

FACE-TO-FACE LEARNING PROBLEMS AT STATE ISLAMIC UNIVERSITY DATOKARAMA PALU FOLLOWING THE COVID-19 PANDEMIC

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ABSTRACT

Despite the fact that the COVID-19 pandemic has passed, the time during which it occurred is critical to discuss. It has impacted face-to-face learning problematic for students in the Islamic Religious Education Study Program. There are a number of studies that have been conducted to discuss the COVID-19 pandemic, both for the purposes of providing information to the community and in the field of education. However, research and writing related to the problems of post-COVID-19 face-to-face learning are still very limited. Through library studies and intensive field research from various literature and field facts, this study seeks to explain how the problems of face-to-face learning post-COVID-19 affect Islamic education courses and the Islamic religious education study program, FTIK UIN Datokarama Palu. The results of this study indicate that the problems of face-to-face learning after COVID-19 have appeared in the face-to-face learning process and have had an unfavorable influence on the behavior of entering lecture halls and students' reasoning power, both in the form of discussions and question and answer sessions, including in facing the Midterm Examination and end of semester exams. The conclusion is that problems in learning can be solved by lecturers using various learning strategies, both methods and strategies. This research still has limitations, namely only focusing on the Department of Islamic Religious Education, so it is still hoped that in the future there will be other studies that examine UIN Datokarama Palu in full.

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INTRODUCTION

The world of education is increasingly expected to be more effective and enjoyable. Increasing the progress of a nation can be done by improving the quality of educators. Education is the most important thing in everyone's life. As a result, ideal values that can be a source of truth and strength that can deliver what is desired are required in education. This foundation must also serve as a value standard in evaluating educational activities¹.

The quality of learning is one of the factors that play a very important role in improving the quality of education, and the implementation of learning must still be guided by the objectives of the learning itself as they have been formulated. Organizing learning is a form of elaborating on the mandate of Law Number 20 of 2003 concerning the National Education System. In this case, it is clearly stated that the purpose of national education is "to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible state"². The learning process is an interaction activity between the teacher and students in the class. It involves learning activities that determine student success and achieve educational goals³.

A long time ago, when COVID-19 was spreading, it was a hard time for the people of Indonesia. Several government policies emerged, such as the implementation of social distancing, work from home, lockdowns, and large-scale social restrictions. Some of these policies have been implemented in several areas suspected of being infected with COVID-19 and are considered to be able to break the chain of spread of the COVID-19 pandemic, which is increasing day by day in Indonesia⁴. Policy changes in the world of education have also evolved in the form of online learning.

Online learning is learning that takes advantage of the internet network to provide a growing experience. Online learning can be understood as formal education organized by schools where students and their instructors (teachers) are in separate locations, requiring an interactive telecommunications system to connect the two and the various resources needed therein. Online learning can be done from anywhere and at any time, depending on the availability of the supporting tools used⁵. Online learning is learning that is carried out online and that utilizes various applications such as Google Classroom, WhatsApp, Zoom,

¹ Mohammad Syaifuddin. Implementasi Pembelajaran Tematik di Kelas 2 SD Negeri Demangan Yogyakarta: *Jurnal Keguruan dan Ilmu Tarbiyah Vol. 2, No.2*, (Des) 2017. 139-150,

² Undang-Undang Nomor 20 Tahun 2003 tentang *Sistem Pendidikan Nasional*.h.3

³ Hilna Putria. Lutfi Hamdani Maulana,Dian, Azwar Uswatun. *Analisis Proses Pembelajaran dalam Jaringan* (Daring) Masa Pandemi Covid-19 pada Guru Sekolah dasar. *Jurnal Basicedu* vol4 Tahun 2020) h. 862

⁴ Wildah Hayati Nasution, dkk, *Fenomena Masyarakat Di Era Pandemi Covid-19*, (Jawa Barat: Penerbit Arab, 2020), 8-9.

⁵ Albert Efendi Pohan, *Konsep Pembelajaran Daring Berbasis Pendekatan Ilmiah*, (Jawa Tengah: CV Sarnu Untung, 2020), 2-3.

