



THE TRANSITION OF THE LEARNING SYSTEM IN INDONESIA: WHAT IMPACT TO STUDENTS?

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Article history:	Abstract:
<p>Received: 1st October 2021 Accepted: 1st November 2021 Published: 4th December 2021</p>	<p>The Indonesian government, through the Ministry of Education and Culture, has established two times variations in educational policies based on pandemic situations. First, the critical phase when the offline learning transitions into online learning. Second was the recovery phase, while schools were allowed to re-opening. The online learning back to offline learning or mix it together, known as blended learning. Our research seeks to describe the impact of the transition to the learning system that occurred during the pandemic, identify problems that arise, the handling provided by the school and explore the obstacles and barriers that are felt by students in schools as the most affected parties. Method of this research is mix-method, using reports of student learning problems, unstructured interviews with several teachers, and online survey of education. Previous research has described the impact of transitions learning and its effectiveness, in the critical phase. Meanwhile this study describes transition learnings at the critical phase and the recovery phase, after the pandemic has been running for more than two years. There are several problems that occur related with the learning transition, which results in difficulty in following lessons and a decrease in learning achievement. As well as the findings of several learning obstacles experienced by students. Research shows the constraints of each learning system, as well as the trends that students choose. The implications of the research results can be a direction and guide for education in Indonesia to continue the best education system policies during the Covid19 pandemic.</p>

Keywords: Blended Learning, Offline learning, Online learning, Online Survey of Education, Transition of Learning System

INTRODUCTION

Referring to the data released by the World Health Organization (WHO), COVID-19 has been reported in over 216 countries. Many countries have taken precautionary measures including lockdowns of schools and universities and switching to full E-learning mode during the spread of the Coronavirus, to avoid future expected waves. The switch to E-learning was for all educational institutions, which was unplanned. Not all institutions had the ability to switch smoothly (Alqahtani, 2020).

The Indonesian government through the Ministry of Education and Culture stipulates regulation no. 3 of 2020, no. 36962/MPK.A/HK/2020 concerning the Prevention of Covid 19 in education units, teaching and learning activities are carried out by distance learning. This regulation was enacted to overcome the COVID-19 pandemic which continues to spread and cause fatalities (Chryсна, 2020)

Estimates, around 1.3 billion schools in the world are paralyzed due to the covid 19 pandemic. Meanwhile in Indonesia, there are around 646,200 schools closed from early childhood to tertiary levels. As a result, 68.8 million students learn from home and 4.2 million teachers, including lecturers, teach from home (Al Faqir, 2020). Of this amount, only about 34.5 percent can access online education services. For example, in Gunungsitoli City, Nias, North Sumatra, 65.5% of students cannot access online education services (Suara Merdeka, 2020).

When the Pandemic slowed down and was under control, it prompted the Indonesian Government to issue a Joint Decree (SKB) of Four Ministers on August 7, 2021, regarding learning policies in the pandemic era. Schools are given the flexibility to choose the curriculum that best suits the needs of students. In the decree, it was emphasized that education units in the yellow and green zones, based on the Covid-19 Handling Task Force, may conduct face-to-face learning in stages (Widyanuratikah, 2020).

So far, based on the search we have done, there have not been many studies comparing the two different phases of the pandemic. These are the crisis phase, when the pandemic starts to reach its peak, and the recovery phase, when the pandemic subsides and declines. Indications and reference parameters are the number of new COVID-19 patient cases every day, the total number of patients infected with COVID-19, and the death rate due to COVID-19.

There are two interesting studies that illustrate the comparison of loss learning that occurred before the pandemic and during the pandemic. In a study in the Netherlands on 350,000 school students, comparing results of the national exams 3 years before the pandemic, and results of the current exams during pandemic, results reveal learning loss of about 3 percentile points or 0.08 standard deviations. The effect is equivalent to one-fifth of a school year the same period that schools remained closed. The biggest loss learning impact is about 60% experienced by students from less-educated homes. (Engzell, 2020). In Pakistan, a study found that there was a decrease in Learning Adjusted Years of Schooling (LAYS) with worsening effect for girls than boys. (Khan, 2021).

LITERATURE REVIEW

During the COVID-19 pandemic, we identified three learning systems in Indonesia, namely offline learning, online Learning, and blended learning as a mix of offline and online learnings.

