

## The Impact of Implementing Limited Face-to-Face Meetings (PTMT) on Students' Ability Based on Bloom's Taxonomy Analysis in Public Elementary Schools

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**Abstract:** The purpose of the research designed by the researcher is to find out whether there is a relationship between the implementation of Limited Face-to-face Meetings (PTMT) on the ability of students based on Bloom's Taxonomy analysis. The researcher used a simple correlation data analysis technique in order to find the relationship between the variables X and Y to the teachers of public elementary schools in the selected research locations. The results of the research obtained that there is no significant relationship between the implementation of PTMT on the ability of students based on the analysis of learning objectives Bloom's Taxonomy.

**Keyword:** PTMT; learning objectives; the ability of students; Bloom's Taxonomy

the pandemic of Corona Virus Disease 2019 or better known as Covid-19 which has hit all countries in the hemisphere since 2019 until now has resulted in changes in all aspects of life. Many sectors are getting weaker, including the education sector. Various efforts have been made by the Government of Indonesia to keep education in this country running amid the Covid-19 outbreak. One of the efforts made by the government in the field of education is to carry out online learning/Distance Learning (PJJ) for approximately 10 months. It is known that the majority of educational institutions in Indonesia at that time converted face-to-face learning into online learning/PJJ with the compulsion and inconvenience of all components of education due to the unpreparedness of the field to overcome the Covid outbreak that suddenly existed and did not subside until now.

According to Mulyana, et al (2020) one of the effects of the sudden transformation from face-to-face learning to online learning is the emergence of various reports/complaints related to the difficulties of many parties from the implementation of the PJJ. It is known that until the end of April 2020, the Indonesian Child Protection Commission (KPAI) received at least 246 complaints related to the difficulties faced by students in participating in online learning. The things that become points of complaint are the excessive workload of teachers, one-way learning, the cost of education remains even though some of the learning burden has shifted to the responsibility of the parents (family) while at home. In addition, complaints from parents of students in accompanying children's learning are so varied in difficulty.

In line with the complaint report, there were also many gaps in infrastructure, technology, and student access capabilities throughout Indonesia in implementing distance learning (PJJ)/ online learning so that it can be concluded that online learning/ PJJ is difficult to implement in some areas in Indonesia. due to limited conditions in the field. In view of this, education experts say that the face-to-face and distance learning hybrid/hybrid/blended learning model is a more realistic option for most educational institutions in Indonesia in the new normal era. The application of health protocols in mixed learning requires a limitation on the number of students in the study room / face-to-face learning is carried out in turns. The design for PJJ can serve as a complement to the reduced hours of face-to-face learning.

This was confirmed by the Director General of PAUD, Basic Education and Secondary Education, Kemendikbudristek through his statement that limited face-to-face learning (PTMT) can be implemented starting in July 2021. PTMT itself is in the form of policies implemented in education units through in-depth studies obtained from facts. facts on the ground related to online learning. The PTMT implementation process is contained in the Four Ministerial Decree concerning Guidelines for the Implementation of Learning in the Covid-19 Pandemic Period which will be carried out through two phases, namely the transition period and new habits.

Today, the regulations for the implementation of Restrictions on Community Activities (PPKM) are still ongoing in the area of level one to level three where educational units at that level are allowed to open opportunities to implement PTMT through local government permits. Data obtained by researchers through the kemdikbud.go.id page submitted by representatives of the Bureau of Cooperation and Public Relations of the Secretariat General of the Ministry of Education, Culture, Research, and Technology (Jumeri: 2021) that there are 471 districts /cities out of 514 districts /cities in the territory of Indonesia enter the PPKM area level 1-3. So, if the number of schools is calculated as many as 540 thousand schools, 91% of them are allowed to do PTMT. If it is mentioned, the schools that are allowed to implement PTMT are 490,217 schools.