Google Meet, and so on. Teachers and students use information technology, which was suddenly mandated, and parents, of course, must adapt in all areas, both material and psychological⁶⁷.

During the COVID-19 pandemic, lecturers were required to be more creative and innovative in online learning and had to change the approach, which used to be carried out directly in class, to become indirect (not face-to-face). This forces lecturers to use more creative methods or models in online learning with the goal of sharing their knowledge with students, where teachers must deliver material using various online media, such as video or virtual media. This method does not require students to attend online learning, but they must be proficient in accessing learning through internet media⁸.

The COVID-19 pandemic has had an impact and has changed people's attitudes and behaviors. They are now stopping activities outside the home that should be done every day and are even required to keep their distance so that every vulnerable individual will not be infected with the COVID-19 virus. This situation is in fact present in the field of education as well, so that face-to-face learning becomes online learning, which requires students, whether they want it or not, to have a cell phone to support online learning⁹. Online learning lasts quite a long time, which causes students to get into the habit of using cellphones in learning, even though cellphones really help students in the learning process on the one hand, and on the other hand, it will have a bad effect. especially in face-to-face learning in the form of discussions. The habit in question is the habit of looking for learning material, completing assignments, and even participating in group discussions, for example, and this habit is a problem in face-to-face learning. The results of preliminary observations show that during discussion learning there is a problem that becomes a habit and is difficult to abandon: the use of cell phones during discussions, that is, looking for answers to questions posed by other students. Students are always on their phones, and they even ask questions. Because their intelligence is dependent on the phone and the internet, they require a long time to find an answer in a discussion; otherwise, the discussion participants must wait a long time while searching for the answer.

⁶ Rofi'ah, R. (2021). Problematika orang tua mendampingi anak saat pembelajaran daring di masa pandemi Covid-19 dan solusi pemecahannya. *Qalamun*, 01(01), 52-57.

⁷ Zahrawati, F., & Aras, A. (2020). Pembelajaran berbasis riset dengan memanfaatkan Google Classroom pada mahasiswa Tadris Ilmu Pengetahuan Sosial. *Jurnal Ilmiah Iqra'*, 14(2), 143-154.

⁸ Asmuni, Problematika pembelajaran daring di masa pandemi Covid-19 dan solusi pemecahannya. *Jurnal Penelitian dan Pengembangan Pendidikan*, 7(4), 2020, 281-288.

⁹ Fakhurrozi, H., & Hamdani, F. (2022). Quality Management Of Learning As An Effort To Increase School Accreditation Value During The Pandemic. *Paedagogia: Jurnal Pendidikan*, 11(2), 243-256. <https://doi.org/10.24239/pdg.Vol11.Iss2.320>

Methods

A qualitative descriptive method was used for the study. Primary data collection was carried out by distributing questionnaires online using a Google form to student respondents who had completed face-to-face learning after COVID-19, which was supported by the findings of interviews with five students. Furthermore, supporting data is secondary data derived from documents, articles, or news stories about post-COVID-19 face-to-face learning. Respondents in this research were third-semester students at the State University of Datokarama Palu's Islamic Religious Education Study Program. Data were gathered by filling out questions disseminated to all respondents in the form of a Google Form, and the collected data was then analyzed for description. In this research, data was gathered through interviews with third-semester students from the Islamic Religious Education Department who participated in face-to-face learning. Interviews were done by asking questions on documents that were distributed immediately to students who served as samples. Documents are completed in order to acquire complete data, such as assignments and discussion activities completed during face-to-face learning. Test the validity of the data acquired through triangulation using data analysis from various sources so that the results of interviews, observations, and documentation can be thoroughly analyzed. Interviews were done by asking questions on documents that were distributed immediately to students who served as samples. Documents are completed in order to acquire complete data, such as assignments and discussion activities completed during face-to-face learning. Test the validity of the data acquired through triangulation using data analysis from various sources so that the results of interviews, observations, and documentation can be thoroughly analyzed. Interviews were done by asking questions on documents that were distributed immediately to students who served as samples. Documents are completed in order to acquire complete data, such as assignments and discussion activities completed during face-to-face learning. Test the validity of the data acquired through triangulation using data analysis from various sources so that the results of interviews, observations, and documentation can be thoroughly analyzed¹⁰.