Offline learning means activities carried out without using the internet and intranets. The mention of offline learning is also synonymous with face-to-face learning in schools, so that the learning process and interaction between teachers and students occurs directly without media intermediaries, including classroom learning, practicum in school labs, and sports activities in the school field (Ambarita, 2020).

Online learning means in the network, refers to activities carried out through intermediary media. All activities are carried out using internet & intranet networks. Permenristekdikti No. 51/2018 explains Distance Education, hereinafter abbreviated as PJJ, is a teaching and learning process that is carried out remotely using various communication media (Ristekdikti, 2019). Different mentions of online learning include e-learning, distance learning, learning from home. Online activities include online classes, online exams, webinars, etc.

Online learning is nothing new in education. Open schools, open universities, and online training have already organized distance learning. Be a concern when applied to schools during a pandemic without preparation and planning. The transition of the learning system from offline to online was not smooth and encountered various obstacles in the field, including: the availability of networks and internet quotas (Bahasoan, 2020), the characteristics of the content presented, the characteristics of students and socio-economic backgrounds (Tomasik, 2020).

The online learning system uses Internet-based interactive models such as Zoom, Google Meet, MS Teams and Learning Management Systems (LMS) such as Moodle, Google Classroom, Edmodo, and Schoology (Malyana, 2020). The requirements of the online system used are ubiquity (availability, anywhere and anytime), low cost, ease of use and interactive character. Currently, there are many studies related to the effects of online learning, which have positive impacts such as building attachment between children and parents (Bahasoan, 2020), increasing creativity due to the variety of learning resources. However, many also highlight negative impacts such as loss learning, gadget addiction, boredom, lack of interaction between peers (Irawan, 2020) and symptoms of stress in children (Xiao, 2020) due to pressure that occurs at home.

The next one is Blended Learning, which combines various event-based activities, including face-to-face classrooms (offline), e-learning (online), and independent learning. Blended learning can also be interpreted as learning that combines several learning methods so that it can produce learning that can be enjoyed by anyone, anytime and anywhere (Rachmah, 2019., Valiathan, 2002) Blended Learning became popular around 1990 and continues to increase at this time. Additional values obtained from the blended learning system include flexibility, personalization of choices, cost efficiency, independence, learning opportunities for professionals, maintained interaction and satisfaction in learning (Smith, 2018).

Blended learning seems to be the best alternative decision for educational institutions to consider when choosing a learning system during the covid 19 pandemic. Blended learning can bridge the weaknesses of the offline system and online system during the pandemic. The offline system has the potential to become a wave of the spread of covid 19 by transmitting the virus when there is physical contact and crowds. Meanwhile, the online system has the potential to cause saturation if it is carried out continuously.

The purpose of this study is to describe the learning system carried out during the pandemic in Indonesia, the impact of the transition to the learning system that occurred during the pandemic, identify problems that arise, the handling provided by the school and explore the obstacles and barriers that are felt by students. This research shows the latest data that Indonesia has passed two crucial phases of the pandemic, namely 1) the critical phase, when the pandemic begins to spread, and 2) the recovery phase, when the pandemic begins to slow down. So that the

dynamics of changing the learning system can be explored more. The following is a description of the criteria of the three learning systems:

System	Other Name	Network	Activities
Offline learning	Face to face Traditional learning	No Network <10%	Study in class Lab's experiment Physical exercise Reading at library
Online learning	E learning Distance learning Learning from home	Full Network 70% - 100%	Learn through app Online Quiz Web content
Blended learning	Mix learning Hybrid learning	Combination 10 – 70%	Learning content through platform or app, then discuss at class Face to face learning, assignments are collected through the platform

Figure 1. Learning Systems

METHODS

Research Instruments

The research methodology is a mix method. The research instrument is divided into three parts:

1. Report of Student Learning Problems List (SLP)
2. Unstructured Interview
3. Online Survey of Education (OSE)

Data Collection

Report of Student Learning Problems List (SLP)

We compiled a report listing student learning problems in schools during the pandemic period from July 2020 - June 2021. The report includes assessment data on 1756 students at two different schools. The schools involved in this study are schools with learning transitions according to government regulations and are in areas affected by the pandemic.

