

**STUDENTS' PERCEPTIONS TOWARDS OFFLINE  
LEARNING AFTER COVID-19 PANDEMIC IN ENGLISH  
EDUCATION DEPARTMENT OF UIN AR-RANIRY**

**THESIS**

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**FAKULTAS TARBIYAH DAN KEGURUAN UNIVERSITAS ISLAM  
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# THESIS

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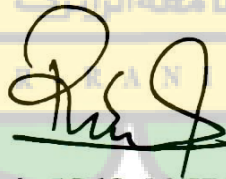
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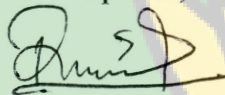
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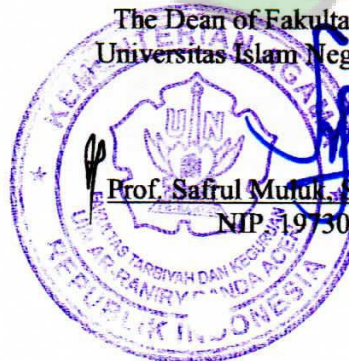
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## SURAT PERNYATAAN KEASLIAN

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adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.



Banda Aceh, 13 Agustus 2024

Saya yang membuat surat pernyataan,

  
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Finally, I acknowledge that this thesis is far from perfect. Therefore, constructive criticism and suggestions are highly welcomed for future improvement. I hope that this thesis can be beneficial to all readers and serve as a useful reference for future research.

Banda Aceh, August 20<sup>th</sup>

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## ABSTRACT

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This study investigates the perceptions of students towards offline learning following the COVID-19 pandemic, focusing on students in the English Education Department at UIN Ar-Raniry. Through semi-structured interviews with six participants, the research highlights a strong preference for offline learning due to its ability to foster enhanced engagement and motivation through direct interactions with lecturers and peers. However, the transition from online to offline learning posed significant challenges, including the need to readjust to structured schedules and re-establish social interactions that were diminished during the pandemic. To address these challenges, students implemented strategies such as improved time management, hybrid learning techniques, and seeking peer support. The findings emphasize the crucial role of institutional support in easing the transition back to offline learning and suggest that blending effective online practices with traditional teaching methods can significantly enrich the educational experience.

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

In the final year of 2019, the world faced a significant problem. This problem was caused by the emergence of a deadly disease known as Coronavirus Disease 2019 (COVID-19). This disease is caused by the Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-CoV-2). This virus attacks the respiratory system and can cause illnesses ranging from mild to severe (Centers for Disease Control and Prevention, 2024).

According to Yip and Perasso (2021), the COVID-19 virus spread rapidly around the globe. It first appeared at the end of 2019, and by June 2021, the virus had spread extensively worldwide, including Indonesia. As of 2023, there were 756,581,850 confirmed cases of COVID-19, including 6,844,267 deaths globally (WHO, 2023).

Furthermore, the coronavirus outbreak, which has been declared a global pandemic by the World Health Organization (WHO), has affected all aspects of human life, including education. As COVID-19 has had profound effects on all sectors of life, the government issued a policy to minimize and break the chain of COVID-19 transmission. This policy is known as physical distancing (World Bank, 2021).

In response to the COVID-19 pandemic, the Minister of Education and

Culture, Nadiem Makarim, introduced several educational strategies aimed at mitigating the spread of the virus. Among these was the adoption of online learning platforms to ensure educational continuity during school closures. The strategic response included guidelines for remote education, as well as integration of digital tools to support both teachers and students during the transition from traditional to remote learning (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2020).

As stated by the OECD (2020), online learning is the precise solution to guarantee students' right to education amid the pandemic era. The online learning process referred to Circular Number 15 of 2020 about the guidance of implementing the learning process from home during the emergency spread of COVID-19 (kemdikbud.go.id).

Additionally, Efriana (2021) stated that online learning is a part of distance learning that specifically integrates the sophistication of technology and internet data in organizing the learning process. Furthermore, Mukhtar et al., (2020) defined online learning as a system based on software to distribute, track, and manage courses through the internet. This system is an offered solution to provide psychological safety to the learning community during the pandemic period. The media that can be utilized in carrying out the indirect process are varied, including Zoom, Skype, Edmodo, WhatsApp group discussions, and others. However, the most dominant media used in Indonesia are Google Classroom, Google Meet, and Zoom (Rulandari, 2020).

The transition from offline learning to online learning required students at all levels to adapt to the educational system based on the circular by the Minister of Education and Culture. This included the students of the English Department of UIN Ar-Raniry Banda Aceh. However, these students faced challenges with the online learning system at the very beginning of its implementation. Learners had to adapt to a system that they might have never experienced before. They had to fully transition from face-to-face learning to online learning, which included changes in the way learners interact, engage, and learn. As stated by Xie (2021), the transition from direct learning to indirect learning brought about significant changes in the way students communicate, participate, and learn.

In addition, since online learning required students to utilize technology, it became a problem that was frequently encountered by the learners. Although the learners were born in digital era, there were still students who were not able to operate the technology that was used in the learning process. Even though the students had good capability in technology, they were not accustomed to studying by implementing technology. In other words, hardly ever the students learned through online learning (Bozkurt et al., 2020, as cited in Karagul, Seker, & Aykut, 2021). Nevertheless, due to the condition that forced them to obey the determined policy, as a result they were accustomed with the online learning (Tanjung & Utomo, 2020).

However, after two years of engaging in and finding a sense of consolation during their restriction to online learning, students were allowed to return to offline or physical classroom settings. This was predicated on clear indications that the

pandemic was nearing its end. As stated by Carolina (2022), the government would likely reopen schools and reimplement traditional classroom settings if the COVID-19 pandemic was over. This transition would definitely not be as sudden as it was when the pandemic first started. The government of Indonesia made many required preparations in advance of the shift back to offline education. There has been some variation in the amount of preparation that has been done. For instance, many Indonesian schools or institutions, including the English Education Department of English Language Education, UIN Ar-Raniry, have already established the curriculum, physical space, and rules to preserve health regimens for the upcoming offline lecturing (Setyaningsih, 2022).

Katleyana (2023) declared that the students had obtained new insights or experiences during the implementation of online learning and they definitely became used to studying via online. At a particular level, the students had found the comfort zone in conducting online learning within approximately two years. Hence, due to the reasons, the students undeniably experience the obstacles and challenges during the shift of virtual learning to face to face learning post pandemic era. As stated by Martin and Raja (2021), the transition of online learning into offline learning certainly resulted in different points of view for students to perceive it and also experienced several obstacles in conducting it. They required readjusting or readapting with face to face learning in order to be used to it.

The previous study related to this issue was conducted by Hagwane & Takade (2022). Their research focused on the challenges faced by students while transitioning from online to offline classes. In contrast, another study conducted by

Meeter (2021) examined the transition from online learning to new normal education. Meeter's study centered on the problems students faced and how they readapted to new normal education after approximately two years of online classes.

Both of these studies primarily focused on the challenges or problems students faced while returning to offline learning after experiencing online learning during the pandemic era. However, these previous studies did not explore the students' perceptions of the transition from online to offline learning. This issue is particularly interesting and warrants further exploration. A deeper understanding of this issue could enable lecturers to construct suitable learning strategies to enhance students' engagement in learning English (Rahardini, 2022).

Based on the above explanation, the researcher is interested in analyzing in more detail how students in the English Education Department of UIN Ar-Raniry perceive offline learning after the COVID-19 pandemic.

## **B. Research Question**

The research problems of this study are formulated as follow

1. What are students' perceptions of offline learning after the COVID-19 pandemic?
2. What challenges do students face in offline learning after the COVID-19 pandemic?
3. What strategies do students use in offline learning after the COVID-19 pandemic?

### **C. Research Objectives**

1. To explore the students' perceptions of offline learning after the COVID-19 pandemic.
2. To identify the challenges students face in offline learning after the COVID-19 pandemic.
3. To determine the strategies students use in offline learning after the COVID-19 pandemic.

### **D. Research Significance**

The result of this study is expected to provide valuable insights into the impact of online learning on the effectiveness of offline learning methods in English language education post-COVID-19 pandemic. With these insights, educators can develop learning processes that are more aligned with students' current educational needs, enhancing their ability to engage and learn effectively. Consequently, this could lead to improved educational outcomes. Additionally, the findings may serve as a foundation for future research aimed at further exploring and refining educational strategies in the post-pandemic era.

### **E. Research Terminology**

This study examines students' perceptions of offline learning after the COVID-19 pandemic, focusing on their experiences and challenges during the transition from online to offline education. By exploring these perceptions, the research highlights the role of educators and institutional strategies in facilitating this transition, while also identifying specific areas where students have expressed both

satisfaction and difficulty. The insights gained from this study are crucial in shaping future educational approaches that balance the benefits of both online and offline learning environments, ensuring that student needs are met effectively in a post-pandemic world.

### **1. Covid-19 pandemic**

The COVID-19 pandemic refers to the global outbreak of the Coronavirus Disease 2019 (COVID-19), caused by the Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-CoV-2). This virus primarily affects the respiratory system, leading to severe lung infections and, in some cases, death. The pandemic has had a significant impact on various aspects of life, including education, where physical distancing and the transition to online learning became necessary measures to prevent the virus's spread (Pittara, 2022).

### **2. Online learning**

Online learning is a mode of education that leverages internet-based platforms to connect learners with instructors in a virtual environment. This type of learning eliminates geographical barriers, allowing students to access educational content from anywhere at any time. It includes the use of digital tools and resources to facilitate and sustain the learning process without the need for physical presence. Online learning gained prominence during the COVID-19 pandemic as a safe alternative to traditional classroom-based instruction (Bates, 2015; Anderson, 2016).

### 3. Perception

In this study, "perception" refers to how students interpret and make sense of their experiences with offline learning after the COVID-19 pandemic. Perception is a cognitive process involving the interpretation of external stimuli, which are influenced by an individual's knowledge, previous experiences, and expectations. The study explores students' perceptions of offline learning, particularly how they view the transition back to face-to-face education after a prolonged period of online learning (Robbins, 2020).



## CHAPTER II

### LITERATURE REVIEW

#### A. The Concept Of Online Learning

##### 1. Definition Of Online Learning

In the contemporary era, online learning has emerged as a pivotal educational paradigm. Various scholars have offered definitions to encapsulate the essence of this mode of learning. Riyana (2018) posits that online learning is an intricate system designed to facilitate profound and diverse educational experiences. This system empowers students to transcend traditional barriers of place, space, and time, enabling learning that is both ubiquitous and accessible.

Asaqli (2020) delineates online learning as a form of distance education that leverages the internet as a conduit, connecting learners with educators in a virtual space. This definition underscores the role of technology in bridging the geographical divide between students and instructors. Further expanding on this concept, Sofyana and Abdul (2019) describe online learning as an educational process conducted in the absence of physical interactions. Instead, it utilizes digital platforms to support and sustain the learning journey, regardless of the distances involved.

Synthesizing these perspectives, it becomes evident that online learning is characterized by its utilization of digital media to facilitate an indirect, yet effective, educational process. It is a dynamic and flexible approach that adapts to the needs

of learners, providing them with the resources and opportunities to engage with course material at their own pace and convenience.

## 2. Characteristics Of Online Learning

Online learning, as a distinct educational approach, exhibits several defining characteristics that set it apart from traditional classroom settings. Munir (2009) identifies these salient features, which are instrumental in shaping the online learning experience.

Firstly, online learning harnesses technology to facilitate seamless information exchange and communication. This technological integration enables learners and educators to interact efficiently, fostering an environment where knowledge can be disseminated swiftly and effectively.

