



THE CHALLENGING OF ELEMENTARY SCHOOL STUDENTS FACING OFFLINE LEARNING IN THE POST COVID-19

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Abstract

The effectiveness of offline and face-to-face learning provides behavioral changes, its has been reduce during COVID-19 Pandemic. However, this study aimed to look at the challenges of elementary school students in dealing with offline learning after COVID-19 Pandemic. A literature review was used as secondary data in this research method. The data consists of social media, electronic media, and journals from May to June 2022. The analysis technique uses the NVivo 12 plus data processing application, a qualitative document analysis tool with computer assistance. The findings show that the most dominant offline learning challenges after the COVID-19 pandemic are excessive dependence on the internet (35.71%), decreased levels of intellectual and emotional intelligence (28.57%), two-way communication between teachers and students who are lacking (21.43%) and comfort online learning (14.29%). The implications of this research are increasing the literacy of school students, where students can filter useful information through more effective blended learning methods.

Keywords: *COVID-19, Elementary School, Offline Learning.*

1. INTRODUCTION

Online learning during the COVID-19 pandemic in Indonesia significantly transformed the country's students' learning processes for both elementary school students and those pursuing higher education (Valentino et al. 2021). The impact of the COVID-19 pandemic has changed learning that was initially conducted online to offline. Government regulations enforcing social distancing require that the learning process be changed online (Zaghal et al. 2022). Both in higher education and primary education. Elementary school students are most affected because they still require extensive learning support (Aliyyah et al. 2020).

Changes in learning methods during the COVID-19 pandemic using online learning starting in the 2022/2023 academic year carried out offline affect the achievement of elementary school students' competence (Hamid, Sentryo, and Hasan 2020). The challenges of elementary school students in dealing with offline learning after COVID-19 are enormous because they are re-adapting to old habits but in a different context (Lase et al. 2022).

During the COVID-19 pandemic, there was a culture of online learning, but after adapting offline learning methods after the COVID-19 pandemic, it became a gap that later became a challenge. The first challenge is over-dependence on the Internet; both levels of Intellectual Quotation (IQ) and Emotional Quotation (EQ) of students; third, the convenience of online learning; fourth is the lack of two-way communication between students and teachers (Firmansyah et al. 2021). Online learning materials are available from various sources, including instructors, books, e-books, and the Internet. There are so many trends today, especially on the Internet, that it is often confusing to judge their relevance (Lase et al. 2022). The biggest obstacle, however, is the reluctance and inability of students to simultaneously seek multiple valid sources of information (Sartika et al., 2020).

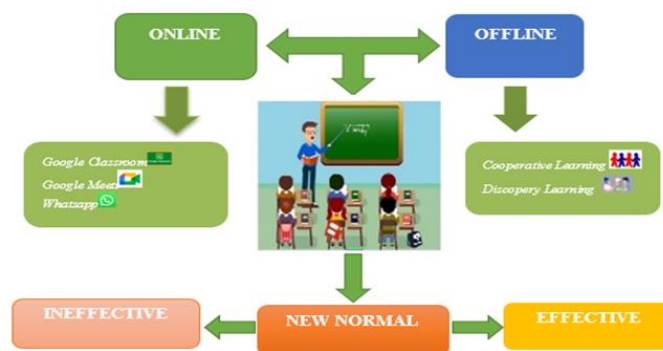
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Obtaining useful material usually requires information literacy. It can be described as the ability to find, filter, and use information in everyday life (Aliyyah et al. 2020). Furthermore, one of the characteristics of excessive internet use is lying behavior (Van Wart et al. 2020). Dependence on looking for reading sources from the internet when they make a paper or assignment leads students to tend to copy written work or similar assignments (Alchamdani et al. 2020). This will lead them to create a culture of plagiarism (Toquero 2020). Moreover, online learning changes students' habits in finding sources of literacy and the habit of copying information directly without changing from the source.

The substitution of online to offline learning methods in the 2022/2023 academic year forces students to reactivate all their abilities, including their affective and cognitive abilities. Students' ability during online learning has decreased, primarily in cognitive abilities such as critical thinking, analysis, synthesis, and problem-solving (Fitri & Latif, 2021). The decline in cognitive abilities is accompanied by a decrease in affective abilities, where students spend more time browsing information and sites on the internet. Changes in student character are very different from face-to-face classes before the pandemic (Boutte 2012). This is because when carrying out online learning, teachers find it difficult to directly observe students' emotions, motor skills, or skills, resulting in students failing their educational efforts (Huang et al. 2021).