Table 2. Student Learning Problems (SLP)

Problems	Indicators	Periods
Absent Confirmation	Attendance for absenteeism from class is more than 30%	June 2020 - July 2021
Submit Tasks	Less than 50% collection of school assignments	
Learning Achievement	Failed the exam in 5 subjects	
Learning Difficulty	Low score on homework	
Failed a Grade	Failing a grade	

Unstructured Interview

To enrich the information, we conducted unstructured interviews with 6 counselling teachers, to understand the causes of students having problems learning during the pandemic, as well as the assistance services provided by schools to help students overcome their problems. The teachers involved are in different areas: 3 in Java and 3 outside Java.

Online Survey of Education (OSE)

The online education survey consists of 22 statement items with variations of short answer and multiple-choice answers. Some examples of statements include "Did you go to school during the pandemic? How was the learning system during the pandemic applied by your school? mention some obstacles in learning during the pandemic?"

The survey was given by random sampling method. The survey was given to several teachers in the school, then passed on to the students. The demographics of the respondents (N = 554) are as follows.

Participants

Table 2. Participants of Research

Instrument	Criteria	Total respondents
SLP	schools with transitional learning systems during the pandemic, following government regulations	2 schools (1756 students)
Interview	Counselling teachers at schools with transitions to the learning system during the pandemic, following government regulations	6 teachers of guidance and counselling
OSE	Students in schools with transitioning learning systems during the pandemic, following government regulations	554 students

Table 3. Demographic of OSE Participants

Educational Level	Elementary (113), Junior (56), Highschool (385)
Domicile	Java (506), Outside Java (48)

RESULTS & DISCUSSIONS

Result of Student Learning Problems List (SLP)

Based on data obtained in one academic year (July 2020 - June 2021) for 1756 students grades X - XII, reports on student learning processes are recapitulated every 3 months (except for problems of failing a grade, recapitulated for one-year academic calendar) by Guidance Counselling teachers with the following indicators:

Table 4. Result of Student Learning Problems

No	Problems	Jul - Sep 2020	Oct Dec 2020	Jan - Mar 2021	Apr - Jun 2021
1	Absent Confirmation	87	64	75	53
2	Submit Task	155	135	121	123
3	Learning achievement	132	100	95	98
4	Learning Difficulty	152	133	123	125
5	Failing a grade				4

The recapitulation showed that in the beginning of the pandemic, the number of students who had online learning difficulties was quite high. This is presumably because students are still adapting to the online learning system. According to research by Alqahtani (2020), students must understand their role, build their own attitude and commitment, and find ways to self-motivate to gain successful learning outcomes. Students' lack of expertise because they are still adjusting the online learning method because they are accustomed to taking part in offline recovery so far (Bahasoan, 2020).

Based on information provided by the school, new students are the most affected group. Without opportunity to complete school orientation properly. They feel confused about the new school, get to know the teachers better and get to know their classmates. The impact of the difficulty in participating in the online learning system can be seen in the number of learning achievements and the number of students who successfully submit tasks on time (Fontanesi, 2020). Limited school facilities are an obstacle to the solution program. Limited devices, inadequate networks and school rooms that do not comply with health protocol rules, cause schools to be unable to help students

who have technical difficulties to participate in online learning. After several months of running the online learning system, learning difficulties looks getting worse. This means there is none of school program that is suitable and able to overcome the learning problems faced by students during the pandemic.

At the end of the school year, 4 students failed a grade. Accordance to information given by school, there are several main reasons for making decisions, namely: (1) absence from lessons, (2) students abandonment attitudes after various efforts from counselling teachers, homeroom teachers and school management for one semester, (3) lack of cooperation from parents and students in maximizing student learning activities, (4) learning achievement scores fail in more than 5 subjects. Based on these reasons, students were decided to fail a grade and should repeated. This should get a fairer review to find the obstacle. Are they unable to understand the lesson or unable to join with online learning itself? These might be having different consequences. Unable to join online learning as a technical issue should be solved with technical solution, such as Government support by providing free access network (Anugrahana,2020), soft loans or reducing goods taxes so that prices become more affordable. But, while students unable to understanding lessons, best solution is the guidance and counselling approach.

In the implementation of learning from home, parents play a very important role in guiding, assisting, and directing children to learn. Parents' perceptions of online learning are determined by attention, experience, barriers, and knowledge. The knowledge factor of parents is very supportive of the implementation of online learning (Sakti, 2021). Not all parent-child relationships will be equally affected by the social disruptions in the COVID-19 crisis; there will be individual differences in how far continued social changes will strain parents' well-being and adaptive parenting behaviours (Prime, 2020).