Secondly, the use of computer media, encompassing computer networks and digital media, is central to the online learning process. These digital tools serve as the backbone of virtual classrooms, allowing for interactive and multimedia-rich educational content that enhances the learning journey.

Thirdly, the digital nature of online learning materials means they can be stored electronically and accessed by learners from any location, at any time. This characteristic eradicates the constraints of time and geography, offering unparalleled flexibility to students who wish to engage with their studies on their terms.

Building upon these insights, a further exploration of the characteristics of online learning reveals several key aspects that are instrumental in shaping the online learning experience. Munir (2009) identifies these characteristics as crucial for enabling efficient interaction among learners and fostering an environment where knowledge can be disseminated swiftly and effectively. These include adaptability to various learning styles, immediate feedback mechanisms, and diverse communication tools that facilitate collaborative and interactive learning sessions.

- a. **Interactivity:** Online learning platforms often include interactive elements such as quizzes, discussion forums, and real-time feedback, which encourage active participation and engagement from students.
- b. **Customization:** The digital format allows for personalized learning experiences, where content can be tailored to meet individual learner's needs and preferences.
- c. **Scalability:** Online courses can accommodate a large number of participants, making education accessible to a wider audience.
- d. **Trackability:** Digital systems enable the tracking of learner progress and performance, providing valuable data for both students and educators to monitor and enhance the learning process.

In conclusion, online learning is characterized by its innovative use of technology to create an adaptable, interactive, and learner-centered educational

environment. These characteristics not only redefine the way knowledge is acquired but also expand the reach and impact of education across the globe.

### **3. Benefits Of Online Learning**

The implementation of online learning has emerged as a crucial educational alternative during the COVID-19 pandemic, safeguarding students' right to education. This modality boasts numerous advantages for both students and educators. Al-Rawashdeh et al. (2021) assert that online learning facilitates unrestricted access to education, allowing students to learn from any location and at any time, thus overcoming traditional spatial and temporal limitations.

Furthermore, online learning is lauded for its cost-effectiveness. Bozkurt and Sharma (2020) note that it eliminates the need for learners to purchase a multitude of books, as educational materials are readily accessible online. This not only reduces the financial burden on students but also on lecturers, who no longer incur travel expenses to deliver lectures at a physical campus. Instead, they can disseminate learning materials through technological means, enabling learners to study from the comfort of their homes.

Additionally, online learning serves as a catalyst for enhancing computer literacy among learners. Chun et al. (2016) emphasize that the adoption of online learning during the pandemic has provided students with valuable experience and knowledge in utilizing Information and Communication Technology (ICT). This proficiency is not only beneficial for their immediate educational needs but also equips them with skills that are increasingly essential in a technology-driven future.

To further explore the advantages of online learning, it is essential to examine several key components, such as accessibility, flexibility, and the ability to tailor learning experiences to individual needs (Bates, 2015; Anderson, 2016).

- a. **Personalized Learning:** Online platforms often offer adaptive learning technologies that personalize the educational experience, catering to individual learning styles and pacing.
- b. **Collaborative Opportunities:** Virtual classrooms can foster collaboration through group projects and discussions, even when participants are geographically dispersed.
- c. **Innovative Assessment Methods:** Online learning allows for diverse assessment strategies, including peer reviews, interactive assignments, and real-time quizzes.
- d. **Lifelong Learning:** The flexibility of online courses encourages continuous education, enabling individuals to pursue learning at various stages of their lives.
- e. **Digital Resourcefulness:** Exposure to online learning environments enhances students' ability to navigate and utilize digital resources effectively.

#### 4. Drawbacks Of Online Learning

While online learning offers a multitude of benefits, it is not without its challenges. Haryono et al. (2016) articulate several drawbacks that can impede the learning process during the COVID-19 pandemic. A significant concern is the lack

of direct interaction between learners and lecturers. The absence of face-to-face communication can lead to delays in understanding the material, as immediate feedback and clarification are not always possible.

Additionally, student motivation plays a crucial role in the success of online learning. Those with lower motivation levels may struggle to engage with the course content, leading to potential failures in the learning process. As noted by Ryan and Deci (2000), motivation affects both the initiation and persistence of learning behaviors in online environments.

## **5. Online Learning During Covid-19 Pandemic**

According to Haryono et al. (2016), several drawbacks exist that can impede the learning process during the COVID-19 pandemic.

A significant concern is the lack of direct interaction between learners and lecturers. The absence of face-to-face communication can lead to delays in understanding the material, as immediate feedback and clarification are not always possible.

Additionally, student motivation plays a crucial role in the success of online learning. Those with lower motivation levels may struggle to engage with the course content, leading to potential failures in the learning process.

Another obstacle is the reliability of internet connectivity. Online learning is heavily dependent on stable internet access, and disruptions due to poor connections can hinder the continuity of education.

Expanding on these points, other potential drawbacks include:

- a. **Limited Social Interaction:** The virtual environment may not provide the same level of social engagement as traditional classrooms, which can affect the development of interpersonal skills (Smith, 2020).
- b. **Technological Proficiency:** Students and educators must possess a certain level of technical skill to navigate online platforms effectively, which may not be the case for everyone (Johnson, 2019).
- c. **Screen Fatigue:** Prolonged exposure to screens can lead to eye strain and fatigue, impacting students' ability to concentrate and learn (Brown, 2018).
- d. **Assessment Integrity:** Ensuring the authenticity of assessments and preventing academic dishonesty can be challenging in an online setting (Taylor, 2021).
- e. **Equity and Access:** Not all students have equal access to the necessary technology and resources required for online learning, leading to disparities (Haryono, 2020).

In summary, while online learning has transformed the educational landscape, it is essential to acknowledge and address its limitations to optimize the learning experience for all participants.

## **B. Transition To Offline Learning Post-Pandemic**

### **1. Readjustment Strategies for Offline Learning**

Transitioning to offline learning post-pandemic involves implementing

readjustment strategies that cater to the needs of students and educators. A key aspect of this transition is the psychological adjustment of students who may have become accustomed to the flexibility of online learning. Gonzalez et al. (2020) discuss the importance of providing structured support to help students adapt to the more rigid schedules of offline learning. Additionally, the pedagogical shift back to the classroom requires educators to reassess their teaching methods. As noted by O’Keefe et al. (2021), incorporating interactive elements from online platforms can enhance student engagement in offline settings. Finally, fostering a sense of community and collaboration is crucial, as highlighted by Chang (2022), to rebuild the social connections that may have weakened during remote learning.

The post-pandemic era presents an opportunity to reimagine offline learning by incorporating successful online strategies. Effective readjustment strategies should prioritize the mental health of students, as prolonged online learning may have led to increased levels of stress and anxiety. According to research by "Bridging the Gap: Technology Trends and Use of Technology in Schools" (2022), schools must provide mental health resources and training for educators to support students during this transition. Furthermore, the integration of technology in offline classrooms can enhance learning outcomes. As explored by "Bridging the Gap: Technology Trends and Use of Technology in Schools" (2022), the use of digital tools in a traditional setting encourages active learning and keeps students engaged. Lastly, fostering a community of practice among educators is essential for sharing insights and best practices for offline teaching post-pandemic, a strategy supported by Louw and Tredoux (2022).

In the context of transitioning from online to offline learning post-pandemic, it is crucial to analyze and compare the outcomes of both learning modalities to develop effective readjustment strategies. This section will delve into the comparative analysis of online versus offline learning outcomes and propose strategies to facilitate a smooth transition for students.

## **2. Comparative Analysis of Online vs. Offline Learning Outcomes**

The transition to online learning during the pandemic has prompted a critical reevaluation of educational methodologies. Online learning is praised for its flexibility and accessibility, yet it introduces notable challenges, including reduced social interaction and potential impacts on mental health. In contrast, traditional offline learning environments, while providing structured face-to-face interactions that enhance social engagement, often lack the integration of advanced technological tools that have become essential in modern educational settings (Bates, 2015; Means et al., 2009).

## **3. Readjustment Strategies For Offline Learning**

As educational institutions transition back to offline learning in the post-pandemic era, they face a unique set of challenges that require careful consideration and strategic planning. The shift from online to offline learning environments is not merely a physical change but also involves psychological, pedagogical, and technological adjustments. In this context, the following readjustment strategies are proposed to facilitate a smooth transition and support students and educators alike.

- a. **Mental Health Support:** The prolonged period of online learning has had varying impacts on students' mental health. To address this, schools should provide comprehensive resources and training for educators to support students' mental health. Counseling services and stress management programs are essential to help students cope with the anxiety and stress that may arise from readjusting to face-to-face learning environments. Martin and Raja (2021) emphasize the importance of such support systems in ensuring students' well-being during transitional periods.
- b. **Technological Integration:** The integration of digital tools in offline classrooms can bridge the gap between online and offline learning experiences. "Teaching Technology with Technology" (n.d.) suggests that maintaining the technological proficiency students have developed during online learning can encourage active participation and engagement in the classroom. This strategy also prepares students for a future where digital literacy is increasingly important.
- c. **Psychological Adjustment:** Moorhouse (2020) highlights the need for psychological support for students readjusting to face-to-face learning. Orientation programs and peer mentoring can play a significant role in helping students acclimate to the offline learning environment. These initiatives can foster a sense of community and belonging, which is crucial for students who may have felt isolated during online learning.
- d. To effectively blend the best practices from both online and traditional learning modalities, educational institutions may consider adapting their curricula.

Incorporating successful elements from online learning, such as interactive modules and multimedia resources, into a hybrid curriculum could address the diverse needs and preferences of all students. This approach can enhance the overall educational experience by ensuring accessibility and engagement (Bates, 2015; Means et al., 2009).

In conclusion, the transition to offline learning post-pandemic presents an opportunity for educational institutions to re-evaluate and enhance their teaching and learning practices. By implementing these readjustment strategies, educators can ensure that students are well-equipped to thrive in a post-pandemic educational landscape, where the lessons learned from online learning can be integrated into traditional classroom settings.

#### **4. Institutional Support and Resources for Offline Learning**

The transition to offline learning post-pandemic necessitates robust institutional support and resources to ensure a successful readjustment for both students and educators. This section explores the strategies that institutions can employ to facilitate this transition effectively.

a. **Structured Support Systems:** Institutions must provide structured support systems to help students adapt to the more rigid schedules of offline learning. Gonzalez et al. (2020) discuss the critical role of such systems in easing students into the traditional learning environment. This includes clear communication of expectations, availability of academic support services, and the establishment of a consistent routine that students can follow.

- b. **Pedagogical Reassessment:** Educators are required to reassess their teaching methods to align with offline learning modalities. O’Keefe et al. (2021) highlight the importance of incorporating interactive elements from online platforms to enhance student engagement in offline settings. This may involve the use of multimedia resources, group activities, and other dynamic teaching strategies that were effective during online learning.
- c. **Community and Collaboration:** Rebuilding social connections is a crucial aspect of the transition. Chang (2022) emphasizes the need to foster a sense of community and collaboration among students, which may have weakened during remote learning. Institutions should facilitate group projects, extracurricular activities, and social events to encourage interaction and teamwork.
- d. **Curriculum and Health Regimen Preservation:** To effectively blend the best practices from both online and traditional learning modalities, educational institutions may consider adapting their curricula. Incorporating successful elements from online learning, such as interactive modules and multimedia resources, into a hybrid curriculum could address the diverse needs and preferences of all students. This approach can enhance the overall educational experience by ensuring accessibility and engagement (Bates, 2015; Means et al., 2009).
- e. **Addressing Comfort Zones in Online Learning:** Students have found a comfort zone in conducting online learning for approximately two years. Katleyana (2023) notes that students have gained new insights and experiences during online learning, which need to be considered when transitioning back to face-to-face

learning. Institutions should acknowledge these comfort zones and provide guidance to help students readjust to the offline learning environment.

f. Psychological Adjustment: The psychological adjustment of students is a key aspect of the transition. Moorhouse (2020) states that the shift from virtual to face-to-face learning post-pandemic has resulted in different perspectives and challenges for students. Institutions must offer psychological support and resources to assist students in readapting to the offline classroom setting.

