

Implementation of Limited Face-to-face Learning (PTMT) to Improve Students' Interpersonal Intelligence at MIN 1 Ogan Ilir

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Abstract. The demands of the current global era are not only on students' academic values but also their non-academic, the ability to understand others, work together, solve problems, effectively, self-awareness, adapt to the social environment and communicate effectively. So that students can build relationships, create relationships that are mutually beneficial for both parties. This intelligence can be developed through learning activities in the classroom. This study aims to describe the implementation of limited face-to-face learning, to find out how to improve students' interpersonal intelligence, and what are the supporting and inhibiting factors in improving students' interpersonal intelligence at MIN 1 Ogan Ilir. The approach used in this study is a qualitative approach, namely the research method in natural object conditions (natural setting) where the researcher is the key instrument. The data collection techniques are observation, interviews and documentation. The data analysis technique uses data reduction (data reduction), data presentation (data display), and verification (conclusion). The results of this study indicate that the implementation of limited face-to-face learning at MIN 1 Ogan Ilir has gone well and complies with the health protocols that have been set by the government by increasing the interpersonal intelligence of students at MIN 1 Ogan Ilir for the academic year 2021/2022 covering four stages, namely Context, The real atmosphere of the learning environment at MIN 1 Ogan Ilir is very good and beautiful so that it is good for students to develop interpersonal programs. Input, the pattern of new student admissions at MIN 1 Ogan Ilir uses a quota system without conducting a formal test. The process begins with carrying out learning preparations, as well as implementing learning carried out with apperception and motivational activities. The product is known from the academic and non-academic aspects, the academic aspect is seen from the good grades of the students and non-academic is seen from the students who often participate in the competition activities. For the supporting and inhibiting factors, the supporting factors are the activeness of the students themselves and the teacher who conveys the material in an interesting way, while the inhibiting factors are students who are shy or introverted so it is difficult to develop their interpersonal skills. Researchers recommend increasing interpersonal intelligence in schools because it is beneficial for students in socializing.

INTRODUCTION

The implementation of limited face-to-face learning to improve interpersonal intelligence in madrasas in general cannot be separated from several obstacles. First, the mindset of the community and parents who tend to glorify academic achievement. So far, society still considers academic achievement as the main measure of student success in the future. Second, the lack of readiness of madrasa educators in applying the concept of interpersonal intelligence education. Third, there is no standard and consistent concept in applying the interpersonal intelligence education model in madrasas. Fourth, the curriculum developed today is oriented towards academic intelligence, and tends to be imposed on all students. Seeing some of the obstacles that exist in madrasas in improving interpersonal

intelligence, MIN 1 Ogan Ilir sets a priority scale for intelligence to be developed, adjusted to the abilities and urgent needs of students as a provision to reach the future.

In the end, interpersonal intelligence was chosen as intelligence that was developed after academic intelligence during the limited face-to-face learning (PTMT) period that was currently running. Because this intelligence is considered to be directly related to academic intelligence and supports a person's future directly in all situations and conditions. Interpersonal intelligence is considered to be able to help a person to understand and work with others. (1). Interpersonal intelligence involves the ability to understand and cooperate with others. This intelligence involves many skills, such as the ability to empathize with others, the ability to organize a group of people towards a common goal, the ability to recognize and read the thoughts of others, the ability to make friends or establish contact (2).

Through observations carried out at MIN 1 Ogan Ilir, there were some students who still had difficulties in a group, still liked to fight between classmates, some were quiet or passive, lazy in learning and completing tasks given by the teacher both to do at school. as well as at home, lack of manners and ethics when entering the classroom without greeting or knocking on the door and asking for permission first, as well as the lack of interaction between one student and another other than close friends who are considered gangs because teachers and students feel awkward and still getting used to after a long time learning from home not in groups face to face with peers, and now have to get used to the limited face-to-face learning that is applied.

In connection with the above explanation, the research was conducted on the implementation of limited face-to-face learning to improve students' interpersonal intelligence at MIN 1 Ogan Ilir which focused on the implementation process along with the influencing factors.