Result of Unstructured Interview

This interview using semi-structure, was conducted with six teachers, three living in Java and three living outside Java. Three teach in private schools and the other three teach in public schools. The interview focused on the implementation of counselling guidance services during the covid 19 pandemic. The question in the interview, "What is the difference between counselling and guidance services before and after the pandemic?" "What problems occur while studying from home?"

Question: How are the guidance and counselling services at schools during the pandemic?

Meyta said, "I have a class schedule before the pandemic and after the pandemic, the applications used in online learning are zoom and google classroom".

Intan comment, "Before and during the pandemic, I had a schedule in class to provide information to students and classical services. The interactions that occur during offline and online learning are very different. Students interact less during zoom class. During the pandemic some counselling guidance activities such as individual counselling and group guidance are difficult because students have many tasks to complete. Students who receive guidance and counselling services are students who have problems in online learning based on their homeroom reports".

One of the counselling guidance teachers said that the counselling service at his school was different,

Nuriza said, "Before the pandemic, I did not have a class schedule to provide information services to students. But during the pandemic, I provided counselling and guidance services through WhatsApp Group classes, as well as focused on registering students who were unable to participate in online learning due to unstable internet network constraints and economic problems (no money to buy quota and gadgets). I visited the homes of students who had problems participating in online learning."

Widia Said, "I had no class schedule at all, before and during the pandemic. Because during the pandemic, students have difficulty participating in online learning. Unstable internet network in the area and costs to buy quota. I help the homeroom teacher in dealing with students who are unable to participate in online learning".

Kiki comment, "I just joined the school, because previously the school did not have a counselling teacher. During the pandemic, I actively introduced counselling guidance to students. I make videos and send them to students, as well as register students who attend, to see students who are active and inactive during online learning. I do counselling for students who are not active during online learning."

Question: Mention the problems faced by students when learning online during the pandemic?

Kiki said, "The problems with my students are that students have difficulty in online learning because they don't have devices, quotas, and an unstable internet network. I make calls to students who have never participated in online learning and do not collect the assignments given".

Meyta comment, "The school cooperates with the school committee, helping students who do not have gadgets and registering students as recipients of the Ministry of Education and Culture's education quota assistance".

Question: How is the preparation of schools, including teachers, in facing face-to-face schools?

Meyta said, "The preparations according to health protocols are adequate... and there are teachers who manage and monitor students from arrival to class, schools conduct training to students before blended learning."

Kiki said, "The conditions of the school are hilly roads and the habit of students coming to school using buses and pick up cars. At school, students keep their distance to wash their hands, but on the way to school, students still gather. school preparation itself has provided a place for washing hands, thermo guns, masks and fields shields."

Question: According to your observations, which learning model is the most popular/favourite for the children?

Meyta comments, "my observations are that students prefer to practice, meet directly with teachers, and enjoy discussing together. students like offline learning."

Kiki said, "I haven't started the classical tutoring schedule yet due to limited face-to-face hours, so I only take care of student discipline at school. however, when I have free time, I do an introduction to guidance and counselling class."

The Ministry of Education and Culture of the Republic of Indonesia estimates that 34.5 percent of students are unable to access online education (Irawan, 2020). The constraints experienced by students during online learning are stated network and quota constraints. This result is suitable with previous study (Bahasoan, 2020). Furthermore, while some teachers and students might have found themselves completely unprepared for online learning, others might have already been using digital tools in their classrooms for some time (Tomasik, 2020).

Problems with technology, internet and inadequate support from teachers and parents are negative aspects of online learning. In connection with the problem of internet quotas which are complaints from parents, the solution that can be given so that online learning can run effectively is with the help of the government and schools. Related to the difficulties of parents who have difficulty buying internet quota, the government should provide an injection of funds to each school to provide free quota to students (Anugrahana, 2020).

Various problems have included the provision of school infrastructure, such as an Internet network that all schools have not enjoyed previously, especially in villages, as well as the cost of purchasing expensive data packages. Although the Indonesian government recently issued a regulation that school operational funds could be allocated to buy data packages, schools still could not fully enjoy online learning. In addition to data packages, bad signals are obstacles in the implementation of learning. Often students are late in collecting and completing assignments, and even understanding the material has become a significant problem for students. Another change is that the involvement of parents with children has become more intense in online learning. Parents can assist children in understanding subject matter that is not understood or conveyed well by a teacher (Rasmitadila, 2020).