In conclusion, institutional support and resources play a pivotal role in the readjustment to offline learning. By implementing the strategies outlined above, institutions can create a conducive learning environment that addresses the challenges of the transition period and supports the overall well-being of students and educators.

## **2. Future Of Blended Learning Models**

As the educational landscape evolves in the aftermath of the pandemic, the concept of blended learning models takes center stage. These models represent a synthesis of traditional face-to-face instruction and the innovative online strategies that have proven effective during the period of remote learning. The future of blended learning is shaped by the need to create adaptable, resilient educational frameworks that can withstand challenges and cater to diverse student needs.

a. Technological Integration: The integration of technology in offline learning environments is crucial. It not only maintains the technological proficiency that students and educators have developed but also enriches the learning experience.

- Incorporating successful online strategies into offline classrooms can create a hybrid model that leverages the best of both worlds, as supported by Louw and Tredoux (2022).
- b. **Mental Health Support:** The transition from online to offline learning can be stressful for students. Therefore, providing mental health support is essential. Schools should offer resources and training for educators to support students' mental health, including counseling services and stress management programs, as suggested by Martin and Raja (2021).
- c. **Psychological Adjustment:** The psychological adjustment to face-to-face learning is another significant aspect of the transition. Moorhouse (2020) highlights the importance of psychological support for students readjusting to offline learning. Orientation programs and peer mentoring can help ease this process.
- d. **Institutional Preparedness:** Institutions, including the English Education Department of Ar-Raniry State Islamic University, have already established the curriculum, physical space, and health regimens for the upcoming offline lecturing (Setyaningsih, 2022). This preparation is vital for the continuity of education and the well-being of all stakeholders.
- e. **Addressing Comfort Zones in Online Learning:** Students have adapted to the comfort of online learning over approximately two years. Katleyana (2023) notes that students have gained new insights and experiences during this time, which need to be considered when transitioning back to face-to-face learning. Institutions should acknowledge these comfort zones and provide guidance to

help students readjust to the offline learning environment.

In conclusion, the future of blended learning models is promising and holds the potential to revolutionize educational practices. By integrating the strengths of online and offline learning, institutions can offer a more flexible, inclusive, and effective educational experience. The strategies discussed aim to address the disparities between online and offline learning outcomes and facilitate a smooth transition for students.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

Creswell (2014) defines qualitative research as an educational research method where the researcher centers on participants' viewpoints, asks broad questions, collects data primarily in the form of words or text, and analyzes these words for themes. Bryman (2016) further explains that qualitative research prioritizes a substantial portion of words over numbers in data collection and analysis. Flick (2014) also asserts that qualitative research is not concerned with measurement or counting; instead, it focuses on theory development rather than data calculation or quantification. These reasons underpin the researcher's decision to utilize qualitative research for this study.

#### **B. Research participants**

Research participants are a crucial element of any study. Without participants, the necessary data to answer the research questions cannot be gathered. Participants are the individuals who provide the information needed to address the issues or topics under investigation (Moleong, 2014). According to Creswell (2012), participants are individuals who take part in the study and are the sources of the data needed to explore the topic of interest. Walliman (2011) further explains that research participants are essential to the study as they provide the information required to understand the research subject.

this study, the researcher employed convenience sampling to select the participants. Convenience sampling is a non-probability sampling technique where participants are selected based on their availability and willingness to participate in the study. This method is particularly useful when time, resources, and access to participants are limited, making it easier to gather data from those who are readily accessible (Etikan, Musa, & Alkassim, 2016). This approach was chosen due to the constraints faced during the data collection process, such as limited access to a larger pool of participants and the urgency to obtain relevant information quickly.

The selected participants for this research were students from the English Education Department of Ar-Raniry State Islamic University who experienced both online learning during the COVID-19 pandemic and offline learning after the pandemic. A total of 6 students were conveniently selected to participate in this study. These participants were chosen because they were easily accessible and willing to provide the insights necessary for addressing the research questions.

### **C. Research Location**

Research location is the site where the research is conducted. It takes place Especially In English Education Department Of UIN Ar-Rainy. Ar-Raniry State Islamic University is one of Islamic universities located in Aceh. It is specifically located at Kopelma Darussalam Banda Aceh, Aceh. It is run under the authority of the Ministry of religious affairs. It was unveiled on October 5, 1963 named as Ar-Raniry state Islamic institute or UIN Ar-Raniry. As the time marches on, the institute altered its status into a university called Ar-Raniry State Islamic University

or simply called UIN Ar-Raniry. It has nine faculties. One of them is Tarbiyah and Teaching Faculty. Its faculty consists of thirteen majors. One of them is the English education department. This department is where the research is conducted.

#### **D. Methods Of Data Collection**

The method of data collection employed by the researcher in this study plays a significant role in achieving the research objectives. It guides the researcher comprehensively in obtaining the necessary data to answer the research questions. Therefore, the researcher must select an appropriate instrument that aligns with the chosen research design. In this study, the researcher utilized interviews as the sole instrument for data collection.

An interview is an interactive process that involves the interviewer and the interviewee. Kriyantono et al. (2020) describes an interview as a conversation between the researcher, who seeks information, and the informant, who provides information about the related issue. Arifin (2012) defines an interview as a dialogue between the researcher and respondents aimed at achieving a specific purpose related to the study. Interviews can be conducted directly, face-to-face, or indirectly through electronic means.

Furthermore, interviews are classified into three types: structured, semi-structured, and unstructured (Esterberg, as cited in Sugiyono, 2019). In this research, the researcher conducted semi-structured interviews, which are a technique for gathering more open-ended data (Sugiyono, 2010). Griffe (2012) explains that the questions in this type of interview are predetermined, allowing the

researcher to ask follow-up questions based on the interviewee's responses. This interview format provides a relaxed atmosphere conducive to data collection, making respondents feel more comfortable answering a variety of questions posed by the researcher.

Each interview session lasted approximately 60 minutes, providing ample time for in-depth discussion and ensuring that comprehensive information was collected to address the research questions effectively.

### **E. Methods Of Data Analysis**

The data analysis process in this qualitative study is guided by the framework proposed by Miles and Huberman (1994), which involves three consecutive steps: data reduction, data display, and conclusion drawing and verification.

#### **1. Data Reduction**

Data reduction is the initial step where the researcher summarizes, focuses on essential elements, and identifies themes and patterns within the data (Sugiyono, 2018). This step involves the careful selection and simplification of raw data to retain only the most relevant information that aligns with the research objectives. The researcher transcribes the collected data, discards any irrelevant information, and prepares the data for the next phase of analysis.

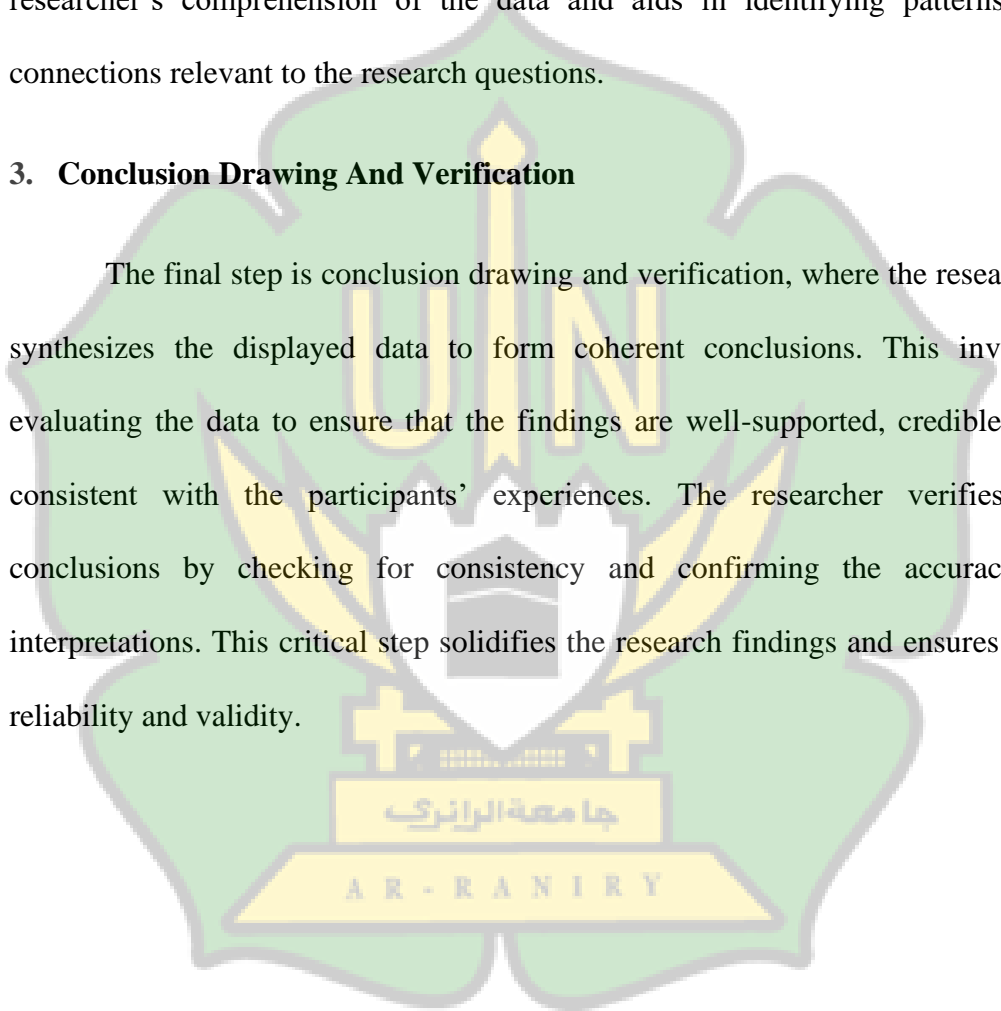
#### **2. Data Display**

The second step, data display, involves organizing the reduced data into a

format that allows for easy interpretation and analysis. According to Sugiyono (2016), data can be displayed through various methods such as brief descriptions, flowcharts, and relationships among categories. The narrative form is often preferred for its clarity and ease of understanding. This step facilitates the researcher's comprehension of the data and aids in identifying patterns and connections relevant to the research questions.

### **3. Conclusion Drawing And Verification**

The final step is conclusion drawing and verification, where the researcher synthesizes the displayed data to form coherent conclusions. This involves evaluating the data to ensure that the findings are well-supported, credible, and consistent with the participants' experiences. The researcher verifies the conclusions by checking for consistency and confirming the accuracy of interpretations. This critical step solidifies the research findings and ensures their reliability and validity.



## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

This study aimed to explore the students' perceptions towards offline learning after the COVID-19 pandemic. Based on semi-structured interviews with six participants from various batches in the English Education Department at UIN Ar-Raniry Banda Aceh, including the 2019 and 2021 batches, several key findings were identified. The participants were labeled Aisyah, Fatimah, Maryam, Zainab, Khadijah, and Hafsa.

