B carried out PTMT at school while Group A received learning through Zoom meetings at home.



Figure 2. Documentation of face-to-face learning is limited at SDN 8 Menteng



Figure 3. Documentation of face-to-face learning is limited at MIN 1 Palangka Raya

As for PTMT, all forms of collecting assignments are carried out directly by the children, who come to school themselves to collect assignment sheets. Online learning is via WhatsApp group, Zoom, and Google Meet.

### **Learning Methods Face-to-Face Learning Prokes for the January-March 2022**

This face-to-face learning method, which complies with health protocols, will occur in January-March 2022. In its implementation, in the four schools/madrasas, namely MIN 1 Palangka Raya City, MI Miftahul Huda 2, SDN 8 Menteng, and SD IT Al-Ghazali several conditions must be met, such as having to wear a mask, having to bring lunch from home because you are not allowed to eat snacks in the canteen, you have to have been vaccinated and in the classroom, there is still a distance between one student's seat and another. Teachers learn more about listening (reading, writing, arithmetic) in this prokes face-to-face learning system. Many students in grade 1 are still not fluent or fluent in reading, writing, and arithmetic. Sometimes, affective abilities do not go hand in hand with psychomotor skills. Therefore, some schools offer tutoring to

improve their literacy and numeracy systems. "The main learning points for class 1 are reading, writing, and arithmetic. So, during the pandemic, many children were still below average in their academic ability. "Therefore, we open tutoring for children to pursue their listing targets."

Based on the results of an interview with Mrs. Dyah as head of MIS Miftahul Huda 2, it can be concluded that listing learning for grade 1 children must be carried out as well as possible. Because if it is not taught well when they move up to the next class, students will have difficulty following the lessons because the next class will no longer focus on the listing. Holding tutoring for these students is the teacher's strategy in carrying out face-to-face learning in this prokes.

### **Full Offline Face-to-Face Learning Prokes**

Full offline face-to-face learning will begin from March to June 2022 at the four SD/MI, namely MIN 1 Palangka Raya City, MI Miftahul Huda 2, SDN 8 Menteng, and SD IT Al-Ghazali. The implementation of offline learning is not carried out directly. full as usual offline, but with a session system, where each study group is divided into two groups (groups A and B), then each group takes turns to attend school with group 1's schedule on Monday, Wednesday, and Friday, while the group 2 on Tuesday, Thursday and Saturday. The division of groups according to the day is done so that students do not crowd together if the division is only done at alternating hours.

The implementation of whole offline face-to-face learning brings a breath of fresh air to education in Indonesia. This is a true form of recovery after learning online or PTMT. Learning activities offline are more varied and active. Students can return to carrying out activities as they should, without reducing class hours or activities, and can meet and learn face-to-face with teachers and friends.

### **Discussion**

#### **Online Learning Method Period: July-September 2021**

Online learning is a learning activity that requires teachers and students to meet face-to-face. The online learning process will be implemented from July to September 2021 at all levels of education. In line with this, online learning activities require teachers to be able to carry out learning activities to remain effective (Astuti & Prestiadi, 2020). The steps can be taken by utilizing various kinds of technology in the learning process, as happened in the 4 SD/MI studied, where all schools used WhatsApp Group media as the primary source of information related to the learning process. Other online learning support applications besides WhatsApp Group are Zoom meetings, Google Meet, Classroom, Google Forms, and WA video calls.

Using applications in learning has certainly become commonplace in education (Rohana, 2020). This aligns with research results showing that the WhatsApp group is a good learning application. Apart from that, 2 other SD/MI use Zoom meetings, and two

schools use the video call feature and Google Forms. Zoom meetings are generally used at the high-class level, while the lower class uses WhatsApp video calls.