Based on this understanding, it is possible to conclude that face-to-face learning is learning that occurs directly between students and lecturers, with the learning process occurring face-to-face in order to realize interaction between students and lecturers, as well as between students and other students.

RESULT AND DISCUSSION

The COVID-19 pandemic has had an impact on lecturers in the online learning process because they are not free to monitor student development as a whole. Remote control of children is a limitation for teachers, plus students are

¹⁰John W. Creswell. *Research Design : Pendekatan Metode Kualitatif, Kuantitatif dan Campuran*. Terjemahaan. Yogyakarta : Pustaka Pelajar, Cet I 2016

rarely guided by parents and there is a lack of parental understanding of student development, so the learning process is not carried out optimally¹¹.

However, the teacher also has difficulties in assessing students because when giving assignments to students, there are some whose work is done by their families, be it siblings, fathers, or mothers. The assessment made by the teacher during learning is still the same as in face-to-face learning, where the teacher gives an assessment on the cognitive, affective, and psychomotor aspects. On the cognitive aspect, the teacher gives assessments to students in the form of individual assignments that are done by students through applications or assignments collected at school through the parents of students. This is the obstacle and problem faced by teachers in online learning, namely the teacher's doubts in giving assessments to students where the questions given by the teacher are correct when done by the students independently or by the parents (closest family) of the student. Then, in the aspects of affective and psychomotor assessment, the teacher also experienced problems with the assessment because he could not directly observe the activities carried out by students¹².

The term "problem" or "problematics" comes from the English word "problematic," which means problem or problem. Meanwhile, in the Indonesian dictionary, "problem" means something that cannot be solved, which causes problems¹³. The problem itself "is an obstacle or problem that must be solved; in other words, the problem is a gap between reality and something that is expected properly in order to achieve maximum results"¹⁴. Learning is a process of interaction between students and the environment so that there is a change in behavior for the better. Therefore, learning problems are obstacles or problems in the teaching and learning process that must be solved in order to achieve maximum goals¹⁵. Sukur defines problematic as a gap between expectations and reality that is expected to be resolved or may be necessary¹⁶.

Learning problems during the pandemic have emerged since the beginning of the 2020 pandemic. These problems occur at all levels of education. Learning problems occur at the early childhood education (PAUD) and kindergarten (TK) levels (Satrianingrum and Prasetyo, 2020), at the elementary to

¹¹ Satrianingrum, A. P., & Prasetyo, I. (2020). Persepsi guru dampak pandemi Covid-19 terhadap pelaksanaan pembelajaran daring di PAUD. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 5(1), 633. <https://doi.org/10.31004/obsesi.v5i1.574>

¹² Zahrawati, F., & Ramadani, A. N. (2021). Problematika implementasi kurikulum 2013 terhadap proses pembelajaran pada masa pandemik COVID-19. *Bidayatuna: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 04(01), 59-74.

¹³ Debdikbud, *Kamus Besar Bahasa Indonesia*, (Jakarta : Bulan Bintang, 2002), h. 276

¹⁴ Muh Rosihuddin, "Pengertian Problematika Pembelajaran", dalam <http://banjirembun.blogspot.com>

¹⁵ Wiwik Angranti, Problematika Kesulitan Belajar Siswa, *Jurnal Gerbang Etam*, Vol. 10 No. 1 tahun 2016, h. 30

¹⁶ Sukur, *Dasar-dasar Strategi Dakwah Islami*, (Surabaya : Al-Ikhlash, 1983), h. 65

high school levels¹⁷¹⁸¹⁹²⁰²¹, and at tertiary institutions²²²³²⁴. In fact, this problem is experienced by teachers, parents, and guardians of students²⁵²⁶²⁷. The problems mentioned below are summarized by the various levels of education. These problems are mainly related to internet problems or communication signal connections. Based on the research results, the obstacles related to the internet are as follows: student learning locations are not accessible by the internet network, so they have to find a location that has an internet network to connect to the server. It is not uncommon for several cases to show that the possibility of distance learning using the internet is impossible²⁸.