Online Survey of Education

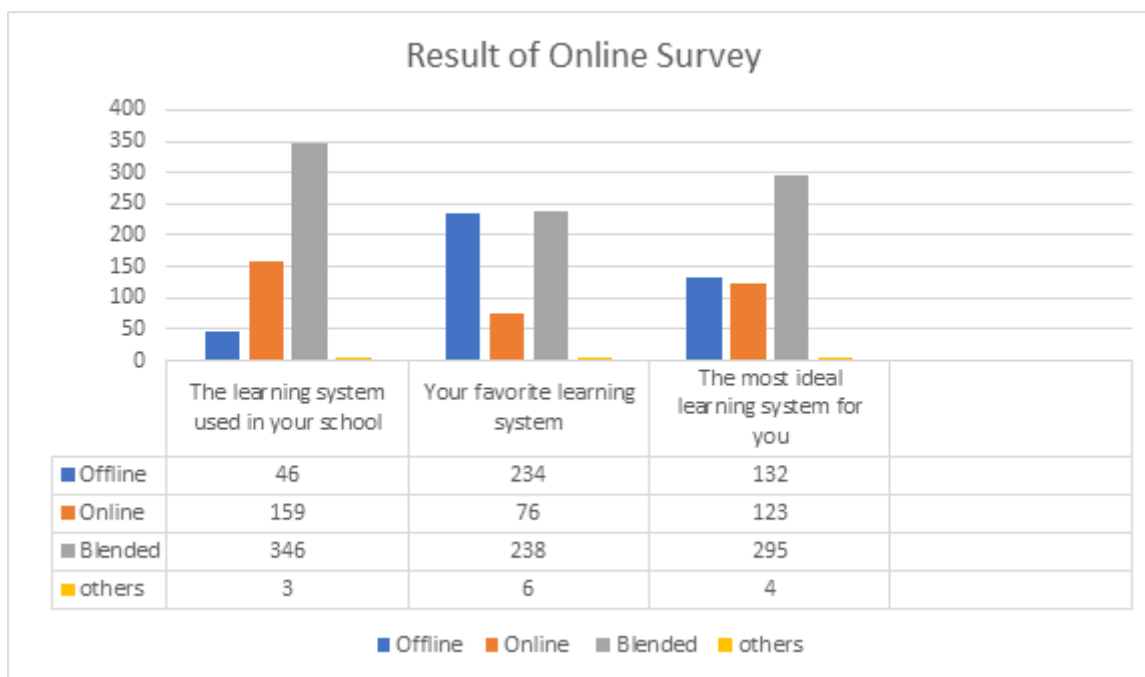


Figure 2. Result of Online Survey

We found that blended learning is the most widely used learning system in Indonesia today, followed by online learning, and offline learning is the least used. Different results when students are asked to choose the most preferred learning system. Offline learning and blended learning are the most preferred with almost the same score. While online learning is becoming less preferred. Meanwhile, for students blended learning was chosen to be the most ideal learning system, while offline learning and online learning followed behind. Offline learning scores are not much different from online learning scores.

The sloping pandemic condition correlates with the increasing number of schools implementing offline learning, so that the portion of online learning decreases. However, given that the pandemic is not yet fully over, schools remain vigilant about conducting limited offline learning. In addition, some parents are still worried and do not allow their children to go to school. Schools deal with this situation by conducting blended learning, which can accommodate different needs.

Garrison and Kanuka highlighted there should be a thoughtful integration and critical analysis of integrating both offline learning and online learning with respect to existing curriculum, resources, inter alia before implementation of blended learning (Mahaye, 2020). On the other side, many parents and educators are reasonably concerned, however, about whether any large-scale reopening plan can ensure safety for students, school staff, and household members. Contagion is a particular concern in schools that serve predominantly low-income communities (Levinson, 2020). However, the online & blended learning system is the best solution for the world of education in Indonesia when the COVID-19 pandemic is still happening. The implementation of distance learning is the right policy to break the chain of spread of COVID-19. However, online-based distance learning patterns are generally not considered enjoyable by students or students, teachers, and parents because of various limitations and obstacles (Dahlia, 2021).