#### **1. The Students' Perceptions of Offline Learning After the COVID-19 Pandemic**

The first theme focuses on students' experiences and perceptions of offline learning after the COVID-19 pandemic. The analysis showed various aspects of these perceptions, highlighting both positive and negative experiences.

##### **a. Positive Perceptions of Offline Learning**

The transition back to offline learning was welcomed by many students who expressed relief and satisfaction. They emphasized that face-to-face interactions with lecturers and peers greatly enhance their understanding and engagement in the learning process.

Participant Aisyah stated,

I feel more motivated and engaged in offline classes because of the direct interactions with lecturers and classmates. It's easier to ask questions and get immediate feedback, which enhances my learning experience.

#### **b. Negative Perceptions and Challenges**

However, some students noted that they had become accustomed to the flexibility and convenience of online learning, which they missed.

Participant Maryam mentioned,

Although I miss the flexibility of online classes, I find that I can concentrate better and understand the material more effectively in a traditional classroom setting.

#### **c. Comfort and Engagement**

Several students felt more comfortable and engaged in offline settings compared to online.

Participant Fatimah stated,

Being in a physical classroom, as opposed to a virtual one, makes me feel more connected to the learning process. I find it easier to stay focused and participate actively.

#### **d. Interaction Quality**

The quality of interactions with instructors and peers was perceived to be higher in offline settings.

Participant Zainab explained,

In offline classes, the discussions are more lively, and I feel that the feedback from my instructors is more detailed and helpful.

#### **e. Learning Environment**

The structured environment of a classroom was seen as beneficial for maintaining focus and discipline.

Participant Hafsa noted,

The classroom setting helps me stay disciplined. The presence of the teacher and classmates keeps me accountable and focused on the lessons.

#### **f. Perceptions of Teaching Methods in Offline Learning**

Students shared their views on the effectiveness of various teaching methods used in offline learning, highlighting the benefits of interactive teaching, the importance of practical exercises, and the role of continuous assessment. Practical exercises and hands-on activities were highlighted as beneficial for understanding complex concepts. Participant Hafsa noted, "Doing practical exercises in the lab or classroom helps me grasp difficult topics. It's easier to learn by doing rather than just reading or listening." Students appreciated interactive teaching methods that involved discussions, group work, and active participation.

Participant Khadijah said, "

Interactive sessions help me understand the material better. When we discuss topics and work in groups, I feel more engaged and retain information longer.

Continuous assessment through quizzes, assignments, and class participation was seen as a way to keep students on track and motivated. Participant Fatimah mentioned,

Regular assessments help me stay focused and keep up with the course material. It also provides feedback on my progress.

The engagement and enthusiasm of lecturers were seen as motivating factors for students. Participant Maryam stated,

When lecturers are passionate and engaged, it makes the classes more interesting and encourages us to participate more actively.

The availability of diverse learning resources was also appreciated. Participant Aisyah noted,

Having access to various resources like textbooks, online materials, and practical tools makes learning more effective and enjoyable.

#### **g. Motivational Factors**

One of the significant findings was the increase in students' motivation due to face-to-face interactions. The ability to interact directly with lecturers and peers provided immediate feedback and fostered a more engaging learning environment.

Participant Aisyah noted,

I feel more motivated and engaged in offline classes because of the direct interactions with lecturers and classmates. It's easier to ask questions and get immediate feedback which enhances my learning experience.

## **h. Academic Performance**

Students reported improvements in their academic performance after returning to offline learning. They felt that the structured environment of a classroom helped them stay disciplined and focused, leading to better understanding and retention of the material.

Participant Maryam mentioned,

I find that I can concentrate better and understand the material more effectively in a traditional classroom setting.

## **i. Engagement and Participation**

The transition to offline learning also enhanced students' engagement and participation in class. They found that being physically present in the classroom allowed for more lively discussions and better interaction with the instructors.

Participant Zainab explained,

In offline classes, the discussions are more lively, and I feel that the feedback from my instructors is more detailed and helpful.

## **2. Challenges Faced by Students in Offline Learning After the COVID-19 Pandemic**

The transition back to offline learning has presented several challenges for students. These challenges include adjusting to a structured schedule, managing social interactions, and dealing with technological dependencies developed during

online learning.

#### **a. Adjusting to Structured Schedules**

One of the main difficulties students encountered was readjusting to the structured schedule and physical demands of attending classes in person.

Participant Fatimah explained,

Waking up early and attending long hours of classes have been quite challenging. I had gotten used to the flexible schedule of online learning.

#### **b. Social Interaction Challenges**

Moreover, social interactions, which had been significantly limited during the pandemic, posed another challenge. Many students experienced anxiety and discomfort in re-establishing face-to-face interactions and group activities.

Participant Hafsa shared,

Interacting with classmates and participating in group activities felt awkward initially. The social skills we took for granted need some time to rebuild."

#### **c. Technological Dependency Issues**

Technological dependency developed during online learning posed additional challenges. Students had to transition from relying on digital platforms for submitting assignments and accessing resources to traditional methods, which sometimes felt inefficient and cumbersome.

Participant Zahra mentioned,

I miss the convenience of submitting assignments online. Adjusting back to paper submissions and physical library visits has been a bit difficult.

#### **d. Adapting to Classroom Environment**

Some students found it difficult to adapt to the classroom environment after a long period of online learning.

Participant Khadijah noted,

It was strange to be back in a classroom setting after so long. The atmosphere is different, and it took some time to get used to the physical presence of the teacher and classmates.

#### **e. Health Concerns**

Concerns about health and safety also added to the stress of returning to offline learning.

Participant Aisyah expressed,

I am still worried about health risks in crowded classrooms. Even though precautions are taken, it's hard to feel completely safe.

#### **f. Physical and Mental Health Challenges**

Students faced physical and mental health challenges as they readjusted to the demands of offline learning. The sudden shift from a flexible online schedule to a rigid offline one led to increased stress and fatigue.

Participant Fatimah stated,

Waking up early and attending long hours of classes have been quite challenging. I had gotten used to the flexible schedule of online learning.

#### **g. Technological Readjustment**

Technological dependencies developed during online learning posed additional challenges. Students had to transition from relying on digital platforms for submitting assignments and accessing resources to traditional methods, which sometimes felt inefficient and cumbersome.

Participant Zahra mentioned,

I miss the convenience of submitting assignments online. Adjusting back to paper submissions and physical library visits has been a bit difficult.

### **3. Strategies Used by Students in Offline Learning After the COVID-19 Pandemic**

To cope with the challenges of returning to offline learning, students have employed various strategies. These strategies include better time management, using hybrid learning techniques, and seeking peer support.

#### **a. Time Management**

Many students have adopted better time management practices to balance their academic responsibilities with other activities.

Participant Safira noted,

I have started using a planner to organize my tasks and manage my time better. It helps me stay on track with my assignments and other commitments.

### **b. Hybrid Learning Techniques**

Another strategy has been the use of hybrid learning techniques. Some students continue to utilize online resources and tools that were prevalent during the pandemic to complement their offline learning.

Participant Fatimah said,

I still use online forums and educational apps for additional support. Combining these with traditional classroom learning has been very effective.

### **c. Peer Support**

Additionally, peer support has played a crucial role. Forming study groups and participating in group discussions have provided students with emotional and academic support.

Participant Maryam shared,

Being part of a study group has been very helpful. We motivate each other and share resources, which makes learning more enjoyable and less stressful.

### **d. Seeking Feedback**

Students have sought more feedback from their lecturers to improve their understanding and performance.

Participant Aisyah mentioned,

I make it a point to ask for feedback on my assignments and class participation. It helps me know where I stand and what I need to work on.

**e. Using Technology Wisely**

While adjusting to offline learning, students have not completely abandoned the technological tools they used during online learning.

Participant Zainab said,

I still use my tablet for taking notes and accessing online resources. It makes it easier to integrate the benefits of both online and offline learning.

**f. Personal Health Management**

To address ongoing health concerns, students have taken proactive steps to manage their health. This includes wearing masks, maintaining social distancing, and using hand sanitizers regularly.

Participant Khadijah stated,

I always carry hand sanitizer and a mask with me. It helps me feel safer and more comfortable attending classes.

**g. Maintaining Balance Between Academic and Personal Life**

Students have also focused on maintaining a balance between their academic responsibilities and personal life.

Participant Hafsa explained,

I make sure to allocate time for my studies and also for relaxation and hobbies. It helps me stay balanced and reduces stress.

#### **h. Continuous Improvement in Learning Strategies**

Students have been continuously improving their learning strategies by reflecting on their experiences and making necessary adjustments.

Participant Maryam mentioned,

I regularly review my study methods and make changes based on what works best for me. It helps me stay effective and productive.

#### **B. Discussion**

The findings from this study reveal a complex picture of students' perceptions, challenges, and strategies in offline learning post-pandemic. Students generally view offline learning positively, appreciating the enhanced engagement and motivation it provides. However, the transition has been fraught with challenges, including adjusting to structured schedules and re-establishing social interactions.

Effective time management and hybrid learning techniques have emerged as key strategies employed by students to navigate these challenges. The continued use of online tools alongside traditional methods has helped students leverage the strengths of both modes of learning. Peer support and institutional resources have also been instrumental in easing the transition.

Institutions must continue to support students by addressing the challenges identified and promoting strategies that facilitate a smooth transition. This includes providing mental health resources, flexible learning options, and opportunities for social interaction within a safe and supportive environment. By doing so, educational institutions can help students adapt to the new normal and thrive in their academic pursuits.

### **1. Comparison with Previous Studies on Students' Perceptions of Offline Learning**

The positive perceptions of offline learning found in this study are consistent with previous research. For instance, a study by Johnson et al. (2021) also highlighted that face-to-face interactions significantly enhance students' engagement and understanding. Similar to the findings in this research, Johnson et al. found that students felt more motivated and connected in a physical classroom setting.

Furthermore, another study by Williams (2020) found that students preferred offline learning because it offered a more immersive and focused learning environment. This study's findings align with those of Williams, as students in both studies reported feeling more engaged and motivated during face-to-face interactions compared to online sessions.

However, unlike some previous studies that reported a strong preference for online learning due to its flexibility (Smith & Brown, 2020), this study found that while students appreciated the flexibility of online learning, they ultimately valued

the structured and interactive nature of offline classes more. This difference could be attributed to the prolonged period of online learning during the pandemic, which may have led students to crave more direct and personal interactions.

## **2. Challenges Faced by Students**

The challenges faced by students in transitioning back to offline learning align with those identified in earlier studies. For example, research by Lee (2021) found that students struggled with the rigid schedules and physical demands of offline classes after becoming accustomed to the flexibility of online learning. The social interaction challenges noted in this study are also supported by findings from Kim (2020), who reported increased anxiety and discomfort among students re-adjusting to in-person interactions.

One notable difference, however, is the emphasis on health concerns in this study. While previous research primarily focused on academic and social challenges, the participants in this study highlighted ongoing worries about health and safety in crowded classrooms. This reflects the unique context of the COVID-19 pandemic and its lasting impact on students' perceptions. These health concerns are consistent with findings from a study by Garcia (2021), which noted that students remain apprehensive about physical interactions due to the risk of infection.

Additionally, another study by Martinez (2021) emphasized the technological dependency developed during the pandemic, which this study also found to be a significant challenge for students transitioning back to offline

learning. Martinez's research showed that students had become reliant on digital tools for submitting assignments and accessing resources, making the return to traditional methods cumbersome and inefficient.

The challenges identified in this study are consistent with the findings of previous research, but the emphasis on health concerns adds a unique dimension to the understanding of student experiences in the post-pandemic era.