Furthermore, what is still related to the internet is the ownership of devices or means of communication such as smart phones, laptops, computers, and others²⁹. Students and parents who do not have the devices are a common occurrence. Even if they have the device, it is constrained by the qualifications of the device, which do not support the programs used during learning. Another

¹⁷ Asmuni, Problematika pembelajaran daring di masa pandemi Covid-19 dan solusi pemecahannya. *Jurnal Penelitian dan Pengembangan Pendidikan*, 7(4), 2020, 281-288.

¹⁸ Basar, A. M. (2021). Problematika Pembelajaran Jarak Jauh Pada Masa Pandemi Covid-19 (Studi Kasus di SMPIT Nurul Fajri - Cikarang Barat - Bekasi). *Edunesia : Jurnal Ilmiah Pendidikan*, 2(1), 208-218.

¹⁹ Guswanti, M., & Satria, R. (2021). Problematika pembelajaran dalam problematika pembelajaran dalam jaringan (Daring) pada mata Pelajaran Pendidikan Agama Islam di SMA Negeri 4 Pariaman. *An-Nuba*, 1(2), 116-124. <https://doi.org/10.24036/annuha.v1i2.43>Guswanti dan satria 2021.

²⁰ Rigianti, H. A. (2020). Kendala pembelajaran daring guru sekolah dasar di Kabupaten Banjarnegara. *Endocrine*, 9(2), 2020. 16-22.

²¹ Pratama, R, E & Mulyati, S. Pembelajaran Daring dan Luring Pada Masa Pandemi Covid-19. *Jurnal Gagasan Pendidikan Indonesia*, 1 (2), 2020. 44-59

²² Zahrawati, F., & Aras, A. Pembelajaran berbasis riset dengan memanfaatkan Google Classroom pada mahasiswa Tadris Ilmu Pengetahuan Sosial. *Jurnal Ilmiah Iqra'*, 14(2), 2020. 143-154.

²³ Haryadi, R., & Selviani, F. (2021). Problematika pembelajaran daring di masa pandemi Covid-19. *AoEJ: Academy of Education Journal*, 12, 254-261.

²⁴ Zhafira, N., Ertika, Y., & Chairiyanton. (2020). Persepsi Mahasiswa Terhadap Perkuliahan Daring Sebagai Sarana Pembelajaran Selama Masa Karantina Covid-19. *Jurnal Bisnis dan Kajian Strategi Manajemen*, 4 (1). 12-18.

²⁵ Rofi'ah, R. (2021). Problematika orang tua mendampingi anak saat pembelajaran daring di masa pandemi Covid-19 dan solusi pemecahannya. *Qalamun*. 01(01), 52-57.

²⁶ Yolanda, S. (2020). Problematika guru dalam pelaksanaan kelas daring (online) selama masa pandemi Covid-19 pada pembelajaran tematik siswa kelas IV Sekolah Dasar Negeri 22/IV Kota Jambi. *Endocrine*, 9 (1), 6-14.

²⁷ Dwitalia Sari, D. (2021). Permasalahan guru Sekolah Dasar selama pembelajaran daring. *Jurnal Ilmiah KONTEKSTUAL*, 2(02), 27-35. <https://doi.org/10.46772/kontekstual.v2i02.394>

²⁸ Asmuni, Problematika pembelajaran daring di masa pandemi Covid-19 dan solusi pemecahannya. *Jurnal Penelitian dan Pengembangan Pendidikan*, 7(4), 2020, 281-288.

²⁹ Zhafira, N., Ertika, Y., & Chairiyanton. (2020). Persepsi Mahasiswa Terhadap Perkuliahan Daring Sebagai Sarana Pembelajaran Selama Masa Karantina Covid-19. *Jurnal Bisnis dan Kajian Strategi Manajemen*, 4 (1). 12-18.

case is the limited number of devices used. There are many parents who can only afford one device while they have more than one child, and all of their children need the device. Fulfilling the need for this device is one of the obstacles^{30,31}.

