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Digital to Face-To-Face Classes: Students' Challenges during the Transitions of Educational Modes

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ABSTRACT

Challenges, according to we, are a part of life that we encounter but will be overcome with enough planning, time management, hard work, and effort. The study aimed to determine the challenges encountered by the students during the transition of learning modality: Digital to face-to-face, and was conducted in a way of mixed method research to be able to find answers to the guide questions, one was answered in a way of a quantitative approach, other was answered qualitatively and the last question could be answered in a mixed-method way. This research study sought to use a total of 113 samples from senior high school students at the designated location. Through both online and in-person interactions, we gathered data from respondents.

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1. INTRODUCTION

The COVID-19 initiative has given us the option to embrace online learning then educational systems must keep up with the prompt advancement of new technology. Information and communication technologies, which have an impact on every part of life, are actively incorporated into the field of education. Given contemporary advancements, technology use in education has become inevitable for both social and personal reasons. Online education is one use of information and communication technology made possible by technological breakthroughs. Due to the pandemic (COVID-19), face-to-face education has all but disappeared, while the value of online education has greatly increased. These changes or developments have brought the educational systems of different educational institutions to allow themselves to migrate to full-blast online learning until face-to-face instruction is approved again. In the country of Thailand, some students have struggled with their demanding daily routine. They have found themselves feeling more restless and even more anxious than usual (Sangsawang, 2020).

Cras aliquet nisi rutrum, sagittis enim id, sodales augue. Suspendisse venenatis metus nec We believe that obstacles are a natural part of life and can be surmounted with sufficient preparation, effective time management, diligence, and hard work. The purpose of the study was to ascertain the difficulties students faced when switching learning modalities: To obtain answers to the guide questions, the research was done using a combination of methods, from digital to face-to-face. One question was answered using a quantitative approach, another by a qualitative one, and the final question may be answered using a combination of methods. In total, one hundred thirteen senior high school students at the specified location were sampled for this research study. We collected data from respondents through both in-person and online interactions.

2. METHODS

We used the mixed method design with the sequential explanatory approach in which the quantitative part of the study came before the qualitative part of the study. This study aimed to know the challenges faced by students during the diversion of Digital and face-to-face classes. In the first phase. We distributed the validated questionnaire to the participants and collected the responses, and in the second phase, we interviewed selected participants and analyzed the collected data. We used purposive and convenient sampling in choosing the Respondents of the study. A convenience sample is obtained from a convenient source for the researcher. Convenience sampling does not distinguish between participant characteristics. Purposive sampling, on the other hand, focuses on selecting participants who have characteristics related to the research study. This research study attempted to use one hundred thirteen samples of senior high school students at the specified location of the study. We collected data from respondents through both online and in-person interactions.

To collect quantitative data for the study, we used printed questionnaires for face-to-face interactions; if respondents preferred an online questionnaire, we sent a private message online questionnaire using the Messenger application. The five (5)-point Likert scale system was used in survey questionnaires to assess respondents' level of agreement.

We used the five-point Likert scale that respondents filled out for the following qualitative issues. Using the five-point Likert scale, respondents were able to express their thoughts and opinions on the following topic. We conducted a face-to-face interview.

We also used the Chi-Square, a statistical test used to compare observed results with expected results. The aim is to determine if a difference between observed data and expected data is due to chance, or if it is due to a relationship between the variables you are studying.

3. RESULTS AND DISCUSSION

Face-to-face instruction involves delivering course material and curriculum to a group of students in person. This makes it possible for a student and teacher to communicate in real time. It is the most conventional kind of instruction in learning. Increased engagement amongst students is beneficial for learners as well. In in-person instruction, students are responsible for their development at the designated meeting time and date. In addition to ensuring that students retain and understand the material better, in-person instruction allows students to form close bonds with one another. Face-to-face instruction is essentially teacher-centered and varies greatly between cultural contexts. In favor of meeting the requirements of each individual student, many contemporary education systems have essentially moved away from conventional face-to-face forms of instruction (Nasution & Nandiyanto, 2021).

The study explored the challenges of students switching from digital to face-to-face learning. It used mixed methods to answer five questions: two quantitative, two qualitative, and one mixed. It also examined the relationship between demographic factors and the level of challenges.

As a result of the study and to improve the study, the following are hereby suggested. Further studies about the challenges the students faced and/or currently facing before the transition of learning modes, such as this one, may be conducted to further understand the struggles of the students not only with their academic responsibilities but their non-academic responsibilities as well.

There are several points:

- (i) Explore more about this topic to understand how students were able to cope and face the challenges that surfaced during and after the transition of learning modes.
- (ii) Support the students who were affected by the transition of learning modes. The graduating students back then not only struggled with their graduation, but from the pandemic, their responsibilities, and their peers.
- (iii) Minimize the pressure given to the students. The students are struggling with both academic and non-academic responsibilities, and mitigating the pressure and expectations given to them will boost their self-esteem and productivity.
- (iv) To encourage students to set themselves attainable goals. A distinct idea of what you want to achieve can inspire you and direct your activities.
- (v) Manage your time wisely. Plan, prioritize your tasks, and avoid procrastination. Use a calendar or a planner to keep track of your deadlines and commitments.
- (vi) Ask for advice and assistance. Never be embarrassed to ask for assistance when you need it. Look for a peer group, mentor, tutor, or friend who can provide you with advice and encouragement. Improve your talents by learning from your errors.