The convenience of online learning contributes to the readiness of students to face changing learning methods from online to offline. Online learning makes them pay less attention to appearance and reduces their level of discipline (Ramadhan et al. 2022). Furthermore, communication between teachers and students that is established during online learning does not work effectively (Valentino et al. 2021). Even though online learning is already using platforms that can bring together teachers and students, such as Zoom, Skype, and Google Meet applications, they have not provided the expected results to accommodate learning outcomes in each subject (Nair et al. 2020).



Source: (Arman Syah Putra ,2021)

Figure 1 Learning Flow During the COVID-19 Pandemic

Figure 1 shows the problems raised in this study because this study aims to determine the challenges of elementary school students facing offline learning after the COVID-19 pandemic. The effectiveness of online and face-to-face learning provides behavioral changes and has a positive impact, helping to increase concentration when students study (Munastiwi and Puryono 2021). This study uses a normative research method by examining library materials. The secondary data analysis consists of online media, social media, and journals related to this research by tracing the challenges of elementary school students facing offline learning after COVID-19.



This study will produce the latest data related to the challenges of elementary school students facing offline learning after COVID-19 in Indonesia and the dominant actors supporting the creation of an effective learning model after the COVID-19 pandemic (Afrilyasanti and Basthomi 2022). Thus, analyzing the challenges of elementary school students facing offline learning after COVID-19 in Indonesia is important.

1.1 Transforming Online Learning Methods to Offline Learning

Students are instructed per their learning modes using the learning model, which enables learning objectives to be met more effectively. Therefore, to select the appropriate learning model, one needs to pay attention to the conditions of the students, the nature of the subject or teaching materials, the facilities, the available media, and the condition of the instructor (Adi and Fathoni 2019). The learning model is an entire series of activities that present learning materials that cover all aspects, both before and during, as well as after the learning process that is carried out by the teacher, with all facilities related to learning. These activities take place before, during, and after the learning process that is carried out by the teacher (Erwen, Wenming, and Chengxing 2018).

The teaching and studying here make direct or indirect use of these facilities. For instance, one definition of a learning model is a strategy or pattern utilized in establishing curricula, organizing student content, and offering classroom teacher training, among other things (Kuron and Tompodung 2020). The Learning Model's purpose is to serve as a guide for instructors in the process of learning. This demonstrates that the learning device will be determined based on the model utilized in the learning process (Rahardjanto, Husamah, and Fauzi 2019). In addition, the learning model acts as a guide for learning designers and lecturers to follow when it comes to planning and executing various teaching and learning activities. This ensures that the learning goals are met (Jalinus et al. 2021).

The learning model has a broader meaning than strategies, methods, or procedures. Innovative Learning Models in the 2013 Curriculum that learning models have four unique characteristics that are not owned by strategies, methods, or procedures (Ramadhan et al. 2022). These characteristics include: (a) A logical theoretical rationale compiled by the creator or developer, (b) a Rationale for what and how students learn (the learning objectives to be achieved) (c) The teaching behavior needed so that the model can be applied successfully (d) The learning environment is needed so that the learning objectives can be achieved (Aliyyah et al. 2020). Learning occurs face-to-face in an online learning model that operates independently of the network. For instance, in the shift model of online education, students will learn to take turns to avoid waiting in lines (Kanca, Ginaya, and Sri Astuti 2020).

This learning model is recommended by the Ministry of Education and Culture of the Republic of Indonesia. (Kemendikbud) to fulfill the curriculum simplification during this Covid-19 pandemic emergency. This learning model is designed to deal with curriculum delivery so that it is easy when delivered to students (Sukmawati et al. 2020). Online learning is suitable for students who need more facilities and infrastructure to support the online learning system. Online learning (outside the network) is carried out by giving structured assignments to students and providing rules for teachers to remain present at school according to the teaching schedule (Abdullah 2018). Online learning is learning that is carried out face-to-face by teachers and students but is carried out online, which means the teacher provides material in the form of hardcopy assignments to students to be carried out outside of school (Sathishkumar et al. 2020).

1.2 The effectiveness of offline learning after COVID-19

The implementation of learning in all schools is again experiencing a transition from an online system to face-to-face (offline) and requires readjustment to a passive online learning system. The transition of these changes has various impacts that often become obstacles in its implementation if it cannot be adapted pliantiveness of offline learning after covid-19 (Bahasoan et al. 2020). This is because there are significant discrepancies in how students, educators, and parents of students experience the transition from an online learning system to one conducted face-to-face (offline) (Najib and Mursidi 2021).