The data was also reinforced by the Head of the East Java Provincial Education Office who said that currently out of 4,073 educational institutions at the SMA, SMK, and SLB levels in East Java, 3,944 institutions or 96.83% had PTMT. Meanwhile, from the number of students as many as 1,226,536 people, 1,085,536 students have returned to school. These schools implement PTMT with a maximum rule of 50% of the number of students in the class with rules and schedules that adjust to the conditions of each school carried out for four hours of lessons, each lesson is carried out for 30 minutes.

On the same occasion, the efforts of the Ministry of Education and Culture received appreciation from various parties related to PTMT policies in order to maintain the quality of learning during the pandemic. The Head of the East Java Provincial Education Office also invited all stakeholders to support limited PTM efforts while still implementing strict health protocols. Education should not stop under any circumstances. Currently, most of the components of the regional government, the central government, teachers, students, and parents, have the same goal, which is for schools to be opened soon. It was also stated that all components had one frequency to immediately open schools, to relax and help the nation's generation in education. If there is a difference in the matter of time, it is said that the problem is according to the considerations of each region.

The process of implementing PTMT, of course, does not always run smoothly as planned on paper. There are also polemics and obstacles in carrying out PTMT activities in the field. Existing problems include the unavailability of school facilities and infrastructure that support health and safety services for education unit residents; difficulties in arranging learning facilities in schools; setting the number of students and the time of each subject per day; the difficulty of the teacher in preparing the lesson plans is juxtaposed with the learning burden of students, the goals to be achieved, accompanied by a limited time; the difficulty of all school residents to adapt again after previously being comfortable with online learning activities at home; as well as others.

Regarding the difficulty of teachers in preparing lesson plans during PTMT, the basic problem is related to the education and learning process that will be carried out so that learning objectives can be achieved by students with all the limitations of PTMT situations and conditions. The education and

learning process as stated in Bloom's Taxonomy of Learning Objectives is grouped into three domains, namely the cognitive, affective, and psychomotor domains (Anderson, et al: 2001). The implementation of the learning process must lead to the achievement of these three aspects in the students themselves.

Retno (2021) states that the cognitive aspect contains the process of knowing related to reason or the brain's thinking process to develop rational abilities based on the knowledge gained. The affective aspect includes everything related to emotions and attitudes towards a particular thing. Meanwhile, the psychomotor aspect includes physical movement and coordination, motor skills, and a person's physical abilities based on distance, speed, accuracy of technique, and method of implementation.

Therefore, researchers are very interested in conducting research with today's educational conditions in the area of Malang Raya for basic education, with the theme of the impact of the application of limited face-to-face meetings (PTMT) on the ability of students based on the analysis of learning objectives Bloom's Taxonomy. Researchers want to know whether PTMT activities in the field affect the ability of students in the cognitive, affective, and psychomotor domains at the elementary school level or not. If there is an influence, from the three domains of achieving the learning objectives, in what realm is the influence the largest, moderate, or the smallest.

Based on the background that has been described by the researchers above, it can be formulated related to the research problem raised, namely the impact of the application of limited face-to-face learning (PTMT) on the ability of students based on Bloom's Taxonomy analysis in elementary schools throughout Malang Raya.

## METHOD

The population in this study were all elementary schools in areas spread across the Greater Malang area. The research location is in elementary schools throughout Malang Raya which are represented by several elementary schools in Malang City, Malang Regency, and Batu City. Sampling was done by cluster sampling technique based on the characteristics that have been described.

The steps taken by the researcher in collecting data, namely: (a) the researcher made a questionnaire and discussed it with the research members; (b) the researcher determines the time for distributing the questionnaire; (c) researchers distribute research questionnaires; (d) respondents are asked to fill out or answer questions or statements in the questionnaire. When it is finished, it is collected back to the researcher; and (e) researchers perform tabulation and analysis.

The data analysis technique used is a simple linear regression analysis technique because there are three variables involved in this study, namely PTMT which is denoted by X and the ability of students based on Bloom's taxonomy analysis which is denoted by Y. Variable Y itself is divided into  $Y_1$  for the ability of students in cognitive domain,  $Y_2$  affective domain, and  $Y_3$  psychomotor domain.