Arguments for the benefits of blended learning are well rehearsed and include increased flexibility for staff and students; personalization; enhanced student outcomes; the development of autonomy and self-directed learning; opportunities for professional learning; cost efficiencies; staff and student satisfaction; and increased interaction between staff and students, and between students (Smith, 2018).

In the blended learning system, students are also possible to interact directly with their peers and teachers at school, during class sessions. So that the problem of boredom and emotional disturbance in students due to lack of interactions can be reduced.

Table 5. Findings of Online Survey

Findings	Offline	Online	Blended
Constraints faced in learning during the pandemic	Health protocol rules (24) Parent permission (17) Vaccination Required (8) Transportation (8) Other (8)	Internet network (127) Quota (64) Learning apps (43) Gadget (37) Other (39)	Internet network (208) various activity and preparation (182) Schedule setting (182) Quota (176) Transportation (124) Learning apps (116) Gadget (93) Health Protocol rules (80) Vaccination Required (52) Parents' permission (36) Other (43)
Need to be improved in learning	Learning Interaction (24) Schedule setting (24) Study materials (16) Teachers teach style (11) Health protocol rules (9) other (8)	Learning interaction (90) Assignment (82) Teachers teach style (80) Study materials (60)	Learning Interaction (207) Assignment (165) Teachers teach style (149) Study materials (147) Health Protocol rules (91) Other (57)
The ideal number of lessons to give each day	2 subject (20) 3 subject (13) 4 subject (11) Other (2)	3 subject (65) 2 subject (45) 4 subject (29) Other (17)	3 subject (160) 2 subject (101) 4 subject (47) Other (34)
The ideal study time	07.00 - 12.00 (27) 07.00 - 14.00 (3) 07.00 - 16.00 (3) Other (13)	07.00 - 12.00 (122) 07.00 - 14.00 (8) 07.00 - 16.00 (3) Other (23)	07.00 - 12.00 (272) 07.00 - 14.00 (26) 07.00 - 16.00 (7) Other (37)
The ideal assignment	Homework (25) Reading (21) Quiz (14) Presentation (8) Paper (2) Other (1) No Assignment (3)	Quiz (95) Reading (65) Homework (62) Presentation (50) Paper (14) Other (17) No Assignment (28)	Quiz (190) Homework (165) Reading (138) Presentation (95) Paper (20) No Assignment (64)

*Respondents can give more than one answer

We try to explore various things to students about the learning system during the pandemic that has been implemented. We found obstacles in offline learning, such as the obligation to health protocols, getting permission from parents, vaccinating for students aged 12 years above, and difficulties in choosing safe transportation. Different obstacles are found in online learning. The biggest obstacle is the network, which is inadequate, unreachable, and frequently experiencing interruptions. The next obstacle is related to internet quota. Online learning consumes a large quota, so the costs required are also large, while students don't have money to buy. Another obstacle is related to the application used. Some applications are not compatible with students' gadgets. Students at lower levels of education need assistance from their parents to understand how to use the application. Some students don't have the latest devices, either because they don't have the ability to buy them, others haven't been allowed to have their own devices by their parents. Mostly found in elementary students who use parental devices to study in class.

Requirements of e-learning systems are ubiquity (availability, anywhere and anytime), low cost, ease of use and interactive character. E-learning refers to the ability to offer, organize and manage e-learning activities within a system, such as student enrolment, exams, assignments, course descriptions, lesson plans, messages, syllabus, basic course materials, etc (Almaiah, 2020). All these crucial factors determine the success of online learning.

Meanwhile, in Blended learning, which is a combination of offline and online learning, internet network is also a major problem, followed by the schedule and class division. The Indonesian government regulates the opening of schools during the pandemic by reducing the capacity of students in the classroom. When re-opening schools during the pandemic, classroom conditions must meet the standard of maintaining a minimum distance of 1.5 m. The number of students is limited in each class, such as the special school for students with disabilities, a maximum of 5 students from the standard 8 students per class. Elementary school and Junior school, a maximum of 18 students from the standard 28-36 students per class. While at the kindergarten level, a maximum of 5 students from the standard 15 students (Purwanto, 2021). Schools make alternate schedules every day, while others make weekly schedules. This obstacle is felt to be difficult for the students. Problems such as quota, gadgets, learning applications, safety transportations, implementation of health protocol and getting permission from parents were also found.

Piskurich said Blended Learning is a combination of components from aspects of synchronous and asynchronous learning with the aim of achieving optimal learning effectiveness. Throne added, blended learning seeks to integrate innovation in learning technology with traditional learning, namely learning that must always be connected and participate directly (Purnama, 2020).