### **3. Strategies Used by Students**

The strategies employed by students to cope with the transition back to offline learning were largely consistent with those found in the literature. Time management, hybrid learning techniques, and seeking peer support were common themes. For instance, Martinez et al. (2021) reported that students used planners and continued to leverage online resources to complement their offline learning, similar to the strategies identified in this study.

A unique finding in this study is the continued use of technology in offline learning environments. While previous studies noted the use of technology mainly during online learning periods, this research highlights that students have integrated these tools into their offline learning practices, suggesting a hybrid approach that combines the benefits of both modes. This finding aligns with research by Patel (2021), who observed that students who effectively integrated technology into their offline learning experienced better academic outcomes and higher satisfaction levels.

Furthermore, the importance of peer support highlighted in this study is supported by findings from Brown (2020), who found that students who engaged in study groups and collaborative learning activities reported higher levels of academic success and personal satisfaction. The emphasis on seeking feedback from lecturers also aligns with the study by Nguyen (2021), which demonstrated that regular and constructive feedback significantly improves students' learning outcomes and confidence.

While the strategies identified are consistent with previous studies, the hybrid approach to using technology in offline learning is a distinctive finding of this research, reflecting the lasting impact of the pandemic on educational practices.

#### **4. Perceptions of Teaching Methods**

The positive views on interactive teaching and practical exercises found in this study echo the results of earlier research. Brown (2020) found that students valued interactive sessions and hands-on activities as they helped in better understanding and retention of material. Continuous assessment was also seen as beneficial, which aligns with the findings of Nguyen (2021), who noted that regular assessments kept students engaged and on track.

Additionally, this study found that the engagement and enthusiasm of lecturers were crucial for motivating students, which is supported by a study by Wilson (2020). Wilson's research showed that students are more likely to participate actively and perform better in classes where lecturers demonstrate passion and commitment to the subject matter.

The availability of diverse learning resources, such as textbooks, online materials, and practical tools, was also appreciated by students in this study. This finding is consistent with the research by Anderson (2020), who emphasized the importance of providing students with a variety of learning resources to cater to different learning styles and needs.

While the perceptions of teaching methods are largely consistent with previous studies, this research highlights the continued importance of lecturer engagement and resource availability in enhancing the offline learning experience.

Moreover, students highlighted the importance of incorporating blended learning techniques, which combine elements of both online and offline methods. They appreciated the flexibility of online resources, such as recorded lectures and digital materials, which allowed them to review content at their own pace. However, they also valued the face-to-face interactions and real-time feedback that offline methods provided. This combination of approaches was seen as the most effective way to enhance their learning experience, catering to different learning styles and ensuring that students could fully grasp the material. The integration of technology into traditional classroom settings was viewed as a way to bridge the gap between the advantages of both online and offline learning environments.

## CHAPTER V

### CONCLUSION AND RECOMENDATION

#### A. Conclusion

The findings from this research indicate that the transition back to offline learning after the COVID-19 pandemic has been a complex experience for students in the English Education Department at UIN Ar-Raniry. Despite the initial challenges, including readjusting to structured schedules and re-establishing social interactions, students generally view offline learning as more effective than online learning. The direct face-to-face interactions provided in an offline setting significantly enhanced their understanding and engagement, which were less prominent in an online environment.

Students expressed a strong preference for the structured and interactive nature of offline learning. They appreciated the immediate feedback from lecturers and the dynamic classroom discussions, which contributed to a more engaging and motivating learning experience. The physical presence of peers and instructors fostered a sense of community that was often lacking in the virtual setting, making offline learning more conducive to collaborative efforts and active participation.

However, the transition was not without its difficulties. Many students faced challenges in readapting to the offline environment, particularly in terms of managing time and overcoming the social anxieties that had developed during the period of isolation. The dependency on technology, which had become second nature during online learning, also posed challenges as students had to revert to

more traditional methods of study and interaction.

The university's support was pivotal in easing this transition. Students acknowledged the efforts made by the institution to provide adequate resources and clear communication throughout the process. This support was crucial in helping students overcome the hurdles associated with the shift back to offline learning, reinforcing the importance of institutional backing in such transitions.

### **B. Recommendations**

Based on the findings and conclusions of this study, several recommendations can be made to further improve the quality of offline learning. First, it is essential for universities to integrate the benefits of technology into traditional teaching methods. By incorporating digital tools that students became accustomed to during online learning, such as interactive platforms and multimedia resources, universities can enhance the learning experience and maintain the engagement levels achieved during the pandemic.

Second, universities should provide ongoing mental and emotional support to help students readjust to the demands of offline learning. This includes offering counseling services, stress management workshops, and peer support networks to address the anxieties and pressures associated with the transition. Ensuring that students have access to these resources will be critical in promoting their overall well-being and academic success.

Third, there should be a focus on fostering social interactions through structured group activities and extracurricular programs. Encouraging students to engage in collaborative projects and social events will help rebuild the sense of community that may have diminished during the period of online learning. These interactions are vital for developing interpersonal skills and creating a supportive learning environment.

Fourth, universities should ensure that the scheduling of classes and academic activities is well-organized and clearly communicated. Clear timetables and consistent routines can help students manage their time more effectively, reducing the stress associated with a more rigid academic structure compared to the flexibility they experienced during online learning.

Finally, further research is recommended to explore the long-term impacts of the transition from online to offline learning. Evaluating the effectiveness of blended learning models, which combine the strengths of both online and offline approaches, will be crucial in developing educational strategies that are adaptable to future challenges. Such research will provide valuable insights into how educational institutions can continue to support students in a post-pandemic world.

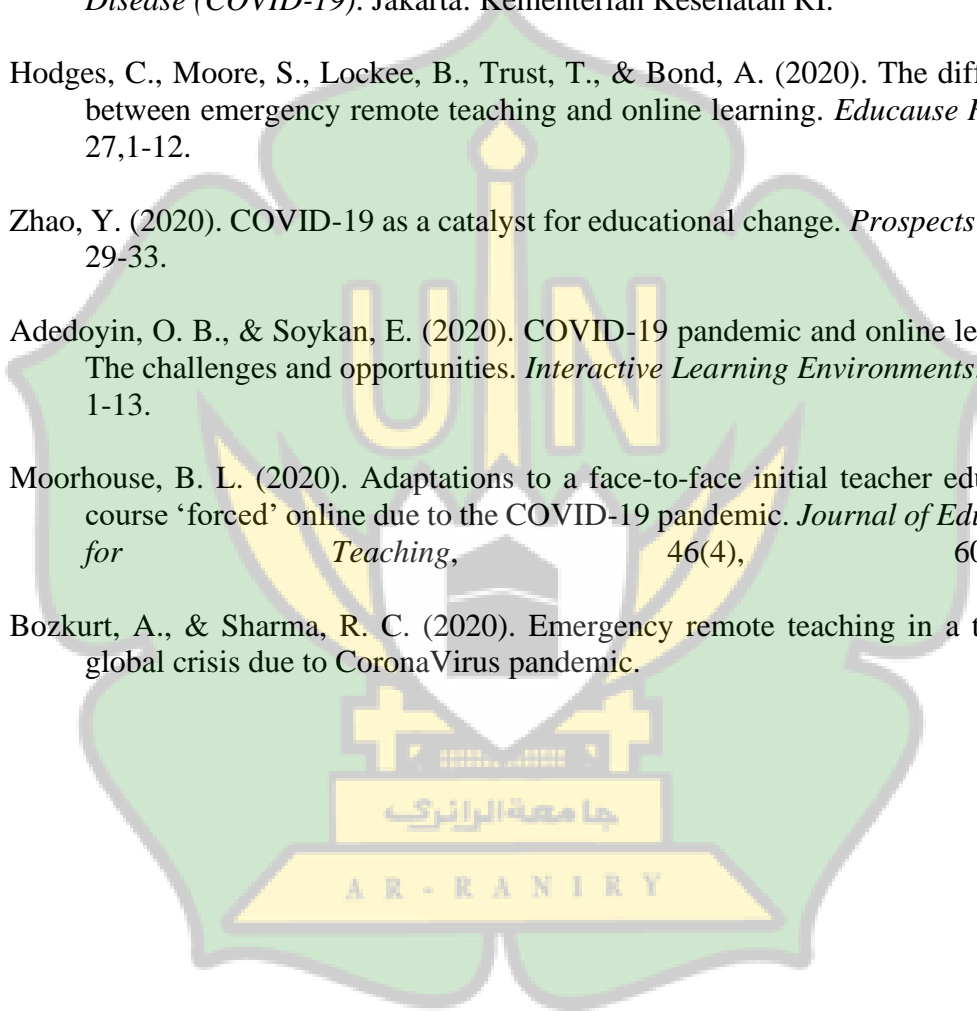
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## Appendix A: Appointment letter of Supervisor




**KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH**  
**NOMOR : B-2415/Un.08/FTK/Kp.07.5/03/2024**

**TENTANG:**  
**PENGGANGKATAN PEMBIMBING SKRIPSI MAHASISWA**

**DENGAN RAHMAT TUHAN YANG MAHA ESA**

**DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH**

Menimbang	<ol style="list-style-type: none"> <li>a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;</li> <li>b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;</li> <li>c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.</li> </ol>								
Mengingat	<ol style="list-style-type: none"> <li>1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional</li> <li>2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen,</li> <li>3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi,</li> <li>4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum,</li> <li>5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi,</li> <li>6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh,</li> <li>7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi &amp; Tata Kerja UIN Ar-Raniry Banda Aceh</li> <li>8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh,</li> <li>9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI,</li> <li>10. Keputusan Menteri Keuangan Nomor 293/KmK/05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum,</li> <li>11. Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh</li> </ol>								
Menetapkan	<b>MEMUTUSKAN</b>								
KESATU KEDUA	<p>Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa</p> <p>Mencabut Keputusan Dekan FTK UIN Ar-Raniry No. B-1317/Un.08/FTK/Kp.07.5/12/2023 Menunjuk Saudara <b>Rahmi, M.TESOL, Ph.D</b></p> <p>Untuk membimbing Skripsi:</p> <table border="0"> <tr> <td>Nama</td> <td>Alisa Auliah</td> </tr> <tr> <td>NIM</td> <td>170203117</td> </tr> <tr> <td>Program Studi</td> <td>Pendidikan Bahasa Inggris</td> </tr> <tr> <td>Judul Skripsi</td> <td>Students' Perception Towards Offline Learning After Covid 19 Pandemic In English Education Department of UIN Ar-Raniry Banda Aceh</td> </tr> </table>	Nama	Alisa Auliah	NIM	170203117	Program Studi	Pendidikan Bahasa Inggris	Judul Skripsi	Students' Perception Towards Offline Learning After Covid 19 Pandemic In English Education Department of UIN Ar-Raniry Banda Aceh
Nama	Alisa Auliah								
NIM	170203117								
Program Studi	Pendidikan Bahasa Inggris								
Judul Skripsi	Students' Perception Towards Offline Learning After Covid 19 Pandemic In English Education Department of UIN Ar-Raniry Banda Aceh								
KETIGA	Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku.								
KEEMPAT	Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025 04 2 423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024.								
KELIMA KEENAM	<p>Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan.</p> <p>Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.</p>								
	<p>Ditetapkan di: Banda Aceh          Pada tanggal: 05 Maret 2024          Dekan:</p>								
<b>Tembusan</b>	<p style="text-align: right;">  <b>Saiful Muluk</b></p> 								
	<ol style="list-style-type: none"> <li>1. Saikan Kementerian Agama RI di Jakarta</li> <li>2. Degan Pendidikan Islam Kementerian Agama RI di Jakarta</li> <li>3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta</li> <li>4. Kantor Pelayanan Perencanaan Negeri (KPPN) di Banda Aceh</li> <li>5. Rektor UIN Ar-Raniry di Banda Aceh</li> <li>6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh</li> <li>7. Yang bersangkutan</li> <li>8. Arsip</li> </ol>								

**Appendix B : Recommendation from The Fakultas Tarbiyah dan Keguruan  
to conduct field research**



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY**  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telepon : 065 1- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-2208/un.09/FTK.1/TL.00/2/2024  
Lamp : -  
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

1. Ketua Prodi Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry
2. Mahasiswa dan Mahasiswi UIN Ar-Raniry (PBI)

Assalamu'alaikum Wr.Wb.  
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **ALISA AULIAH / 170203117**  
Semester/Jurusan : XV / Pendidikan Bahasa Inggris  
Alamat sekarang : Rukoh, Lorong ayah bunda, Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***Students Perceived of Offline learning after Covid-19 Pandemic in English Education Department of UIN Ar-Raniry***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 26 Februari 2024  
an. Dekan  
Wakil Dekan Bidang Akademik dan  
Kelembagaan,



Berlaku sampai : 05 April  
2024

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

### Appendix C : List of Interview Questions

1. Pertanyaan Utama: Bagaimana Anda membandingkan pengalaman belajar Anda secara offline setelah pandemi dengan pengalaman belajar online selama pandemi?