The problem that then occurs is that students need to pay for credit purchases to be able to connect to the internet. Purchasing credit and also billing for internet connection fees via wifi turned out to be a big obstacle³². If you use the internet on a regular basis and require a large amount of capacity to download and operate the device, the amount of capacity paid will be even higher. The purchasing power of parents for internet credit is very diverse, and the majority of our middle- and lower-class people find it difficult to meet the need for credit, which has turned into a basic need during this pandemic. The adaptation of competency in the use of devices, learning strategies, and online learning models is not only faced by students. This is also faced by teachers as the driving force behind the dynamics of education in Indonesia³³. Teachers, as one of the learning resources in the classroom, are swift and responsive and are expected to be able to adapt to the learning model that moved from offline learning models (outside the network) to online learning (in the network).

Learning problems also occur in aspects of some subjects. In science or vocational subjects, practical activities that can generally be carried out are activities at each other's homes or group activities online. Practice is the actual implementation of the things referred to in theory. This requires the expertise of teachers and lecturers to ensure the accuracy of the problem themes and projects given to students so that learning targets can be achieved. The obstacles that occur are: students' lack of understanding of practical projects that are carried out independently; costs incurred by parents related to the purchase or provision of tools and materials; processing time; and so on. In this case, student creativity is challenged to complete the project assigned to him by the teacher.

Special learning modules are provided in the emergency curriculum, especially for teachers, parents, and students. The biggest obstacle is the parents. Most parents are not ready to help with emergency learning at home, even though there are learning modules for parents. The readiness in question is related to parents' availability of time at home, parents' competence in terms of materials and pedagogic abilities, and environmental conditions (home) where emergency

³⁰ Rigianti, H. A. (2020). Kendala pembelajaran daring guru sekolah dasar di Kabupaten Banjarnegara. *Endocrine*, 9(2), 2020. 16-22.

³¹ Zhafira, N., Ertika, Y., & Chairiyanton. (2020). Persepsi Mahasiswa Terhadap Perkuliahan Daring Sebagai Sarana Pembelajaran Selama Masa Karantina Covid-19. *Jurnal Bisnis dan Kajian Strategi Manajemen*, 4 (1). 12-18.

³² Rigianti, H. A. (2020). Kendala pembelajaran daring guru sekolah dasar di Kabupaten Banjarnegara. *Endocrine*, 9(2), 2020. 16-22.

³³ Pratama, R, E & Mulyati, S. (2020). Pembelajaran Daring dan Luring Pada Masa Pandemi Covid-19. *Jurnal Gagasan Pendidikan Indonesia*, 1 (2), 44-59

³⁴ Rofi'ah, R. (2021). Problematika orang tua mendampingi anak saat pembelajaran daring di masa pandemi Covid-19 dan solusi pemecahannya. *Qalamun*, 01(01), 52-57.

learning is carried out. Some said that the main difficulty was the transfer of teacher duties to the students' parents. Another obstacle for parents is the cost of organizing this distance learning. Not infrequently, parents complain of difficulties in understanding the tasks assigned by the teacher, especially assignments that are not accompanied by a complete explanation.

Problems with internet networks are not as complicated at the tertiary level as they are at the lower levels of schooling. This is not to say that the internet isn't a barrier to higher education. The presence of an LMS (learning management system) network on campus is critical. LMS is a learning management system that has a track record of academic endeavors during this pandemic. This is a significant issue for universities that do not yet have an LMS network, but there are several solutions available, particularly through the use of available online applications. Google Classroom, Google Meet, Zoom Meetings, Whatsapp, and other online apps are frequently used as LMS substitutes. Furthermore, one of the things that can surmount the difficulties that occur is the lecturer's ability to provide and use learning technology as long as the online method is used. According to the findings of the surveys, students were bored with the monotonous online learning system. As a consequence, some lecturers' ability to adapt to online learning technology may be limited. The techniques used to learn do not vary, resulting in a decrease in learning quality. Without clear directions and tutorials from lecturers, students often feel abandoned to do autonomous learning. This is especially true for precise materials (exact sciences) that necessitate laboratory practice. According to the findings of the surveys, students were bored with the monotonous online learning system³⁵.