We asked the students what things should be improved in learning. Same results showed by all system learning. learning interactions as the focus. Students need more time to interact with other students to reduce pressure and stress during the pandemic. Interaction tends to become an important topic in many research that affect student satisfaction in every system learning. Boredom is caused by continuing to study without the opportunity to interact between students. Xiao (2020) said, this pandemic carries not only the risk of death from a viral infection but also psychological stress for people throughout the world. Online learning also makes students saturated, because students communicating through gadget intermediaries makes the interaction between one individual and other individuals lack the meaning of non-verbal communication (Irawan, 2020).

Creating interaction is a big challenge especially in online mode. In general, it is easier to create offline interactions than online interactions (Tupe, 2018). Online learning effected limits physical interaction causes less social interaction, reduced of verbal and non-verbal communication that makes students complain about situations that burden them in learning. Lack of social support makes students experience emotional disturbances (Irawan, 2020).

On offline learning, students state the arrangement of the school schedule, the materials taught, the way teachers teach in the classroom, and the consistency of the school in applying health protocol rules to avoid the spread of covid 19 in schools. Meanwhile, on online and blended learning, assignments are not expected to be a burdensome burden and add to the stress of students. The materials taught; the way teachers teach are things that also need to be improved. The low competence of teachers in carrying out online learning can be improved through guidance with the consultation method (Malyana, 2020). Teachers must be able to find the right strategy so that online learning can be understood by students.

A study entitled "Effectiveness of Online Learning During the Covid-19 Pandemic Period: An Online Survey" of home learning policies by implementing online learning using the Zoom application for k face-to-face and WhatsApp to provide lecture material and assignments for online learning media. The test results found that online learning with Zoom and WhatsApp is only effective for theoretical courses and practicum, while in online lecture practice and course subjects are less effective (Supriyanto, 2021).

The ideal number of lessons to give each day, have different results. Students of offline learning, choose two lessons each day. While online and blended learning students choose three lessons each day. While the question "the ideal study time every day?" All Offline, online, and blended learning students agreed to state 07.00 - 12.00 am as the ideal time.

The information about assignments that we found was quite diverse in each lesson. In offline learning, students choose homework, reading and quizzes as their preferred tasks. Few students stated that there should be no need for assignments during the pandemic. In online and blended learning, students choose quizzes as their favourite assignment. Followed by Reading, doing homework and making presentations in class. Some students objected to the

assignment and stated that there should be no assignment. According to previous study by Irawan (2020), emotional disturbances are indicated by changes in mood or mood caused by too many assignments that are considered ineffective by students.

CONCLUSIONS

Our research found that the transition to the learning system implemented in Indonesia experienced various obstacles. Based on the school's data, we found there's problems with the impact of the transitions. For three months earlier, the number of students having difficulty with online learning systems was higher. The numbers seem constantly after one year, that assume none of school program suit to solve problems. Schools must immediately find sources of problems and effective - efficient solutions because problems will have an impact on student success in exceeding learning targets during the pandemic.

Handling of students who failed a grade must be right on target. Technical problems should be solved by technical solutions, such as government support, reducing taxes, building a stable, equitable and affordable network. While the guidance and counselling approach is given to students who have problems in the learning process, such as not understanding the learning content, incompatibility of lessons and delivery methods.

According to data from interviews with guidance and counselling teachers, shows that the transitions give impact to students' performance at school. Social - economic parents are crucial factors to making the transitions run well. Online and blended learning requires gadgets (computer, laptop, tablets, or smartphones) and quotas to join it. Some of the students have nothing, so they can't access the class. Several efforts from teachers and schools are not effective, because un-integrated with others school programs and pandemic restricts movement and contact while teachers did home visit programs.

From the students' perspectives about the transitions of the learning system, we explored and found that: (1) Blended learning is the most widely used learning system in Indonesian schools, and the most favourite and ideal system in students' view. Meanwhile, comparing offline and online learning, students prefer to choose offline learning over online learning. (2) Learning interactions as the things that must be improved. Students ask for more interactions between students and teachers during class. Importance of interaction is to reduce stress, boredom, and tension. (3) Less gadgets and quotas are the most significant problems on online and blended learning, meanwhile health protocols rules are the big constraint while attending offline learning.

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