- Penjelasan: Apakah Anda merasa lebih nyaman, terlibat, atau mendapatkan pemahaman yang lebih baik dalam kelas offline dibandingkan saat kelas online? Tolong ceritakan perbedaan yang paling menonjol menurut Anda.

- Alasan: Pertanyaan ini diajukan untuk mengetahui perbedaan langsung dari perspektif mahasiswa tentang efektivitas dan kenyamanan antara pembelajaran offline dan online, yang akan membantu dalam mengidentifikasi faktor-faktor yang mempengaruhi preferensi pembelajaran mereka.

Pertanyaan Utama: Apa tantangan terbesar yang Anda hadapi ketika kembali ke pembelajaran offline setelah belajar online selama pandemi?

- Penjelasan: Apakah ada kesulitan dalam penyesuaian jadwal, interaksi sosial, atau aspek lain dari belajar secara tatap muka yang Anda temukan sulit?
- Alasan: Pertanyaan ini bertujuan untuk mengidentifikasi hambatan yang mungkin menghambat transisi kembali ke pembelajaran offline, sehingga strategi pendukung yang efektif dapat dikembangkan.

Pertanyaan Utama: Menurut Anda, apa kelebihan pembelajaran offline dibandingkan dengan pembelajaran online?

- Penjelasan: Apakah ada aspek tertentu dari pembelajaran tatap muka yang Anda anggap lebih menguntungkan atau lebih efektif dibandingkan saat Anda belajar secara online?
- Alasan: Pertanyaan ini penting untuk memahami aspek-aspek positif dari pembelajaran offline yang mungkin tidak sepenuhnya tergantikan oleh pembelajaran online, sehingga membantu dalam merancang sistem pembelajaran hibrid yang lebih efektif.

Pertanyaan Utama: Bagaimana pendapat Anda tentang dukungan yang diberikan oleh universitas selama transisi kembali ke pembelajaran offline?

- Penjelasan: Apakah Anda merasa mendapat cukup informasi dan sumber daya dari universitas untuk memudahkan kembali ke sistem pembelajaran tatap muka?
- Alasan: Pertanyaan ini menggali seberapa efektifnya dukungan institusional dalam membantu mahasiswa mengatasi potensi kendala transisi, yang bisa menjadi masukan berharga untuk peningkatan kebijakan universitas di masa depan.

Pertanyaan Utama: Apa perubahan yang bisa dilakukan untuk meningkatkan pengalaman pembelajaran offline Anda di masa mendatang?

- Penjelasan: Berdasarkan pengalaman Anda saat ini, apa saja aspek yang menurut Anda perlu ditingkatkan atau diubah dalam pendekatan pembelajaran tatap muka?

- Alasan: Pertanyaan ini bertujuan untuk mendapatkan masukan langsung dari mahasiswa tentang cara-cara yang dapat diterapkan untuk mengoptimalkan pembelajaran offline, yang sangat penting untuk perencanaan strategis pendidikan yang responsif dan inklusif.

Pertanyaan Utama: Apakah ada perbedaan signifikan dalam keterlibatan Anda dalam diskusi kelas atau kegiatan kelompok antara pembelajaran online dan offline?

- Penjelasan: Bagaimana perbandingan interaksi Anda dengan teman sekelas dan dosen dalam pembelajaran offline dibandingkan saat online?
- Alasan: Pertanyaan ini diarahkan untuk menggali perbedaan dalam dinamika kelas dan interaksi sosial yang mungkin mempengaruhi kualitas pembelajaran dan partisipasi mahasiswa.

Pertanyaan Utama: Bagaimana Anda menilai efektivitas materi pembelajaran yang disampaikan secara offline dibandingkan saat online?

- Penjelasan: Apakah Anda merasa materi lebih mudah dipahami atau lebih menantang saat diajarkan secara tatap muka?
- Alasan: Tujuan dari pertanyaan ini adalah untuk menilai persepsi mahasiswa terhadap kualitas dan pengiriman konten pendidikan dalam berbagai modus pembelajaran.

Pertanyaan Utama: Apakah Anda merasa dosen lebih mudah diakses untuk pertanyaan atau bimbingan saat pembelajaran offline dibandingkan saat online?

- Penjelasan: Apakah Anda merasa lebih nyaman mengajukan pertanyaan atau diskusi dengan dosen secara langsung daripada melalui media digital?
- Alasan: Pertanyaan ini bertujuan untuk mengetahui apakah transisi kembali ke pembelajaran offline mempengaruhi ketersediaan dan aksesibilitas dosen terhadap mahasiswa.

Pertanyaan Utama: Apakah ada aspek dari pembelajaran online yang Anda rindukan setelah kembali ke pembelajaran offline?

- Penjelasan: Apakah ada keuntungan tertentu dari pembelajaran online yang Anda anggap hilang dalam pembelajaran offline?
- Alasan: Pertanyaan ini menggali aspek-aspek pembelajaran online yang mungkin memiliki nilai positif yang tidak ditemukan dalam pengaturan pembelajaran offline, memberikan wawasan tentang integrasi metode pembelajaran yang mungkin diperlukan.

Pertanyaan Utama: Bagaimana pandangan Anda tentang keseimbangan antara kehidupan pribadi dan akademis dalam konteks pembelajaran offline dibandingkan dengan online?

- Penjelasan: Apakah Anda merasa lebih mudah atau lebih sulit mengelola waktu dan tanggung jawab pribadi Anda dengan format pembelajaran offline?
- Alasan: Pertanyaan ini bertujuan untuk mengevaluasi bagaimana pembelajaran offline mempengaruhi pengelolaan waktu dan keseimbangan kehidupan

mahasiswa, yang bisa menjadi faktor penting dalam merancang sistem pendidikan yang lebih fleksibel dan mendukung.

### Interview Transcripts with Participants

#### 1. Informan penelitian : Aisyah (2021)

No	Pertanyaan	Hasil wawancara
1	Pertanyaan Utama: Bagaimana Anda membandingkan pengalaman belajar Anda secara offline setelah pandemi dengan pengalaman belajar online selama pandemi?	Perbedaan kelas online dan offline menurut saya paling signifikan adalah lingkungan kelas nya lebih enjoy saat kelas offline karena akses yg lebih mudah seperti saat bertanya lebih mudah karena dapat tatap muka langsung dengan dosen. Efektifitas dari belajar secara offline jauh lebih efektif dibandingkan belajar secara online
2	Pertanyaan Utama: Bagaimana Anda membandingkan pengalaman belajar Anda secara offline setelah pandemi dengan pengalaman belajar online selama pandemi?	Yang saya rasakan setelah kembali belajar secara offline pastinya ada penyesuaian kembali dengan sistem belajar offline, seperti berbaur dengan orang-orang dan juga beradaptasi dengan lingkungan kampus karena sebelumnya pun belajar nya secara online dikarenakan covid dan masih banyak lagi hal baru yang butuh penyesuaian

		kembali.
3	Pertanyaan Utama: Menurut Anda, apa kelebihan pembelajaran offline dibandingkan dengan pembelajaran online?	Banyak kelebihan belajar secara offline daripada belajar secara online. Dimana kita dapat tatap muka langsung dengan Dosen dan juga kawan-kawan, hal itu membantu kita untuk menjaga interaksi sosial dengan dosen dan juga kawan-kawan yang dimana hal itu tidak mungkin bisa kita dapatkan saat belajar secara online. Selain itu dari proses pembelajarannya pun lebih mudah dan efektif karena dosen juga dapat dengan mudah mengajarkan kepada anak didiknya, dan kita juga dapat lebih mudah mencerna ilmu-ilmu yang didapatkan secara langsung daripada online.
4	Pertanyaan Utama: Bagaimana pendapat Anda tentang dukungan yang diberikan oleh universitas selama transisi kembali ke pembelajaran	Menurut saya Universitas sudah memberikan akses yang cukup kepada mahasiswa-mahasiswi dalam mendukung belajar tatap muka lagi. Banyak kontribusi yang diberikan oleh pihak universitas dalam transisi pembelajaran secara online ke

	offline?	offline
5	<p>Pertanyaan Utama: Apa perubahan yang bisa dilakukan untuk meningkatkan pengalaman pembelajaran offline Anda di masa mendatang?</p>	<p>Menurut saya untuk saat ini udah oke, kelas sudah dibuka, dosennya pun sudah bisa tatap muka dan dapat beraktivitas seperti sediakala. Pembelajarannya pun sudah berjalan seperti sedia kala, jadi menurut saya untuk saat ini sudah bagus-bagus aja tidak ada yg perlu diubah lagi.</p>
6	<p>Pertanyaan Utama: Apakah ada perbedaan signifikan dalam keterlibatan Anda dalam diskusi kelas atau kegiatan kelompok antara pembelajaran online dan offline?</p>	<p>Perbandingan diskusi kelas secara online dan offline menurut saya, kalau online kita lebih acuh tak acuh gitu karena kita kan belum pernah ketemu dan berinteraksi langsung dengan orang-orang sehingga kita seperti ada jarak dengan yang lain. Sedangkan diskusi kelas secara offline lebih membangun rasa kerja sama antar sesama, dibandingkan dengan diskusi online.</p>

7	<p>Pertanyaan Utama: Bagaimana Anda menilai efektivitas materi pembelajaran yang disampaikan secara offline dibandingkan saat online?</p>	<p>Untuk materi dan pembelajaran secara offline lebih efektif dan menantang dibandingkan belajar secara online. Karena online menurut saya kita itu hampir tidak belajar dikarenakan lingkungan dan suasana kelas secara online dan offline sangat berbeda hal itu yang menyebabkan kurang fokus dalam belajar secara online.</p>
8	<p>Pertanyaan Utama: Apakah Anda merasa dosen lebih mudah diakses untuk pertanyaan atau bimbingan saat pembelajaran offline dibandingkan saat online?</p>	<p>Untuk hal tersebut saya sangat merasakan kelebihan di offline dikarenakan kita bisa konsultasi langsung dengan dosen dan tatap muka langsung dengan dosen. Akses yang didapatkan juga lebih mudah dengan belajar offline dikarenakan tidak perlu susah payah untuk menghubungi dosen dulu secara online.</p>
9	<p>Pertanyaan Utama: Apakah ada aspek dari pembelajaran online yang Anda rindukan</p>	<p>Mungkin yang dirindukan seperti proses belajar secara online melalui zoom google meet, classroam. Cuma untuk yang</p>

	setelah kembali ke pembelajaran offline?	drindukan dari belajar online tidak ada secara signifikan.
10	Pertanyaan Utama: Bagaimana pandangan Anda tentang keseimbangan antara kehidupan pribadi dan akademis dalam konteks pembelajaran offline dibandingkan dengan online?	Saya pribadi tidak merasakan seperti itu, karena namanya tanggung jawab saya selalu mengutamakan saya sebagai mahasiswa untuk mengutamakan akademis saya tetapi tetap menjaga keseimbangan kehidupan pribadi saya dengan selalu menjaga kesehatan fisik dan mental dan masih. Pandai-pandai kita dalam mengatur waktu saja.