## RESULT AND DISCUSSION

### Result

#### **Correlation Test of Limited Face-to-Face Meetings (PTMT) (X) on Students' Ability Based on Bloom's Taxonomy Analysis (Y)**

The proposed hypothesis is whether there is a relationship between limited face-to-face meetings (PTMT) on the ability of students based on the learning objectives of Bloom's analysis in public elementary schools in the area of Malang Raya. Tables 1 to 4 below show the results of the correlation test between variables X (PTMT) and variable Y (student abilities).

**Table 1 PTMT Correlation Test on Students' Ability Based on Bloom's Taxonomy Analysis**

|                      |                     | Correlations |                      |
|----------------------|---------------------|--------------|----------------------|
|                      |                     | X_PTMT       | Y_Students Abilities |
| X_PTMT               | Pearson Correlation | 1            | -.067                |
|                      | Sig. (2-tailed)     |              | .472                 |
|                      | N                   | 116          | 116                  |
| Y_Students Abilities | Pearson Correlation | -.067        | 1                    |
|                      | Sig. (2-tailed)     | .472         |                      |
|                      | N                   | 116          | 116                  |

The proposed hypothesis is whether there is a relationship between limited face-to-face meetings (PTMT) (X) on the ability of students based on Bloom's Taxonomy (Y) analysis in public elementary schools in the area of Malang Raya. The null hypothesis ( $H_0$ ) is "there is no significant relationship between PTMT (X) on the ability of students based on Bloom's Taxonomy (Y) analysis in public elementary schools in the Greater Malang area."

The results of hypothesis testing based on Table 1 obtained that Sig. (2-tailed) of 0.472 which is  $0.472 > 0.05$ ; so it can be concluded that  $H_0$  is not rejected and  $H_1$  is rejected. In other words,  $X_1$  does not have a significant relationship to Y or PTMT does not have a significant relationship to the ability of students based on Bloom's Taxonomy analysis in public elementary schools in the Malang region.

#### **Limited Face-to-Face Meeting (PTMT) Correlation Test (X) on Students' Cognitive Ability ( $Y_1$ )**

The hypothesis proposed is whether there is a relationship between limited face-to-face meetings (PTMT) (X) on the cognitive abilities of students ( $Y_1$ ) in public elementary schools in the area of Malang Raya. The null hypothesis ( $H_0$ ) is "there is no significant relationship between PTMT (X) on the cognitive abilities of students ( $Y_1$ ) in public elementary schools in the area of Malang Raya."

**Table 2 PTMT Correlation Test on Students' Cognitive Ability**

|             |                     | Correlations |             |
|-------------|---------------------|--------------|-------------|
|             |                     | X_PTMT       | Y_Cognitive |
| X_PTMT      | Pearson Correlation | 1            | .158        |
|             | Sig. (2-tailed)     |              | .091        |
|             | N                   | 116          | 116         |
| Y_Cognitive | Pearson Correlation | .158         | 1           |
|             | Sig. (2-tailed)     | .091         |             |
|             | N                   | 116          | 116         |

The results of hypothesis testing based on Table 2 are obtained that Sig. (2-tailed) of 0.091 which is  $0.091 > 0.05$ ; so it can be concluded that  $H_0$  is not rejected and  $H_1$  is rejected. In other words, X does not have a significant relationship to  $Y_1$  or PTMT does not have a significant relationship to the cognitive abilities of students in public elementary schools in the area of Malang Raya.

#### **Correlation Test of Limited Face-to-Face Meeting (PTMT) (X) on Students' Affective Ability ( $Y_2$ )**

The hypothesis proposed is whether there is a relationship between limited face-to-face meetings (PTMT) (X) on the affective abilities of students (Y) in public elementary schools in the area of Malang Raya. The null hypothesis ( $H_0$ ) is "there is no significant relationship between PTMT (X) and the affective ability of students ( $Y_2$ ) in public elementary schools in the area of Malang Raya."