RESEARCH METHOD

The approach used in this study is a qualitative approach, namely the research method in natural object conditions (natural setting) where the researcher is the key instrument. The technique in collecting data with a qualitative approach is done by triangulation (combined), inductive data analysis, the researcher and the researched relate independently, this is intended so that objectivity can be built, can be classified in a concrete way, observed and measured properly, so that the results of qualitative research are it was found that the researcher emphasized the meaning of the generalization (3). So in this qualitative study emphasizes the meaning in the implementation of limited face-to-face learning to improve students' interpersonal intelligence at MIN 1 Ogan Ilir.

RESULT AND DISCUSSION

Result

The description of the implementation of limited face-to-face learning at MIN 1 Ogan Ilir, especially for fourth grade students, is carried out in accordance with the provisions of the Limited PTM implementation. The learning system carried out pays attention to health protocols and formulates learning activity plans and infrastructure to support the implementation of learning. The stages of implementing the Limited PTM are as follows:

- Planning, at this stage the teacher divides students into study groups which are divided into two study groups, namely groups A and B, each of which consists of 12 students, then makes a lesson schedule for each group with the provision of 3 meetings in one week with students' entry pattern to class is arranged by shift model. Arranging the layout of the classroom benches by maintaining a safe distance from students' seats, modifying the subject matter by reviewing the completeness of the material in the curriculum to adjust to the allocation of 3 hours of lessons for 1 meeting, preparing all the completeness of health protocols ranging from body temperature checkers, hand sanitizers , disinfectants, masks, hand washing tools and soap, ensuring the role of parents in meeting children's nutritional intake to maintain children's body immunity.
- Implementation, at this stage before entering the school environment, it must be ensured that all school residents wear health masks, check body temperature, wash hands using soap and running water that have been provided before entering the classroom and after leaving the classroom, students enter the classroom regularly and keeping a distance, all students are ensured to enter the classroom and occupy the seats provided, break hours are eliminated, extracurricular activities and sports and other activities that provoke close physical activity are still eliminated, school routine culture such as ceremonies, celebrations of religious holidays, as well as other self-development activities are also still abolished.

- Evaluation, at this stage is to review the implementation of Limited PTM activities and conduct socialization to students so that 3M activities, namely wearing masks, washing hands and maintaining distance become habits for school residents, in addition to conducting socialization through making health protocol orderly banners and providing related education. procedures for its application and procedures for school residents entering the school environment, because there are still some students who are not used to and have not used the standard use of masks and other health protocols so that they become obstacles faced during the implementation of Limited PTM, so that improvements and improvements are made to the management of PTM Limited well.

Teaching and learning activities are divided into two shifts, so that in 1 class, they are divided into two study groups consisting of 12 students each. Lesson hours are also reduced by 50% to 3 hours of lessons in 1 meeting, starting at 08.00 am to 11.00 WIB, so that each student gets 9 hours of face-to-face learning in 1 week, because each study group has been scheduled to follow Limited PTM 3 times in 1 week with a rolling system. Student activities at school, especially for learning activities so that there is no play activity, as well as the subject matter received by students is quite compacted and emphasized on assignments that students do in their respective homes. During the learning process at school, it is ensured that student activities are safe, controlled and keep a distance. The teaching and learning activities were carried out quite well, starting with preliminary activities and emphasizing on providing learning motivation and strengthening literacy, so that students could control themselves in the face of the pandemic. Furthermore, in core activities, the teacher conveys subject matter, especially mathematics by conveying the basics or important points of the material, increasing exercises and working on examples of questions, as well as assignments that can be done independently from their respective homes. The final or closing activity by providing student worksheets as evaluation material and providing online follow-up due to limited hours at school resulted in the delivery of subject matter being considered less than optimal.

Student activities in Limited PTM activities have not been able to fulfil the observation points of student activities including asking questions, finding ideas, questioning other people's ideas, learning to understand, studying hard, mastering learning, students being serious in learning activities, students using their time as well as possible when learning, dare to ask questions, dare to express opinions, and dare to solve problems and dare to ask questions or be actively involved during the learning process by developing students' interpersonal skills. It can be seen that each group during the teaching and learning process takes place many students are actively involved in learning activities in the classroom, this happens because the teacher applies the interpersonal development of students in the classroom. In addition, due to the splitting of the class into two groups based on the characteristics of students and heterogeneous groups so that in one study group there are students who are considered to have more abilities, especially in the thematic subjects of civic education (PKN) to balance the class and avoid passive classes. However, based on the results of observations in the field when PTM was limited to the thematic subjects of civic education (PKN), it was more focused on discussions and sharing opinions between teachers and students, students and students so that they could develop students' interpersonal skills.