After the switch from offline to online learning, teachers noticed many changes in their students. One of these changes demonstrated the lack of educational success that can be achieved through the online learning system, which tends to only involve the transmission and reception of information without direct supervision from teacher to student and uneven control (Sathishkumar et al. 2020). The importance of instilling character qualities into one's offspring is something that parents regularly discuss with their offspring. The past face-to-face learning has resulted in distinct changes in the students' personalities (Satyawan, Wahjoedi, and Swadesi 2021). The offline learning process will be categorized as successful effectively and efficiently if, overall or 70% of students show physical and mental enthusiasm, can develop themselves, and are more confident in learning (Firdaus, Setiawan, and Weda 2022).

Learning effectiveness is marked by learning, starting with asking questions, to achieve learning objectives within the specified time (Baber 2022). Therefore, the effectiveness of learning includes the achievement of teacher and student effectiveness, the achievement of the teacher's ability to manage student cooperative learning, the achievement of student learning mastery, and student responses to learning (Apriyanto and S 2021). The teacher as an educator in assessing the progress of the implementation of student learning shows that students' progress and activities are better than the implementation of online learning. Effectiveness in a learning process is certainly very determined in learning, and learning (Mohammed et al. 2020).

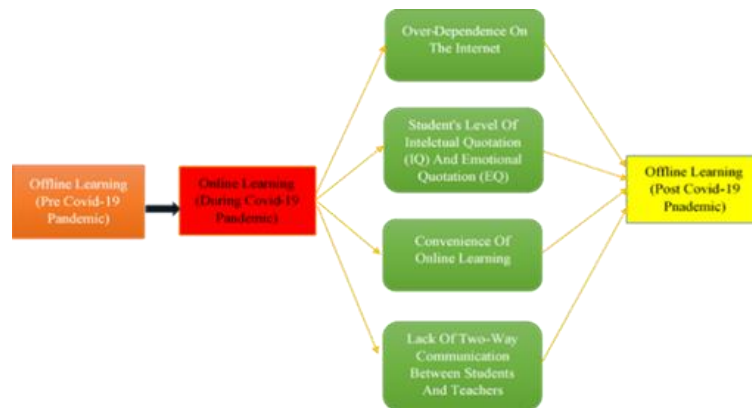
Learning effectiveness is the success of specific goals using a lecturer's approaches, methods, or strategies. In offline implementation, teachers are more active when starting to complete learning than in online learning (Prasetyo et al. 2021). In an offline implementation, teachers are more active when starting to complete learning more fully than in online learning. Because offline learning has yet to be fully applied to students, there are students with online learning. Therefore, it is essential to pay attention to the role of the campus to facilitate teachers in using technology to support the practice of implementing online learning and facilitating students who are learning (Shon & Moon, 2021). In implementing offline learning in Indonesia, before students enter the campus area, temperature readings are taken, queues are formed by maintaining a distance, using hand sanitizers, must use masks, and efforts are made to implement other health protocols while on the campus area. Additionally, the implementation of offline learning must pay attention to the health and safety of the souls of all school residents. In addition, the temperature readings are taken before students enter the campus area. In addition, queues are formed by maintaining (Kanca et al. 2020).

On the other hand, the progress toward offline learning has been different from the development made toward face-to-face learning. This is owing to the many different provisions schools must carry out along with the many different adjustments (Murugesan and Chidambaram 2020). Students go through many behavioral and academic value shifts throughout their time in school, and this is on top of the challenges they face that prevent them from getting the most out of



their education. This is because the introduction of online learning has a significant impact, which is challenging to manage (Cahyadi 2020).

The practice of offline learning after online has a problem with students' dependence on giving assignments in the form of questions to students. Instead, most students try to find answers based on the internet (Rahiem 2020). This is due to elements that came about as a result of the deployment of online learning. Therefore, face-to-face learning allows students to think and comprehend the material at a much slower pace. Offline students encounter this ability. As a result, it is essential to boost one's self-confidence, in accordance with the notion of self-efficacy, which can provide students with a sense of self-reliance and reduce their reliance on the internet (Baber 2022).



Source: (Hart et al. 2019; Mseleku 2020; Munastiwi and Puryono 2021)

Figure 2 Research Framework

The procedures for carrying out this research are outlined in Figure 2 of The Research Framework. The progression of the learning method from before COVID-19 to during COVID-19 to the indicators of the pandemic that occurred after COVID-19, was implemented through offline learning.