According to the findings of this research, students in the Islamic religious education study program have difficulties in face-to-face learning after COVID-19, particularly in discussion activities, as a result of their practice of using cell phones during online learning. The following are the problems referred to as study findings:

1. Students are frequently late for class because they are usually at home during online learning.

The COVID-19 pandemic has had an impact on many things. This condition is not only present in community life; it turns out that this impact has penetrated the world of education. In this case, the central government and the local government have issued a policy to close all educational institutions. The aim of this policy is to minimize the spread of COVID-19. Therefore, since learning was initially carried out face-to-face before becoming online learning, online learning students must study at home with the aim of suppressing the spread of the COVID-19 virus.

³⁵ Susintowati, DKK., Problematika Pembelajaran Masa Pandemi Hingga Masa Pemulihan Learning Problems From Pandemic Period To Recovery Period, *SosioEdukasi: Jurnal Ilmiah Ilmu Pendidikan dan Sosial*, Volume 11 No. 2. Desember 2022. 157-162.

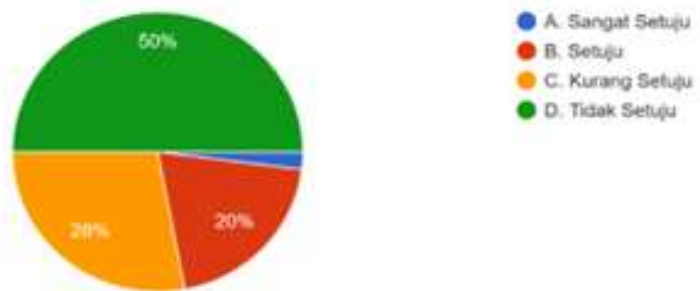
Teachers conduct online learning in a variety of ways, but one constant is that students must have a device that can be used for online learning, namely cellphones.

The use of cellphones in online learning since 2018 until now has really helped students meet all their needs, be they material needs, needs in developing material, or even needs related to the material, all of which already exist, including the need to carry out discussions. handphone. The use of mobile phones in online learning has been around long enough that students have become accustomed to using mobile phones, and it seems difficult to let them go because they are used to it. Furthermore, in addition to the habit of using mobile phones, there is also the habit of staying at home during online learning, and it turns out that the habit of staying at home is also a habit, so that this habit has an unfavorable influence on student activities.

Since the Dean of the Faculty of Tarbiyah and Teacher Science put out a policy about full face-to-face learning, the way students act and think when they walk into the classroom is very different. The following data is available regarding the timeliness of entering the lecture hall:

1. Students are frequently late for class because they are conditioned to studying from home via the internet.

50 answers



According to the study findings, the habit of staying at home can affect the timeliness with which students attend lecture classes. The 75 students who participated in Islamic Education classes and were given the Google questionnaire filled it out, and this number was determined as the sample in this research. The following are the findings of research on the attitudes and behaviors of students approaching the lecture hall:

There are 25 students, or 50%, who do not concur that their habit of staying at home affects their attitude toward arriving on time for class. And since 50% of these students are diligent or punctual, it's natural for them to differ on the impact of remaining at home having a significant effect on timeliness in entering lecture classes.

- a. The number of students who disagreed that the delay in entering the lecture hall was due to the influence of staying at home during the COVID-19 period was 14 students or 28%, in accordance with the observation that the 14 students were frequently on time and occasionally late, and that it sometimes comes faster.
- b. According to observations, the number of students who concurred was ten, or 20%. It was discovered that ten individuals, or 20%, agreed that they were frequently late for class as a result of their habit of staying at home during online learning.
- c. Only one student, or 2%, strongly agreed; it came out that one person during lectures was never negligent or late for class, particularly in Islamic Education courses.

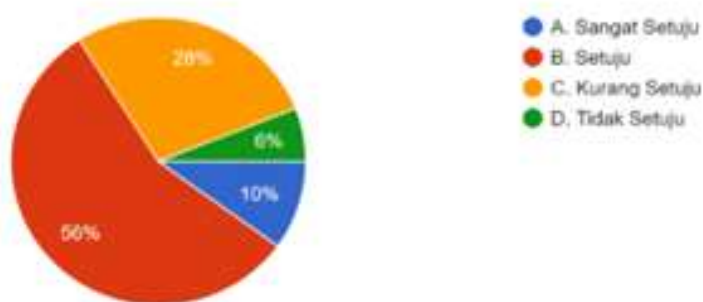
Based on these data, it has been demonstrated that students' attendance at lectures is usually still on time and not due to the habit of staying at home, whereas others claim that delays in entering college are due to the habit of staying at home while learning. on the internet.