## 2. Fatimah (2021)

No	Pertanyaan	Hasil wawancara
1	Pertanyaan Utama: Bagaimana Anda membandingkan pengalaman belajar Anda	Menurut pendapat saya selama belajar online bagi saya waktunya tidak efisien, karena banyaknya mahasiswa saat di rumah

	secara offline setelah pandemi dengan pengalaman belajar online selama pandemi?	terganggu dengan pekerjaan dirumah. Sedangkan saat belajar secara offline saya dapat dengan mudah menangkap materi yang di ajarkan oleh dosen.
2	Pertanyaan Utama: Bagaimana Anda membandingkan pengalaman belajar Anda secara offline setelah pandemi dengan pengalaman belajar online selama pandemi?	Untuk kesulitan sejauh ini seringkali bantakan deadline tugas antar mata kuliah selama seminggu dikarenakan jadwal mata kuliah yang berdekatan. Dan lebih banyak nya tugas daripada pembelajaran saat belajar secara online.
3	Pertanyaan Utama: Menurut Anda, apa kelebihan pembelajaran offline dibandingkan dengan pembelajaran online?	Yang paling menguntungkan selama belajar offline itu adalah kita lebih mudah berinteraksi secara langsung baik itu dalam pembelajaran ataupun konsultasi dengan dosen
4	Pertanyaan Utama: Bagaimana pendapat Anda tentang dukungan yang diberikan oleh universitas selama transisi kembali ke pembelajaran offline?	Sejauh ini selama pembelajaran offline nyaman aja sih, baik itu ruangnya, kawan-kawan dan lingkungan kampusnya sangat baik, mudah untuk beradaptasi.

5	<p>Pertanyaan Utama: Apa perubahan yang bisa dilakukan untuk meningkatkan pengalaman pembelajaran offline Anda di masa mendatang?</p>	<p>Untuk pembelajaran tatap muka sebagian dosen masih ada beberapa yang datang tidak tetap waktu atau sesuai dengan jadwal pembelajaran. Atau masih ada dosen yang juga mengantikan jadwal atau memindahkan kelas kembali ke online.</p>
6	<p>Pertanyaan Utama: Apakah ada perbedaan signifikan dalam keterlibatan Anda dalam diskusi kelas atau kegiatan kelompok antara pembelajaran online dan offline?</p>	<p>Lebih enak offline daripada online, karena kita dapat langsung jumpa dengan kawan-kawan dan mudah belajar secara berkelompok daripada belajar sendiri-sendiri seperti saat belajar online.</p>
7	<p>Pertanyaan Utama: Bagaimana Anda menilai efektivitas materi pembelajaran yang disampaikan secara offline dibandingkan saat online?</p>	<p>Secara tatap muka menurut saya lebih mudah dipahami karena kita bisa langsung bertanya secara tatap muka dengan dosen</p>
8	<p>Pertanyaan Utama: Apakah Anda merasa dosen lebih mudah diakses untuk pertanyaan atau bimbingan</p>	<p>Menurut saya lebih mudah offline, karena akses nya lebih mudah secara offline daripada online.</p>

	saat pembelajaran offline dibandingkan saat online?	
9	Pertanyaan Utama: Apakah ada aspek dari pembelajaran online yang Anda rindukan setelah kembali ke pembelajaran offline?	Sejauh ini tidak ada yang dirindukan dari belajar online
10	Pertanyaan Utama: Bagaimana pandangan Anda tentang keseimbangan antara kehidupan pribadi dan akademis dalam konteks pembelajaran offline dibandingkan dengan online?	Sejauh ini tanggung jawab saya selama kuliah lebih mudah secara offline karena jadwal kuliah nya lebih terstruktur daripada belajar secara online

### 3. Zahra (2021)

No	Pertanyaan	Hasil wawancara
1	Pertanyaan Utama: Bagaimana Anda membandingkan	Menurut saya pribadi, pengalaman belajar secara online sangat melelahkan dimana

	<p>pengalaman belajar Anda secara offline setelah pandemi dengan pengalaman belajar online selama pandemi?</p>	<p>dalam proses belajar dosen hanya menjelaskan materi pembelajaran secara sekilas saja dan memberikan tugas. Sedangkan secara tatap muka akses yang diperlukan sama mahasiswa sangat mudah, dikarenakan kita dapat tanya langsung dengan dosen</p>
2	<p>Pertanyaan Utama: Bagaimana Anda membandingkan pengalaman belajar Anda secara offline setelah pandemi dengan pengalaman belajar online selama pandemi?</p>	<p>Tantangan dalam pengalaman belajar saya secara online salah satunya sangat sulit memahami materi secara online, berbanding terbalik dengan Belajar secara offline yang mana kita dapat bertanya kepada dosen dan juga dapat belajar juga dengan kawan-kawan dikampus.</p>
3	<p>Pertanyaan Utama: Menurut Anda, apa kelebihan pembelajaran offline dibandingkan dengan pembelajaran online?</p>	<p>Menurut saya pembelajaran offline memberikan banyak kelebihan seperti memudahkan guru atau dosen untuk memberikan materi dengan jelas dikarenakan mudahnya akses antar dosen dengan anak didiknya.</p>
4	<p>Pertanyaan Utama: Bagaimana pendapat Anda tentang</p>	<p>Menurut saya sangat jelas, informasi yang diberikan kepada saya sangat jelas seperti</p>

	dukungan yang diberikan oleh universitas selama transisi kembali ke pembelajaran offline?	surat edaran dari pihak kampus tentang belajar secara offline kembali. Transisi yang diberikan oleh pihak kampus juga sangat baik dan terstruktur dimana jadwal-jadwal pembelajarannya jelas kapan belajar secara offline ataupun sebaliknya
5	Pertanyaan Utama: Apa perubahan yang bisa dilakukan untuk meningkatkan pengalaman pembelajaran offline Anda di masa mendatang?	Menurut saya mungkin tenaga pendidik dapat improve ataupun mengkolaborasi pembelajaran online dengan offline dengan memanfaatkan aplikasi-aplikasi yang ada seperti quiziz atau yang lainnya. Jadi guru-guru tidak hanya memaparkan materi saja ataupun hanya kerja kelompok dalam bentuk presentasi, tetapi guru-guru juga dapat memanfaatkan aplikasi seperti quiziz untuk mengasah pemahaman anak didiknya.
6	Pertanyaan Utama: Apakah ada perbedaan signifikan dalam keterlibatan Anda dalam diskusi kelas atau kegiatan kelompok antara pembelajaran online dan	Sangat jelas perbedaan antara diskusi secara online dan offline. Dimana Diskusi secara online dilakukan melalui grup dalam bentuk online tidak tatap muka langsung. Dimana diskusi secara offline lebih mudah dilakukan dimana kita bisa menjelaskan secara detail

	offline?	apa yang ingin kita diskusikan melalui mulut kita langsung tanpa harus mengetik dulu seperti dskusi online.
7	Pertanyaan Utama: Bagaimana Anda menilai efektivitas materi pembelajaran yang disampaikan secara offline dibandingkan saat online?	Menurut saya 100x lebih efektif belajar secara offline menurut pengalaman saya hingga hari ini.
8	Pertanyaan Utama: Apakah Anda merasa dosen lebih mudah diakses untuk pertanyaan atau bimbingan saat pembelajaran offline dibandingkan saat online?	Menurut saya pribadi lebih muda ketika offline
9	Pertanyaan Utama: Apakah ada aspek dari pembelajaran online yang Anda rindukan setelah kembali ke pembelajaran offline?	Tidak ada sama sekali, selama pengalaman saya belajar secara online tidak hal yang istimewa. Lebih banyak melelahkannya.
10	Pertanyaan Utama: Bagaimana pandangan Anda tentang	Lebih sulit mengatur waktu saat belajar offline dimana dikarenakan jarak tempuh

	<p>keseimbangan antara kehidupan pribadi dan akademis dalam konteks pembelajaran offline dibandingkan dengan online?</p>	<p>saya ke kampus cukup jauh dimana memakan waktu, tenaga dan juga biaya. Sedangkan belajar secara online waktu yang saya dapat kan lebih luang karena kita hanya stay dan beraktifitas dirumah saja.</p>

#### 4. Maryam (2019)

No	Pertanyaan	Hasil wawancara
1	<p>Pertanyaan Utama: Bagaimana Anda membandingkan pengalaman belajar Anda secara offline setelah pandemi dengan pengalaman belajar online selama pandemi?</p>	<p>Perbedaan dari kelas online dan offline menurut saya kalau kelas online kita Cuma menerima materi belajar lewat laptop dan hanya mendengarkan saja, hal itu menyebabkan susah memahami materi yang didapatkan. Sedangkan kelas offline kita lebih paham karena dosen pun lebih leluasa dalam menjelaskan dan memberikan materi pembelajaran.</p>
2	<p>Pertanyaan Utama: Bagaimana Anda membandingkan pengalaman belajar Anda</p>	<p>Tantangannya mungkin agak kurang dalam pemahaman dan cara belajar secara offline, harus membiasakan lagi dalam belajar</p>

	secara offline setelah pandemi dengan pengalaman belajar online selama pandemi?	offline, Karena sudah nyaman dengan belajar online
3	Pertanyaan Utama: Menurut Anda, apa kelebihan pembelajaran offline dibandingkan dengan pembelajaran online?	Kelebihan belajar offline lebih banyak ya dibandingkan belajar online. Karena kita dapat lebih fokus menyimak yang diajarkan dosen dikarenakan proses pembelajaran secara khusus berada dikelas berbeda saat online masing-masing dari kita belajar dirumah masing-masing
4	Pertanyaan Utama: Bagaimana pendapat Anda tentang dukungan yang diberikan oleh universitas selama transisi kembali ke pembelajaran offline?	Sesudah melewati masa online ketika balik ke kampus pastinya kampus juga memberikan fasilitas yang memadai demi mendukung mahasiswa mahasiswa dalam menjalankan kembali pembelajaran secara online
5	Pertanyaan Utama: Apa perubahan yang bisa dilakukan untuk meningkatkan pengalaman pembelajaran	Yang pastinya untuk kedepannya lebih semangat lagi dalam belajar dan untuk gurunya juga lebih bisa eksplor metode belajar yang baru yang dapat memudahkan

	offline Anda di masa mendatang?	mahasiswa paham dengan materi yang diajarkan, dan yang paling penting lebih tepat waktu.
6	Pertanyaan Utama: Apakah ada perbedaan signifikan dalam keterlibatan Anda dalam diskusi kelas atau kegiatan kelompok antara pembelajaran online dan offline?	Untuk diskusi kelompok secara offline itu diskusi nya lebih dapat dibandingkan saat diskusi secara online. Ketika diskusi secara offline kita lebih mudah bertukar pikiran antar sesama kawan diskusi, sedangkan kalau online diskusi nya hanya sekedar tanya jawab saja, dan hampir semua lebih malas saat diskusi secara online.
7	Pertanyaan Utama: Bagaimana Anda menilai efektivitas materi pembelajaran yang disampaikan secara offline dibandingkan saat online?	Efektifitas jauh lebih bagus secara offline, karena materi dikasih lebih lengkap dan juga lebih mudah dimengerti.
8	Pertanyaan Utama: Apakah Anda merasa dosen lebih mudah diakses untuk	Ketika online akses untuk bimbingan lebih susah dikarenakan dosen pun mungkin ada kesibukan masing-masing dan susah untuk