2. METHOD

This research method is included in the category of library research. The research was conducted by examining library materials or secondary data consisting of online media (BBC Indonesia, Detikcom, Kompas), social media (Twitter, Instagram, Facebook) and 42 journals related to This study explore the challenges of elementary school students facing offline learning after Covid-19 (Apriyanto and S 2021). This research was conducted in Indonesia from May 2022 to July 2022 to examine the Challenges of Elementary School Students Facing Offline Learning Post Covid-19. The analysis technique uses the NVivo 12 plus data processing application, a qualitative document analysis tool with the help of a computer. The tools on NVivo are easy to use and can process words and explore word frequencies, attributes, and cases from big data. Nvivo also produces categories of factors or sub-factors in journalistic applications and research related to the research topic penelitian (Sundari et al. 2022). This research focuses on examining the challenges of elementary school students facing offline learning after Covid-19. The results of this study can determine the factors that arise after offline learning is implemented after the covid-19 pandemic (Jalinus et al. 2021).

3. RESULTS AND DISCUSSION

3.1 Result

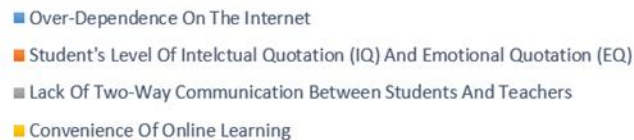
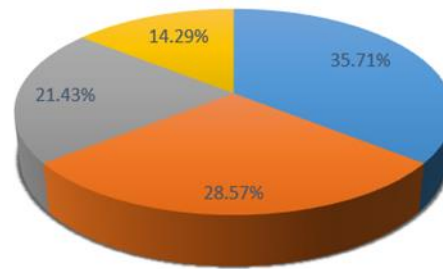
Because of the impact of the COVID-19 pandemic, learning methods have shifted from being conducted within the network (online) to being undertaken outside the network (offline). The shift to online learning has both positive and negative implications for education. Knowledge and abilities are increased due to positive changes, particularly for students in elementary school. When offline learning is implemented, there will inevitably be a gap in student knowledge, and filling this gap will be a challenge not only for instructors and parents but also for the students themselves (Mahfouz 2018). When offline learning is applied, the gap caused by the detrimental change brought about by online education becomes a challenge. When offline learning is put into practice, there are several challenging factors to consider, including the following:

Table 1 Challenge Factors

NO	Offline Learning Challenge Factors
1	Over-Dependence On The Internet
2	Student's Level Of Intelctual Quotation (IQ) And Emotional Quotation (EQ)
3	Convenience Of Online Learning
4	Lack Of Two-Way Communication Between Students And Teachers

Source:(Alawamleh et al., 2022)

Table 1 explains the challenging factors that must be considered when implementing offline learning in Indonesia. After the release of COVID-19, four indicators will affect offline learning: (1) an unhealthy reliance on the internet, there is abundant evidence in the field indicating that elementary school students find a lot of information through the internet, but the internet is poor at filtering incoming information (Retnawati et al. 2018). (2) Level of ability and psychology of students, a decline in students' cognitive skills led to a loss of the student's ability to think critically, analyze, and synthesize information, as well as their ability to solve problems. The concurrent decline in students' abilities affects student psychology, such that students tend to act in a way that is not considerate of the rules and norms that apply to the situation (Rasmitadila et al. 2020). Many students in elementary school fail to remember proper manners, and it is even more terrible for students in elementary school to commit crimes. (3) Because online learning is so convenient, students in elementary school are less motivated to improve themselves in terms of appearance and behavior. They can control their surroundings, so they can remain in their familiar environment while participating in online learning, which makes them more at ease (Mok, Xiong, and Bin Aedy Rahman 2021). (4) The inefficiency of the learning process, in which students only listen to the material and are given assignments during the learning process, is the root cause of the lack of two-way communication between students and teachers. Even though the instructor schedules time during the presentation of the material for students to ask questions and receive answers, the pupils never volunteer their inquiries (Pratikto 2020). In a similar vein, the tasks that are assigned typically come with unclear instructions on how to complete their studies. This is evidence that when online learning is implemented, students and teachers cannot communicate with one another in a two-way fashion (Rahmatullah et al. 2022).