**Table 3. PTMT Correlation Test on Students' Affective Ability**

|             |                     | Correlations |             |
|-------------|---------------------|--------------|-------------|
|             |                     | X_PTMT       | Y_Affective |
| X_PTMT      | Pearson Correlation | 1            | -.182       |
|             | Sig. (2-tailed)     |              | .051        |
|             | N                   | 116          | 116         |
| Y_Affective | Pearson Correlation | -.182        | 1           |
|             | Sig. (2-tailed)     | .051         |             |
|             | N                   | 116          | 116         |

The results of hypothesis testing based on Table 3 are obtained that Sig. (2-tailed) of 0.051 which is  $0.051 > 0.05$ ; so it can be concluded that  $H_0$  is not rejected and  $H_1$  is rejected. In other words, X does not have a significant relationship to  $Y_2$  or PTMT does not have a significant relationship to the affective abilities of students in public elementary schools in the area of Malang Raya.

### Correlation Test of Limited Face-to-Face Meetings (PTMT) (X) on Students' Psychomotor Ability ( $Y_3$ )

The hypothesis proposed is whether there is a relationship between limited face-to-face meetings (PTMT) (X) on the psychomotor abilities of students ( $Y_3$ ) in public elementary schools in the area of Malang Raya. The null hypothesis ( $H_0$ ) is "there is no significant relationship between PTMT (X) on the psychomotor abilities of students ( $Y_3$ ) in public elementary schools in the area of Malang Raya."

**Table 4 PTMT Correlation Test on Psychomotor Ability of Learners**

|               |                     | Correlations |               |
|---------------|---------------------|--------------|---------------|
|               |                     | X_PTMT       | Y_Psychomotor |
| X_PTMT        | Pearson Correlation | 1            | -.073         |
|               | Sig. (2-tailed)     |              | .433          |
|               | N                   | 116          | 116           |
| Y_Psychomotor | Pearson Correlation | -.073        | 1             |
|               | Sig. (2-tailed)     | .433         |               |
|               | N                   | 116          | 116           |

The results of hypothesis testing based on Table 2 are obtained that Sig. (2-tailed) of 0.433 which is  $0.433 > 0.05$ ; so it can be concluded that  $H_0$  is not rejected and  $H_1$  is rejected. In other words, X does not have a significant relationship to  $Y_3$  or PTMT does not have a significant relationship to the psychomotor abilities of students in public elementary schools in the area of Malang Raya.

## Discussion

Referring to the results of the analysis listed in Tables 1 to 4, it can be concluded that the implementation of learning by means of limited face-to-face meetings (PTMT) in the new normal era or the transition period after the Covid-19 pandemic does not have a significant relationship to students' learning abilities based on the analysis. achievement of learning objectives according to Bloom's Taxonomy. In more detail that leads to the achievement of learning objectives according to Bloom's Taxonomy there are three domains, namely cognitive, affective, and psychomotor. The summary of the research results can be seen in Table 5 below.

**Table 5 Summary of Research Results**

| No | X    | Y   | Value of Sig-2 tailed | Conclusion                               |
|----|------|---|-----------------------|--|
| 1  | PTMT | Learning ability of students in 3 domains | 0,471                 | Does not have a significant relationship |
| 2  | PTMT | Learners' cognitive abilities             | 0,051                 | Does not have a significant relationship |

| No | X    | Y                                 | Value of Sig-2 tailed | Conclusion                               |
|----|------|-----------------------------------|-----------------------|--|
| 3  | PTMT | Learner's affective ability       | 0,051                 | Does not have a significant relationship |
| 4  | PTMT | Psychomotor abilities of students | 0,433                 | Does not have a significant relationship |

The implementation of PTMT in the new normal era in public elementary schools in the Greater Malang area also did not have a significant relationship on the cognitive, affective, and psychomotor abilities of students when the learning process was carried out. This can be seen from the results of the 2-tailed significance greater than 0.05 respectively, namely  $0.091 > 0.05$  for cognitive;  $0.051 > 0.05$  for affective; and for psychomotor  $0.433 > 0.05$ .