Finally, this study is in good agreement with current conditions, relating to digitalization in education. Also, this has been explained well in previous reports (see **Table 1**).

Even the Philippines and its people did not get away with the situation. The majority of people (67%) found it difficult to comprehend the course information in modules or online classes. Young children found it difficult to understand the modules' content, especially those who were still learning to read and write. Distractions like social media and video games were also mentioned as issues. Social media and video gaming were highlighted as examples of distractions. The study found that kids and teenagers found it difficult to adjust to the new learning environment, teaching methods method, and advances in technology.

Students in the Philippines have found e-learning hard due to unstable Wi-Fi connection, insufficient learning materials, electric power shortage, vague learning contents, overloaded lesson activities, limited teaching forces; poor communication, conflict with household

chores, and inadequate learning environment were some of the major problems that the students have faced during the educational mode transition. They also said that the lack of personal meetings had made the situation they were facing more difficult. They especially need the help of a teacher to be able to learn effectively. 38% of students in the Philippines said that they found E-Learning hard. Students from Sultan Kudarat were no exemption from having the said struggles. The students said that they struggle most with their time management since online class is very different from face-to-face classes. During online classes, finding time to study, or do assignments is sometimes hard because of a packed schedule. The transition of learning mode from online class to face-to-face classes have also changed. Students far from their schools had struggled to find transportation. Sometimes it has been a hassle for them to wake up early after studying late at night for a quiz or an examination.

Table 1. Previous reports.

No	Title	References
1	Bibliometric using VOSviewer with publish or perish (using google scholar data): From step-by-step processing for users to the practical examples in the analysis of digital learning articles in pre and post covid-19 pandemic.	Al Husaeni and Nandiyanto (2022a)
2	Undergraduate awareness and perception on the use of digital collaborative tools in facilitating learning in selected universities within the Ilorin metropolis.	Nuhu et al. (2021)
3	The effectiveness of learning videos as a source of digital literacy on poster learning in elementary schools.	Maulid and Sakti (2022)
4	Factors affecting satisfaction on online education on students digital teaching page in Ho Chi Minh City, Vietnam.	Anh (2022)
5	Utilization of electronic community library as a localhost-based digital library in optimizing learning resources.	Sudaryat et al. (2022)
6	Postgraduate students' attitude towards the use of digital library repositories for research in Kwara State.	Ogunleye (2023)
7	Development of digital-based interactive teaching materials in draping courses.	Nurlita (2023)
8	Optimizing instagram in sociology materials to improve digital literacy for junior high school students.	Risnandar and Sakti (2022)
9	Distance teaching of stress materials to junior high school students using digital media.	Ariyanti and Nandiyanto (2022)
10	Fun simple style and airplane science teaching to digital-based elementary school students	Hartanto and Nandiyanto (2022)
11	Socialization of digital literacy in compiling a balanced healthy menu to members of POKJA III the PKK Movement Team of Purwakarta Regency	Hidayat and Nandiyanto (2022)
12	Weather and Its effect learning on digital-based early childhood education students.	Wijaya and Nandiyanto (2022)
13	Weather and Its effect learning on digital-based early childhood education students	Wijaya and Nandiyanto (2022)
14	Bibliometric using Vosviewer with publish or perish (using google scholar data): From step-by-step processing for users to the practical examples in the analysis of digital learning articles in pre and post covid-19 pandemic	Al Husaeni and Nandiyanto (2022b)

Choosing a study to research was not an easy job, it requires a lot of courage, motivation, and perseverance. Nevertheless, this study was pursued with a vision of being able to share influence and to enable people to realize that students could also have problems, not just in their personal life, holistic, but it could also be the problems they face academically. The year

2020 was not a good start for students of different schools, universities, academies, or, learning centers, and as one of those students who have experienced the implementation of online learning, this is the way how we share our story, the story of struggle, story of hope and story of success. This research aims to better identify the insights of the senior high school students of the Sultan Kudarat Laboratory High School. This research study discussed the six main problems that were chosen based on students' perceptions as well (Academic Performance, Time Management, Age, Grade Level, Gender, and Financial Capability). As student-we, this became a way to better seek answers to our questions related to our experiences during the diversion of educational modes, from online classes and coming back to the face-to-face classes set up, we investigated and gathered data to better prove that this indeed is a worthy topic to be studied. We hope that this research will benefit other peers, especially the students of the Sultan Kudarat State University Laboratory High School to realize that these problems should be talked about and that they should never be afraid to share their own experiences. This research would allow us to show transparency and acceptance for those students who found themselves still struggling and adjusting by talking about it through this research.

4. CONCLUSION

After taking online classes for two years, the participants noticed significant improvements in their grades, productivity, and confidence when they switched to face-to-face sessions. They concluded that face-to-face learning was more effective than online learning. In both in-person and online classes, the participants struggle most with time management. The participants want to be financially independent and use their allowances to pay for supplies, school expenses, and other costs. The participants discovered solutions for how to improve themselves and how to cope with these difficulties. Furthermore, there is no significant relationship between age and level of challenge. About the Relationship between Gender and Level of Challenge, there was also no significance. And to the Relationship between Grade level and Level of Challenge, there was no significance.

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6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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