Source: (Analisis Nvivo 12 Plus, 2022)

Figure 3 Offline Learning Challenge Factors

Figure 3 explains some of the challenges offline learning faces after COVID-19 in Indonesia, demonstrating that excessive dependence on the internet is the first and most dominant challenge (35.71%). When students engage in learning that does not involve the internet, their reliance on the internet becomes an indicator of how their behaviors and learning cultures are shifting (Liu 2021). When students participate in online learning, their behaviors and learning cultures are both subject to change. The internet is used in all learning activities to transfer knowledge (Mohammed et al. 2020). Knowledge must be effectively transferred following sources and instructional materials that are accessible to students. Instructional materials supplied by instructors are uploaded to an online learning platform, and students then download the relevant learning materials (Simamora 2020).

Students are likely to use their laptops and cellphones for extended periods if the activities they participate in for school require them to have electronic devices such as laptops or cellphones. Students develop an unhealthy dependence on the internet due to increased time spent with their electronic devices (Riskiono, Oktaviani, and Sari 2021). The level of intellectual intelligence and emotional intelligence (28.57%) occupies the second position in offline learning challenges after the COVID-19 pandemic; the decline in academic intelligence is caused by online learning; children are required to study at home using materials provided by the teacher, and the level of intellectual brilliance and emotional intelligence ranks second in offline learning challenges after the COVID-19 pandemic (Vahedi, Zannella, and Want 2021). However, not all of the material teacher's use can be easily understood by the students. Therefore, children still require the assistance of teachers and parents to comprehend the subject matter, and it is even recommended that parents assist their children in their educational pursuits (Moletsane and Venter 2018).

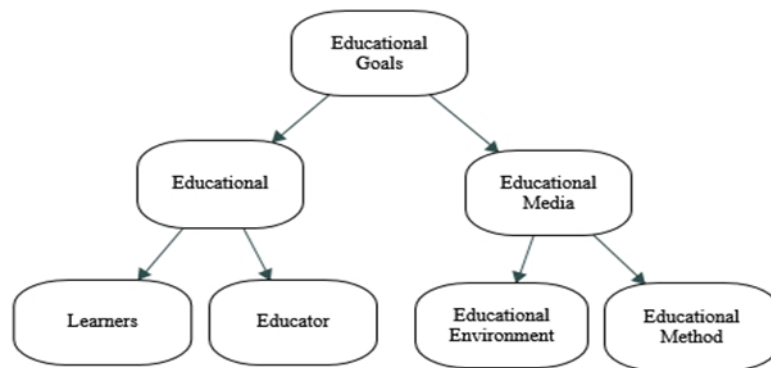
Children's emotional intelligence can be hindered by many factors, including an absence of social activity, learning saturation, parental pressure, a lengthy learning process, accumulated challenges, and a monotonous learning environment. These factors, along with others, contribute to a bland learning environment (Modarresi and Javan 2018). In a general context, this shift results from a lack of preparedness from students, teachers, and parents for challenging learning situations. Without the support of socialization and innovative media to instill emotional character in students, personality and emotional intelligence can only be invested from home, as the emphasis is placed on the accomplishment of learning outcomes. Only concerning the mental domain (Onditi, Otengah, and Odongo 2018). The third place in offline learning challenges after the Covid-19 pandemic is a lack of two-way communication between teachers and students (21.43%); teaching

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materials and assignments during online learning do not provide sufficient opportunities for teachers to explain clearly. Instructional materials and assignments in great detail (Mendoza 2020).

Because there is a lack of engagement between teachers and students, the situation can be awkward when offline learning is being carried out. Like teachers, students cannot ask in-depth questions regarding their inability to understand the teaching materials and assignments that their instructors are giving (Saksono et al. 2018). The convenience of online learning (14.29%), which is the focus of the fourth-factor analysis of the challenges posed by offline learning, demonstrates that online learning is becoming an increasingly popular option for students (Skaraki et al. 2018). When learning is done offline, the established routines and routine behaviors become habits brought over from online learning. Because they are required to move on from the comfort zone phase, students currently go through what is known as the fighting zone phase or the rebel phase. The circumstances of the combat zone phase affect the degree to which educational goals can be accomplished (Mbabazi et al. 2018). The purpose of education for elementary school students is not only to form virtuous characters but also to be accompanied by skills and abilities to adapt to the development of science and technology. In other words, education aims to prepare elementary school students for the future (Bala 2020).