The implementation of limited face-to-face learning is carried out systematically and follows the guidelines for the implementation of Limited PTM. The school has planned and implemented it in accordance with health protocol procedures, but in terms of implementing the teaching and learning process in the classroom, the delivery of material is quite compact and only conveys the important points and emphasizes the completion of practice questions, so that students are motivated by time and maximize the time spent. available so that they must focus on following the learning process. Teachers take advantage of interactive and innovative learning models so that they can develop students' interpersonal skills. So that this has an impact on students' interpersonal skills and also the acquisition of mathematics learning outcomes which are in the good category.

Discussion

The implementation of limited face-to-face learning in all educational units has been opened since July 2021 through the decision of the Minister of Education and Culture, Minister of Health, Minister of Religion, and Minister of Home Affairs regarding guidelines for holding face-to-face meetings during the Covid-19 pandemic. Two things underlie the implementation of face-to-face learning because all education personnel have been vaccinated and during distance or online learning, the quality of education has decreased and has fallen far behind other countries during the pandemic.

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procedures, but in terms of implementing the teaching and learning process in the classroom, the delivery of material is quite compact and only conveys the important points and emphasizes the completion of practice questions, so that students are driven by time and maximize time. available to be able to develop students' interpersonal. Teachers make every effort to take advantage of interactive learning models and involve innovative learning media that support the delivery of concrete information to students, so that this has an impact on student activities and also the acquisition of student learning outcomes that are in the good category.

The implementation of distance learning in Indonesia is considered to have decreased compared to other countries during the Covid-19 pandemic. For this reason, the government has begun to set strategies so that learning can be carried out face-to-face. So that a new policy has emerged regarding the implementation of limited face-to-face learning which will be opened from July 2021 with the condition that all education personnel have vaccinated and learning is carried out by limiting meeting hours, as well as implementing strict health protocols. So, in this case, students are divided into two study groups or scheduled based on shifts, with the aim of limiting the number of students in one room. Planning face-to-face learning needs to pay attention to several things that schools can do, including: 1) vaccinating all students and education personnel in schools, 2) Increasing the immunity of students, educators and education staff, 3) Preparing facilities and infrastructure that according to health protocol. Prior to the implementation of limited face-to-face learning, the Ministry of Education and Culture had socialized and published a learning guide book during the pandemic (4).

The role of the learning team, including: 1) Dividing study groups and setting lesson plans for each group, 2) Setting the layout of the room, 3) Providing dividing boundaries and markers for corridors and stairs, 4) Implementing bullying prevention mechanisms for unit residents. education that is stigmatized by covid-19, 5) Prepare all equipment for implementing health protocols.

This face-to-face implementation applies the precautionary principle because it is related to the health and safety of school residents, so the health protocol must be applied strictly in accordance with the limited face-to-face implementation rules. Limited face-to-face learning is a limitation of the number of students in one class, so it is necessary to regulate the number with a rotation system and a capacity of 50% of the normal number of students. Approval of students' parents, implementation of strict health protocols, education personnel have carried out vaccinations and facilities and infrastructure supporting the implementation of health protocols are available.

CONCLUSION

The implementation of limited face-to-face learning at MIN 1 Ogan Ilir is carried out systematically and follows the guidelines for the implementation of Limited PTM. The school has planned and implemented it in accordance with health protocol procedures, but in terms of the implementation of the teaching and learning process in the classroom, the delivery of material is quite condensed and only conveys the important points and emphasizes the completion of practice questions, so that students are driven by time and maximize time. available to be able to develop students' interpersonal. Teachers make every effort to take advantage of interactive learning models and involve innovative learning media that support the delivery of concrete information to students, so that this has an impact on student activities and also the acquisition of student learning outcomes that are in the good category.

Madrasah Ibtidaiyah Negeri 1 Ogan Ilir is a school that seeks to improve students' interpersonal intelligence in the learning process but has not been maximized, so to maximize this, there are many things that must be addressed starting from program preparation, making programs, giving decrees to teachers who run interpersonal programs, make a guidebook on interpersonal programs so that the program can run in a direction and in accordance with what is expected by the school. Always self-evaluating so that the program continues to advance and keep up with the times so that the impact felt by students in their interpersonal relationships is very good.

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