	<p>pertanyaan atau bimbingan saat pembelajaran offline dibandingkan saat online?</p>	<p>meluangkan waktunya. Sedangkan Offline lebih mudah karena dosen juga dikampus akses untuk jumpa dengan dosen lebih mudah.</p>
9	<p>Pertanyaan Utama: Apakah ada aspek dari pembelajaran online yang Anda rindukan setelah kembali ke pembelajaran offline?</p>	<p>Dari online mungkin cuma sesi saat bercanda-canda via whatsApp grup sih.</p>
10	<p>Pertanyaan Utama: Bagaimana pandangan Anda tentang keseimbangan antara kehidupan pribadi dan akademis dalam konteks pembelajaran offline dibandingkan dengan online?</p>	<p>Ketika kembali Pembelajaran tatap muka, kita lebih bertanggung jawab karena kita harus tepat waktu sesuai jadwal mata kuliah. Sedangkan saat online banyak yang saya perhatikan banyak teman-teman saya yang lupabahwa ada kelas dan lupa absen, dan jadwal pelajaran kadang sering berubah saat online</p>

## 5. Khadijah(2019)

No	Pertanyaan	Hasil wawancara
1	<p>Pertanyaan Utama: Bagaimana Anda membandingkan pengalaman belajar Anda secara offline setelah pandemi dengan pengalaman belajar online selama pandemi?</p>	<p>Untuk pemahaman dalam belajar lebih enak secara offline karena kita dapat bertatap langsung dengan dosennya, sedangkan secara online untuk berinteraksi nya sangat terbatas, karena jarak yang berbeda bikin kurang nyaman dalam belajar.</p>
2	<p>Pertanyaan Utama: Bagaimana Anda membandingkan pengalaman belajar Anda secara offline setelah pandemi dengan pengalaman belajar online selama pandemi?</p>	<p>Kendala nya mungkin saking seringnya online, jadinya tidak terbiasa lagi dengan tatap muka, merasa canggung juga dengan suasana baru saat belajar offline</p>
3	<p>Pertanyaan Utama: Menurut Anda, apa kelebihan pembelajaran offline dibandingkan dengan pembelajaran online?</p>	<p>Perbandingannya mungkin kita ambil salah satu seperti untuk mengerjakan tugas lebih enak online karena tugas yang diberikan itu sendiri-sendiri lebih fleksibel tidak terlalu bergantung dengan yang lain dan waktunya biasa lebih lama saat mengumpulkan. Sedangkan untuk offline biasanya tugas</p>

		yang diberikan harus disiapkan ditempat langsung, lebih berasa pressure atau tekanannya lah saat menyelesaikan tugas.
4	Pertanyaan Utama: Bagaimana pendapat Anda tentang dukungan yang diberikan oleh universitas selama transisi kembali ke pembelajaran offline?	Untuk kemudahannya seperti biasa saat awal-awal belajar kayak dulu gaada perbedaan yang signifikan. Paling kendala nya saat masuk kekelas baru harus meyesuaikan kembali atau beradaptasi dengan lingkungan kelasnya juga kadang lupa kelas nya dimana saking lamanya belajar secara online.
5	Pertanyaan Utama: Apa perubahan yang bisa dilakukan untuk meningkatkan pengalaman pembelajaran offline Anda di masa mendatang?	Fasilitas mungkin dengan dibekali dengan wifi gratis agar mahasiswa dapat memaksimalkan perkembangan teknologi saat pembelajaran, dan juga fasilitas – fasilitas lain juga di tingkatkan agar mahasiswa yang kembali belajar secara tatap muka nyaman dengan fasilitas yang telah disediakan kampus.
6	Pertanyaan Utama: Apakah ada perbedaan signifikan dalam keterlibatan Anda	Perbedaan pasti ada, yang pasti saat diskusi secara offline lebih enak interaksi dengan teman, sedangkan saat online diskusi

	dalam diskusi kelas atau kegiatan kelompok antara pembelajaran online dan offline?	terbatas kadang ada teman yang tidak dapat online ada yang ketiduran dan masih banyak lagi kendala saat diskusi online
7	Pertanyaan Utama: Bagaimana Anda menilai efektivitas materi pembelajaran yang disampaikan secara offline dibandingkan saat online?	Dari segi pemahaman, keefektifitasnya lebih maksimal di offline karena kita secara langsung melihat praktik pembelajarannya sedangkan lewat online mungkin materi secara sekilas melalui video
8	Pertanyaan Utama: Apakah Anda merasa dosen lebih mudah diakses untuk pertanyaan atau bimbingan saat pembelajaran offline dibandingkan saat online?	Lebih enak pas offline, karena pas online lebih condong menanyakan sekedar informasi saja, untuk konsultasi lebih enak secara tatap muka
9	Pertanyaan Utama: Apakah ada aspek dari pembelajaran online yang Anda rindukan setelah kembali ke pembelajaran offline?	Paling dari tugas dan pengerjaan soal yang lebih fleksibel dan waktu luang saat online lebih banyak
10	Pertanyaan Utama: Bagaimana	Kalau menurut saya lebih fleksibel online

	<p>pandangan Anda tentang keseimbangan antara kehidupan pribadi dan akademis dalam konteks pembelajaran offline dibandingkan dengan online?</p>	<p>daripada offline, karena kita bisa mengerjakannya dari rumah sedangkan saat offline kita harus prefer atau siap-siap sat kekampus untuk persiapan masuk kelas.</p>

#### 6. Hafsa (2019)

No	Pertanyaan	Hasil wawancara
1	<p>Pertanyaan Utama: Bagaimana Anda membandingkan pengalaman belajar Anda secara offline setelah pandemi dengan pengalaman belajar online selama pandemi?</p>	<p>Jadi menurut saya, Kelas online ada terlibat tetapi tidak seterlibat dengan kelas offline dalam pembelajaran. Kenapa, karena dikelas yang offline kita lebih merasakan suasana belajar bersama teman-teman dan juga dengan dosen sehingga kita lebih fokus dalam belajar. Sedangkan belajar online Suasana nya gak dapat dan gagal fokus dalam belajar.</p>

2	<p>Pertanyaan Utama: Bagaimana Anda membandingkan pengalaman belajar Anda secara offline setelah pandemi dengan pengalaman belajar online selama pandemi?</p>	<p>Kalau menurut saya adaptasinya lagi ya karena kan biasanya offline tiba-tiba jadi online. Setelah beradaptasi dengan belajar online yang lumayan lama kita harus balik lagi kembali belajar offline. Harus menyesuaikan kembali dengan lingkungan kampus, dosen-dosen dan juga teman-teman sekitar.</p>
3	<p>Pertanyaan Utama: Menurut Anda, apa kelebihan pembelajaran offline dibandingkan dengan pembelajaran online?</p>	<p>Seperti yang saya sampaikan tadi belajar secara offline lebih mendapat suasana dan kita pun dalam belajar lebih fokus. Karena suasana didalam kelas berbeda dengan saat belajar sendiri di rumah. Sedangkan saat belajar online tetap fokus Cuma tidak semaksimal ataupun tidak sefokus saat offline.</p>
4	<p>Pertanyaan Utama: Bagaimana pendapat Anda tentang dukungan yang diberikan oleh universitas selama transisi kembali ke pembelajaran offline?</p>	<p>Ia sejauh ini menurut saya cukup, dan juga banyak dukungan dari dosen dan fasilitas-fasilitas yang disediakan universitas kepada mahasiswa untuk terus belajar secara konsentrasi bagus dalam kelas secara tatap muka</p>

5	<p>Pertanyaan Utama: Apa perubahan yang bisa dilakukan untuk meningkatkan pengalaman pembelajaran offline Anda di masa mendatang?</p>	<p>Perubahan , mungkin menurut saya lebih kedalam metode belajar sangat berbeda antar belajar secara online dengan belajar secara offline. Kalau secara offline kita lebih mudah dalam berdiskusi dengan kawan-kawan, danjuga lebih banyak materi yang didapatkan. Kalau untuk online mungkin susah ya, untuk berkomunikasi dengan kawan-kawan.</p>
6	<p>Pertanyaan Utama: Apakah ada perbedaan signifikan dalam keterlibatan Anda dalam diskusi kelas atau kegiatan kelompok antara pembelajaran online dan offline?</p>	<p>Kalau yang online saat diskusi kita bisa saling berdiskusi dimanapun walau beda tempat, waktu nya pun bisa kita sesuaikan bisa dibilang fleksibel. Cuma kalau yang offline enak kita bisa tatap muka langsung dengan kawan diskusi kita, saat pingin komplek atau memberikan masukan dapat lebih mudah tidak terganggu dengan yang namanya koneksi atau jaringan lelet.</p>
7	<p>Pertanyaan Utama: Bagaimana Anda menilai efektivitas materi pembelajaran yang disampaikan secara offline</p>	<p>Sebenarnya materi nya itu sama-sama, tetapi ketika kita mengalami kendala atau masalah mengenai pemahaman materi . Kita lebih mudah belajar secara offline karena kita</p>

	dibandingkan saat online?	dapat tatap muka langsung dengan dosennya. Sedangkan yang di online itu, mungkin saat kita mau tanya kadang mengalami gangguan koneksi yang menghambat jalannya pembelajaran, habistu waktu yang terbatas yang dimana kawan-kawan lain juga ingin bertanya yang menyebabkan kita pun kadang gak mendapatkan kesempatan bertanya ke dosen
8	Pertanyaan Utama: Apakah Anda merasa dosen lebih mudah diakses untuk pertanyaan atau bimbingan saat pembelajaran offline dibandingkan saat online?	Menurut saya itu balik lagi tergantung dosennya masing-masing. Terkadang ada dosen yang lebih aktif atau leluasa saat belajar secara online ataupun sebaliknya ada dosen yang lebih leluasa atau mudah dijumpai saat proses belajar offline. Namun menurut saya, tetap lebih enak ketemu dosen secara langsung kalau saat kita penge konsultasi dibandingkan dengan online
9	Pertanyaan Utama: Apakah ada aspek dari pembelajaran online yang Anda rindukan setelah kembali ke	Salah satu aspeknya itulah tadi yang menurut saya, fleksibilitasnya lebih tinggi daripada yang offline

	pembelajaran offline?	
10	Pertanyaan Utama: Bagaimana pandangan Anda tentang keseimbangan antara kehidupan pribadi dan akademis dalam konteks pembelajaran offline dibandingkan dengan online?	Sebenarnya kalau kita lebih mengutamakan pembelajaran sebagai mahasiswa ya pasti kita harus tetap mengutamakan perkuliahan dulu, saat kuliah tatap muka otomatis kita menfokuskan datang untuk masuk kelas berbeda saat kelas online, kita agak susah dalam mengatur waktunya karena jadwal perkuliahan saat online dapat berubah tergantung sikon(kondisi) yang menyebabkan kita lalai. Hal itu yang menjadi keunggulan offline, kita jadi lebih mengutamakan masuk kelas dan tidak menunda-nunda.

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