The research results above show that WhatsApp video calls are the most frequently used face-to-face media during online learning. The use of technology-rich media also becomes a problem when parents cannot be with their children, parents are busy working, and parents' lack of understanding of the media used is one of the main reasons for the difficulty of online face-to-face learning. Each parent's parenting style certainly influences the role of parents in the online learning process. According to Hurlock, several factors influence parents' parenting patterns, namely parental characteristics, which include personality, energy, patience, intelligence or thought patterns, attitudes, and maturity (Cahyati & Kusumah, 2020). Talking about the factors that influence the differences in child-rearing patterns, the real things that can be seen from how parents in the city and the village treat their children in terms of education or how parents who are graduates and those who are not in school accompany their children's learning. These factors certainly cause online learning to be carried out smoothly, requiring a lot of parental involvement.

Every learning process activity certainly requires preparation. Learning preparation is generally known as a learning implementation plan (RPP). RPP, according to the Ministry of National Education, is a plan created to describe steps or procedures, as well as organize learning to achieve a basic (Wikanengsih, Nofiyanti, Ismayani, P, & Permana, 2015).

During the pandemic, the teaching and learning process is known to change, so the lesson plans prepared must also change (Astuty & Suharto, 2021). In this case, the changes referred to are time, learning media, learning steps, and so on, which must be based on conditions in the field. Apart from preparing for learning through lesson plans, other preparatory steps can be taken, as was done by one of the schools studied, namely teacher planning or preparation carried out after the Maghrib prayer. The preparations include making a schedule containing broadcast messages related to learning activities containing learning content, learning media used, zoom links used in the learning process, and learning time. The allocation of online learning time has also been reduced. This can be seen from the research results where of the 4 SD/MI studied, 3 reduced online lesson hours by 10 minutes, while 1 other school by 5 minutes. This reduction in the allocation of learning hours is done to ensure that learning can continue optimally, even though it is done remotely or online.

Online learning is not a reason for passive student activities; many activities or programs can still run when distance learning takes place, as is the school's culture, which is designed to improve the quality of students. School culture means an agreement to produce graduates with good character and intelligence (Nursaptini, Sobri, Widodo, & Sutisna, 2019). One school culture that can produce graduates with good character is local content learning, which contains religious practices (PPI) carried out by one school in Central Kalimantan. The research results show that the PPI includes



the practice of prayer, ablution, Iqra, reading and writing the Koran, and so on. The same activity also occurred in 2 other schools, where these schools also implemented a unique program known as halaqah, which included activities for reciting the Koran, memorizing, murojo'ah, makhrijul letters, as well as understanding recitation using the Wafa method.

The wafa method recites the Koran by approaching words known in daily activities and prioritizing phonemic letters, similar to Indonesian. The Wafa learning method contains 5 activity steps called 5P, namely Opening, Experience, Teaching, Assessment, and Closing. The Wafa method is also called a right brain method because learning uses multisensory aspects or a combination of various senses such as visual, auditory, and kinesthetic (Rosa, 2021).

Apart from implementing school culture and programs, other online learning activities that can be carried out are Home Visits or visiting students' homes for learning purposes. In general, Home Visit activities are carried out to accompany and monitor students when learning at home and help solve problems regarding obstacles that occur when students study from home. This activity can be carried out through visits to students' homes on a rotating basis. All the schools have almost carried out this Home Visit activity studied. Still, unfortunately, according to several teachers in various schools, the Home Visit activity could not run smoothly and effectively. This is because teachers have difficulty coordinating the visit schedules of students in different places at different distances. To overcome this problem, students visit their teacher's house or school to monitor online learning 1-3 times a week. The monitoring focuses more on children's listing abilities, where it is known that grade 1 SD/MI still requires a lot of direct guidance in learning listing.

The following learning activity is related to collecting assignments during online learning. Regarding online assignments, the two schools studied used WhatsApp as a medium for delivering assignments and collecting assignments. Generally, assignments are given via WA chat; then, assignments are collected in the form of photos, which students send back to the group or personally to their teacher. There is a different way to collect assignments at one of the schools in Palangka Raya, which is using an assignment collection box. As for the implementation, the teacher gives assignments via WhatsApp, then the work time is given for 1-3 days, and then students come alone to school with their parents to collect assignment answer sheets in the box provided. The boxes consist of 2 types, namely collection and collection boxes that have been assessed.