2. Problems in group discussion learning

The second reason, after being frequently late to class, is the slowness of students in providing answers or information during group discussions. As for what is meant by discussion is a meeting process of two or more individuals who interact verbally and face to face about certain goals or objectives through exchanging information, defending opinions, or solving problems. The discussion method is a method derived from participatory learning. The research results are as follows:

2. Students are slow to respond or answer during class discussions if they do not have access to the internet.

50 answers



Based on the data obtained in the field, it has shown that students are slow to provide answers or responses in discussion learning as follows:

- a. The number of students who agree that the habit of using cell phones during discussions will slow down communication, in this case there are 28 students or 56% as is commonly experienced in group discussions where the objection group seems slow to also ask a question because making a question has to be

opened handphone, it was the first delay. While the second delay, which is even longer, is giving or answering questions from the discussion group, this situation will lead to quite a long silence because the questioner is waiting for an answer while the source person is still looking for a definite answer on the cell phone. So the length of waiting for an answer really depends on the length of time to find an answer. This situation sometimes causes boredom.³⁶ According to Indriani, using a cell phone is a sign of not being left behind in the development of increasingly sophisticated technology³⁷. So the use of mobile phones should be at the right place and time so that they are used as best as possible and avoid negative things.

- b. The number of students who disagreed was 14 people or 28% based on the observation that 28% of these students turned out to be students who were classified as smart, so that each learning discussion did not use cellphones, but they used their own reasoning power and thoughts, both in making questions and in answer or convey objections. According to Qurratu Ain. That the habit of using a cell phone can reduce the activity of reading books which ultimately lacks insight.³⁸
- c. The number of students who strongly agree that the use of handpons is slow to respond in the implementation of discussions is 5 people or 10%. After being observed, it turned out that these students were considered the smartest, and had the ability to answer or respond to problems quickly and precisely without using cell phones. According to Fauziatul, using a mobile phone is a source of information and also a lot of references that are not found in books³⁹
- d. The number of students who did not agree was 3 people or 6%, it turned out that these 3 people had an extraordinary habit of using cellphones, and they were not burdened to understand and understand a material, let alone to distort it in the brain, so whenever there is a need, there is always using a cell phone.

According to Khosi Qimima. Student that by habitUsing student cell phones is not a focus in learning.⁴⁰

Based on the results of this study, it has been shown that the use of mobile phones during discussion learning is problematic, both in making questions and in providing answers quickly and in a timely manner. In fact, students are expected that knowledge is learned, understood and stored in the brain so that knowledge is really controlled and owned by students so that whenever and wherever

³⁶Shabrina. PAI Study Program Student, Interview at Campus II Pombewe, 14 October 2022

³⁷Indriani. Student of PAI. 1. "Interview" Campus 2 pombewe 11 October 2022

³⁸Qurratu Ain. Student PAI.1 "Interview: campus 2 Pombewe 12 November 2022

³⁹Fauziatul. PAI students. 1 "Interview" Campus 2 Pombewe 6 October 2022

⁴⁰Khosi Qimima. PAI students. Interview. Campus 2 Pombewe 12 October 2022

knowledge is needed, it is directly expressed or conveyed without using a cell phone.

CONCLUSION

The Tarbiyah and Teacher Training Faculty of UIN Datokarama Palu carried out full face-to-face learning in semester III of 2022-2023, despite previously only carrying out face-to-face learning 50% of the time and still maintaining health protocols such as masks and other medical devices. Based on research data from both the Google form and the results of interviews, it has been demonstrated that in face-to-face learning, a problem that is detrimental to learning arises, namely the habit of using cellphones in carrying out discussions, such as asking questions. Some use cellphones, but the majority use cellphones during discussions, particularly when answering questions or objections, so you must wait until you find answers from the internet via cell phones. The classroom is often quiet because students are busy searching the internet for a question or answer to discuss.

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