Through the research facts above, it is known that the PTMT implementation process in the new normal era or the post-covid-19 transition period cannot be used as an answer to learning problems that occur mainly related to the ability of students if it is based on the achievement of Bloom's Taxonomy learning objectives as a whole or as a whole. partial namely cognitive, affective, and psychomotor.

The results showed that PTMT did not have a significant relationship with the cognitive, affective, and psychomotor abilities of students in public elementary schools in the area of Malang Raya. When examined further, these results are in accordance with the opinion of (Fitriansyah: 2021), that students who come to class when carrying out PTMT become passive, concentration decreases and the response that appears among students to the provision of material by teachers are lacking. Some students find it difficult to receive learning materials after the online learning process, because they are used to one-way communication, are not active during discussions and other activities so that their concentration is felt to decrease and this is still carried over to the PTMT implementation process.

This is considered logical if it also occurs among elementary level education units (SD) such as research that has been carried out by researchers. Students also find it difficult to accept the material presented by the teacher due to limited time during learning, the learning process is not used to it and has changed drastically from offline instantly to full online and then into limited face-to-face meetings in the new normal era. So that elementary school students still need time to adjust the learning load, learning media, learning methods/strategies, teaching styles received from teachers, location, and time for the learning process.

The failure to achieve cognitive, affective, and psychomotor learning objectives by the abilities of these students is also considered to be in accordance with the opinion of Fredey, et al (2020) that the transformation of face-to-face learning models to online distance learning models will have an impact on student learning experiences. It can also be analyzed that the change from the previously fully online learning model to PTMT will also have an impact on the student learning experience.

It is known that learning is a process of communication and interaction that occurs between students, educators, and learning resources in a particular learning environment (Chalil and Latuconsina: 2020). The process of communication and interaction that will lead to the achievement of learning objectives received by students both cognitively, affectively, and psychomotorically, in this case the implementation of PTMT in public elementary schools in the Greater Malang area has implemented PTMT with all the rules that limit it from the time and burden of learning. The process of limitation in terms of time with such a large learning load coupled with the limitation not to mutually/reducing this interaction is felt to be a determining factor why the implementation of PTMT is not sufficient to provide good results on the abilities of students.

Furthermore, it is said by Lamport & Hill (2021) that in general there is no significant difference between the hybrid class (in this case it can be interpreted as PTMT because during PTMT it is also allowed to implement hybrid learning) and online classes related to class interaction. Class interaction is considered not necessary in the process of achieving the desired learning goals or outcomes. Based on this opinion, the researcher considers that this research is not in line with the research results obtained because the presence or absence of interaction does not have any impact on the learning objectives

achieved by students. It was concluded that there was no interaction during the PTMT process that did not affect the learning objectives achieved by the students, which is an inaccurate conclusion. It is clear that learning is a process of interaction that occurs between educators, students, and learning resources in achieving the goals that have been designed.

In addition to the interaction process needed for traditional learning processes such as before the pandemic, the achievement of student learning goals based on the abilities of students is also caused by the method of delivering material, direct motivation from teachers, sharing experiences, and appropriate teaching strategies, as well as the availability of adequate time. enough to realize it all in the learning process.

## CONCLUSION

The conclusion of the study found that the implementation of learning by means of limited face-to-face meetings (PTMT) in the new normal era or the transition period after the Covid-19 pandemic did not have a significant relationship to students' learning abilities based on Bloom's Taxonomy analysis. In more detail that leads to the achievement of learning objectives according to Bloom's Taxonomy there are 3 (three) domains, namely cognitive, affective, and psychomotor.

The implementation of PTMT in the new normal era in public elementary schools in the Greater Malang area also did not have a significant relationship on the cognitive, affective, and psychomotor abilities of students when the learning process was carried out. This can be seen from the results of the 2-tailed significance greater than 0.05 respectively, namely  $0.091 > 0.05$  for cognitive;  $0.051 > 0.05$  for affective; and for psychomotor  $0.433 > 0.05$ .

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