The method of collecting assignments through the box is quite effective. Through this box, teachers can monitor student assignments directly and provide a solution when students experience problems in submitting assignments when the network is having problems.

Apart from giving and collecting assignments, another thing that needs to be considered is assignment assessment. Online assignment assessment, as observed, is

quite difficult to do. This is due to the lack of validity of the assignments carried out by students (Rahman, Novitasari, Handrianto, & Rasool, 2022). The difficulty of monitoring student work can be overcome through video assignments, such as reading videos. Through these videos, the teacher can discover the extent of the student's abilities. If the student is still weak at reading, he will be called to school several times weekly for additional reading instruction.

### **Limited Face-to-Face Learning (PTMT) for the September-December 2021**

Limited face-to-face learning (PTMT) will occur from September to December 2021. This PTMT learning is considered to be the right step to implement (Suryani, Tute, Nduru, & Pandy, 2022). The implementation of PTMT is carried out by preparing various requirements and criteria for each school, namely ensuring that the school has met the appropriate learning readiness standards in the checklist on the Ministry of Education and Culture's Basic Education Data (Dapodik) page and the Ministry of Education's Education Management Information System (EMIS), forming a Covid 19 task force in schools, preparing school infrastructure and all school residents, as well as preparing a combination of face-to-face and online learning methods in one learning time (Wijayanto, 2022).

Combination learning is carried out by combining online and offline learning simultaneously. Preparing for a combination of learning includes planning, namely determining the number of online and offline students and preparing all the media and tools used in learning. Implementing PTMT learning requires more energy because teachers must be able to learn with students in two places and two media. According to research results at one of the Central Kalimantan schools, the media used in combination learning or blended learning is the double camera. A double camera is used for offline learning, followed by online learning, using two cameras so that students at home can see the teacher and their friends during the learning process.

As is known, based on research results, students are generally divided into two groups (A and B), where group A is offline while group B is online. The schedule for each study group is determined directly by the school, such as alternating each day between groups, alternating each hour, and alternating every week. In detail, the implementation of PTMT is carried out in shifts, where in most schools, there are 2 study groups divided into shift 1 and shift 2, with implementation alternating hours in 1 day or alternating days. As for PTMT, all forms of collecting assignments are carried out directly by the children, who come to school themselves to collect assignment sheets.

Implementation of PTMT during a pandemic can be carried out while still paying attention to the body condition of students and teachers. As stated by the Indonesian Pediatrician Association (IDAI), the consideration for implementing face-to-face learning includes at least 3 points, namely: 1) getting a vaccine, 2) Covid cases have decreased, 3) closing schools which have been going on for one year (Kusuma, 2022).

Thus, starting from this statement, it can be understood that when these three things have been achieved, face-to-face learning can gradually be carried out again by paying attention to procedures such as washing hands before entering school, maintaining distance, using masks, and setting classrooms according to the restriction regulations.

Apart from implementing learning, each school has its method for assignments during PTMT, especially PTS. As has been observed of the 16 schools, two schools carry out PTS fully offline using different techniques, namely doing PTS as usual by doing it directly on the distributed answer sheets and question sheets and by doing PTS with the questions read out first. first or at the teacher's dictation. Apart from that, there are also PTS, which are carried out semi-offline, where students take the question sheets to school, and the work is done at home.

### **Learning Methods Face-to-Face Learning Prokes for the January-March 2022**

Face-to-face learning (PTM) with health protocols will begin to be implemented from January to March 2022. In its implementation, students can be brought 100% to school while complying with applicable health protocols but cannot carry out school activities. Students can perform gymnastics, flag ceremonies, and other activities while following applicable health protocols. School activities, culture, and school programs began to be implemented gradually. Various programs are implemented as a form of effort to fill and prevent student learning loss during online learning. Learning Loss is a state of loss of student knowledge and abilities, both specific and general, as a result of various situations and conditions in learning, such as a decline in academic quality caused by gaps and an educational process that is not going well (Anastasia, Azzahra, Nisa', & Cendany, 2022).