Source: (Anita Jojor, 2022). Analisis Nvivo 12 Plus

Figure 4 Educational Components

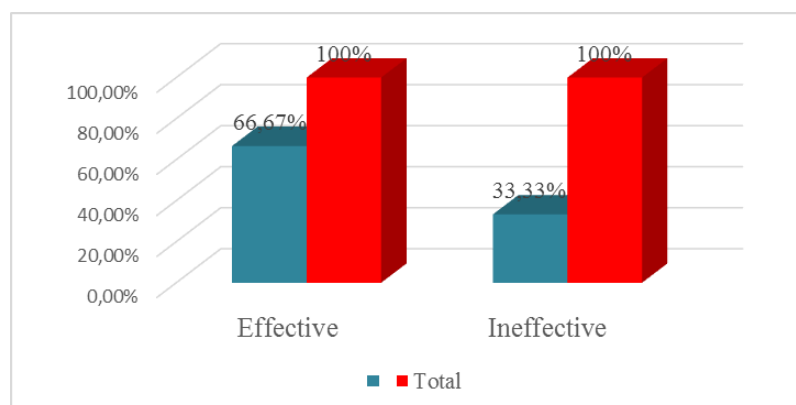
Figure 4 It is necessary to pay attention to the components that are interrelated with one another to achieve the expected educational goals. Figure 4 depicts an explanation of the elements of activities in learning. Developing a constructive academic atmosphere is one of the strategies that can be implemented to accomplish educational objectives (Rasheed, Kamsin, and Abdullah 2020). Educators, who in this context are teachers, are the people most capable of creating a favorable environment for learning. This can be seen from the condition of the class in teaching and learning activities, where teachers need to pay attention to the content of education with the methods and media used in helping students understand learning by the characteristics of the abilities of each student. This is essential for the teachers to be able to do (Putri et al. 2020). Based on this function, the potential causes of the first level, so that there is a potential for Learning Loss to occur, are caused by the educational environment, educational content, educational methods, and the media (Shahi et al. 2020).

The condition of the COVID-19 pandemic calls for changes to be made, and schools need to be able to adapt to the school environment, which is now known through non-physical means, such as what is seen in the network (Online). The school environment is altered due to particular circumstances in education, which results in students experiencing annoyance (Glazer et al. 2018).



Because of the discomfort, there is a decreased interest in learning and sometimes even a loss of willingness to participate in the learning process. Although the government has imposed a Limited Face-to-Face Meeting (PTMT), students are also advised not to gather and crowd to avoid transmission of the COVID-19 virus. A school environment is a place that is not freely visited due to the pandemic that requires learning from home. This is because the pandemic requires students to learn from home (Kivunja 2018).

The educational method known as "blended learning" can potentially lessen the risk of poor learning outcomes brought on by constraints in the delivery of educational materials in traditional offline learning (Ding et al. 2019). E-learning methods and processes are supported in challenging times such as COVID-19. One of the school environments begins with virtual classes, which are also commonly known as online learning and learning activities in a synchronous (audio/video conference) and asynchronous (email/discussion forum, audio, video, text) environment using various devices such as computers or cell phones and connected to an internet connection. One of the benefits of e-learning is that it can be done anywhere there is an internet connection (Dikriansyah, 2018). Students will need to make adjustments to be able to accept these changes over an indefinite time as the educational setting shifts from being offline to being online. Because the effectiveness of distance learning is typically less (low), the emergence of distraction in an online environment conducive to independent learning is high, and the level of learning motivation that occurs during online learning is low; this factor is categorized as high (Zurqoni et al. 2018). According to this function, the potential for learning loss is caused not only by the school's environment but also by the standard of educational content, which must adapt to the changes already in place. As is common knowledge, the scope of the material, the ability of teaching materials, the ability of subjects, and the learning plans that must be met by students at certain levels and types of education are included in the definition of the standard of educational content (Purwanto et al., 2020). When educational standards are met, teachers are held accountable for ensuring their students can master the information contained in the various subject books referenced in the course outline and curriculum that will be implemented. Even though the difficulty level reached during the pandemic is significantly different from that attained during regular times (Dalenogare et al. 2018).



Source: (Analisis Nvivo 12 Plus ,2022)

Figure 5 Offline Learning Effectiveness in Elementary School Pasca Covid-19

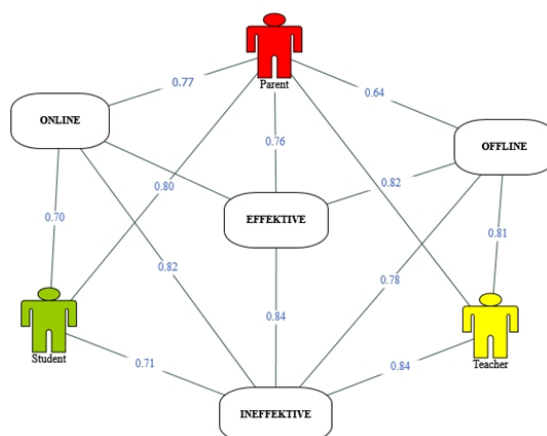
Figure 5 explains how effective online learning has been after the COVID-19 pandemic. The figure demonstrates that, based on a total of 100 secondary data processed by researchers, 66.67%

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of online education is more effective than traditional learning methods (Ding et al. 2019). Therefore, one can say that learning outside of the network gives students the experiences and opportunities they need to know in-depth and interact with teachers and other students (Skaraki et al. 2018). Both intellectual and emotional intelligence can be improved by studying intensively and engaging in conversation with other people. In the meantime, the COVID-19 pandemic demonstrates the efficacy of online learning at a rate of 33.33 percent. The reason for the inefficiency of online learning, which does not result in the achievement of practical abilities or emotional intelligence. The only skills or knowledge addressed by online education are cognitive or intellectual abilities (Purwanto et al., 2020).

The COVID-19 pandemic has affected online education, which is generally regarded as having lower efficiency (Fitri and Abdul Latif 2021). The impact can be seen in students in elementary school, where it appears that four indicators are excessive dependence on the internet, the level of Intellectual Quotation (IQ) and Emotional Quotation (EQ) of students, the convenience of online learning, and the lack of two-way communication between students and teachers. These are the indicators that appear to have the most significance (King 2021). It is necessary to analyze actors to address the difficulties associated with learning after the COVID-19 pandemic. For learning after the COVID-19 pandemic to be more successful, it is essential to collaborate with actors, as shown in Figure 6.



Source: (Analyze Nvivo 12 Plus ,2022)

Figure 6 Actor Collaboration Scheme in Offline Learning

Table 2 Actor Collaboration Scheme in Offline Learning

	Online	Offline	Effektive	Ineffektive	Total
Teacher	0.70	0.82	0.84	0.80	0.79
Student	0.71	0.84	0.78	0.84	0.79
Parent	0.77	0.76	0.64	0.80	0.74

Source: (Analyze Nvivo 12 Plus ,2022)

Figure 6 and Table 2 showing the results of data processing and data analysis that the researchers carried out based on the problem formulation (RQ2) in the study, the results showed a network collaboration model carried out by each actor to see the value of the challenges of elementary school students facing offline learning after COVID-19. This model was carried out to see the value of elementary school students' difficulties after COVID-19 (Simamora 2020). The



findings of the analysis that the researchers carried out on online media content were used to conclude that each actor has its own value, which varies depending on the metric being considered. In this study, four indicators are used to evaluate the roles and contributions of the actors (Teacher, Student, and Parent). The first indicator is online, which is the first effort made by all actors to respond to the COVID-19 pandemic, assist those who need it, and improve learning (Mok et al. 2021). The second offline initiative was carried out after COVID-19 was held in Indonesia. The researchers analyzed the data and coded it, and the results showed that (Table 2) each actor has their values. These values are as follows: the teacher has 0.79, the student has 0.79, and the parent has 0.79. (0.74). After the COVID-19 test, students and teachers scored high in responding or reacting to learning problems (Ding et al. 2019).

4. DISCUSSION

As a result of the COVID-19 pandemic, the utilization of the Internet as a tool for educational and research purposes has evolved into an essential activity. Because of this, students' use of the Internet has evolved into an integral component of their lives. Internet access is becoming more readily available and less prohibitively expensive for pupils in elementary schools (Alchamdani et al. 2020). The use of a smartphone as a means of communication is a factor that contributes to the Internet's accessibility at an affordable price for primary school kids. In addition, smartphones have evolved into tools increasingly utilized for instructional reasons (Frangos and Frangos 2009). Due to the widespread availability of smartphones among primary school students for use in online education during the covid-19 pandemic, there is currently a high level of internet access (Castro and Tumibay 2021). The condition known as excessive smartphone dependence is characterized by an increase in "protrusion" of the smartphone as a direct result of excessive use as well as an increase in "self-control failure," which ultimately leads to "severe impact" (Margaretha et al. 2022). Overdependence on a smartphone, to put it another way, is a situation characterized by an increase in the prominence of the smartphone, a loss of self-control, and the presence of substantial repercussions (Jun 2021).