Various school programs to prevent Loss of Learning are carried out, including the Zero Hours program. This program is carried out by one of the schools in the Sampit area. Zero Hour is carried out with various activities before class time, such as holding ceremonies on Mondays, holding English conversations on Tuesdays, reading story books with students bringing their favorite story books, recording the essence of the story, and then telling it to other friends later. Wednesday, also known as the Literacy Wednesday program, and then on Thursday, Zero Hour is used for delivering announcements and so on, as well as working together to clean the school.

These activities are a learning habit for students so that what they learn in the school environment can be applied in everyday life. Hurlock in Syarbini says that when children search for self-identity, they usually want freedom without being bound by norms and rules (Anggrini, Chotimah, & Waluyati, 2017). In line with the theory expressed by Hurlock, Syarbini said that habituation carried out from an early age or childhood will bring passion and become an inseparable part of one's personality. From the two theories above, it can be concluded that it is essential to instill good habits from an early age in children so that they become part of their personality and can control

deviant behavior when children are in the period of searching for self-identity (Anggrini et al., 2017).

Apart from the Zero Hour program, there is also a special program carried out by one of the schools, namely the Matriculation program. Matriculation is an activity carried out as an effort to fulfill deficiencies and gaps in knowledge and skills, which function as the initial abilities required for students to participate in learning activities at a certain level well (Gunawan, Anwar, Anggara, & Dameis, 2017). The Matriculation Program is carried out when new students are admitted and selected. Students who cannot read or write are given matriculation during selection activities. Matriculation activities are carried out when prospective new students are still at the kindergarten level, but the teachers are elementary/MI teachers. This matriculation activity is carried out every time after school, with the target of students being able to read after entering grade 1.

The Matriculation Program can be interpreted as a selection program with training. As for other schools, selection is generally not accompanied by training, as is the case at one school in Palangka Raya, where of the hundreds of students who register, only 90-120 students will be accepted. This is undoubtedly a problem that can be overcome through the matriculation program, where through this activity, every prospective student can go through selection by providing guidance first so that student and school targets can be met optimally.

#### **Full Offline Face-to-Face Learning Prokes**

Full offline face-to-face learning will begin from March to June 2022 at the four SD/MI, namely MIN 1 Palangka Raya City, MI Miftahul Huda 2, SDN 8 Menteng, and SD IT Al-Ghazali. The implementation of offline learning is not carried out directly, full as usual offline, but with a session system, where each study group is divided into two groups (groups A and B), then each group takes turns to attend school with group 1's schedule on Monday, Wednesday, and Friday, while the group 2 on Tuesday, Thursday and Saturday. The division of groups according to the day is done so that students do not crowd together if the division is only done at alternating hours. Implementing complete offline face-to-face learning brings fresh air to education in Indonesia, which is a true form of recovery after learning is carried out online or through PTMT. Learning activities offline are more varied and active, and students can return to activities as they should without reducing class hours or activities. They can also meet and learn face-to-face with teachers and friends.

#### **D. Conclusion**

This study found that there were four learning methods applied during the COVID-19 pandemic in Palangka Raya city, namely online learning methods, Limited Face-to-Face Learning (PTMT), Face-to-Face Health Care Learning, and Offline Health Care Face-to-Face Learning. This diversity of methods reflects the adaptation efforts

made by educational institutions to ensure the continuity of the teaching and learning process during existing challenges. However, the main limitation of this study is its focus on learning methods without exploring the evaluation techniques used. Further research needs to be conducted to dig deeper into the evaluation techniques used during the learning process during COVID-19 to provide a more complete picture of the quality of education in a crisis. By conducting a more in-depth study on evaluation techniques, future researchers can understand the effectiveness of existing learning methods and provide more appropriate recommendations for improving the quality of education in various conditions.

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