There is a tradeoff between the positive and negative effects of having high internet access levels, which might lead to dependency on the platform (Park 2021). Teenagers who spend an unhealthy amount of time online are more likely to struggle with various life issues (Margaretha et al. 2022). Dependence on the internet is a pattern of behavior associated with individuals' failure to control their excessive demands and causes individuals to struggle with things they should be able to handle on their own (Faradilla 2020). The internet has evolved into an instrument that cannot be done without in educational institutions' teaching and learning process (Margaretha et al. 2022). Students have convenient access to course materials and a variety of other sources that are relevant to their studies, thanks to the internet (Alawamleh et al. 2022). However, advancements in information technology and the widespread use of the internet have resulted in many difficulties, primarily due to its abuse (Jun 2021).

Everyone has the emotional ability to feel, use, or control their own emotions to be motivated, make plans, and do other things in society (Li 2022). A person's capacity to control and utilize emotions is an essential indicator of emotional Intelligence (Bariyyah and Latifah 2019). To understand oneself and others, it is essential to recognize and respect the various emotions humans experience (Marhani Intan and Usman n.d.). Emotions are the home of our most personal feelings, instincts and feelings (Sigit et al. 2019). Therefore, it can be stated once again that Emotional Intelligence is an emotional capacity that exists within an individual and comes from the bottom of

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his conscience, something that others cannot understand and utilize in a social environment (Muthuprasad et al. 2021). Emotional Intelligence is concerned with self and others. Nothing can control one's actions other than emotions (Marhani Intan and Usman n.d.). (Marhani Intan & Usman, n.d.).

Individuals worldwide have intellectual intelligence, a form of cognitive intelligence, so they can behave purposefully and think meaningfully to solve problems (Isaacs 2018). Intellectual intelligence is the ability to engage in various mental activities, solve problems, draw conclusions and deal with the knowledge to make it happen (King 2021). Therefore, intellectual intelligence is the cognitive intelligence possessed by every human being and is needed for various mental tasks, making conclusions and managing information to answer challenges. Intellectual intelligence is usually related to a person's ability to learn (King 2021).

Online learning environments are significantly different from traditional classroom settings in learner motivation, enjoyment, and interaction. The Community of Inquiry (COI) structure provides a valuable starting point for online teaching and learning interventions (Muthuprasad et al. 2021). According to the COI framework, the success of web-based instruction depends on forming a group of students. In this group, which is similar to a regular classroom, learning occurs through three interdependent elements: (1) social presence, (2) cognitive presence, and (3) instructional presence (Van Wart et al. 2020). Research by (Van Wart et al. 2020) concludes that there is no substantial difference between online and offline learning in student satisfaction. They support the idea that online classes may be just as practical as traditional classes as long as they are appropriately organized. These findings suggest that, if properly implemented, online learning can effectively replace traditional classroom instruction (Olivier-Pijpers, Cramm, and Nieboer 2019).

Interaction occurs when "learners are in two-way contact with others in such a way as to elicit appropriate reactions and responses from them to their own demands and contributions" (Parker 1999). This expanded definition of interaction examines three types of interaction: learner-content interaction, learner-instructor interaction, and learner-student interaction (Lufri, Elmanazifa, and Anhar 2021). Without interaction, teaching is reduced to "delivering content as if it were a dogmatic fact," and the knowledge acquisition cycle from critical evaluation to knowledge evaluation becomes non-existent (Leenders et al. 2019). Collaboration between teachers and students in knowledge acquisition allows students to become independent acquirers of their information (Alawamleh et al. 2022). Interactions have been described in various ways, depending on the extent of the participant's involvement in the instructional experience and situational conditions (Tan et al. 2019).

5. CONCLUSION

After the COVID-19 epidemic, the most prominent difficulty that can be encountered with online education is an excessive reliance on the internet (35.71%). Following the COVID-19 pandemic, the second highest score in the offline learning challenge is the intellectual and emotional intelligence level, with 28.57 per cent. The absence of two-way communication between teachers and students ranks third among the difficulties associated with offline learning after the pandemic caused by Covid-19 (21.43%). The convenience of online learning constitutes the fourth component in examining the challenges posed by offline learning (14.29%). Learning outside of the network in the wake of the COVID-19 pandemic requires the many components of education—specifically, students, instructors, and parents—to work together more efficiently. Students will find it easier to make the transition from learning online to learning offline with the assistance of this synergy. Furthermore, success in offline learning (learning that takes place outside of the network) must be tied to success in online learning. Therefore, the two different



approaches to education need to be combined into blended learning. Blended learning has the potential to facilitate the learning process and contribute to the accomplishment of educational goals in Indonesia.

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