

BUKTI KORESPONDENSI
ARTIKEL JURNAL INTERNASIONAL BEREPUTASI DAN BERFAKTOR DAMPAK



Diajukan oleh:
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FAKULTAS MATEMATIKA DAN ILMU PENGETAHUAN ALAM
UNIVERSITAS NEGERI SEMARANG

2023

DAFTAR KEGIATAN KORESPONDENSI

ARTIKEL JURNAL INTERNASIONAL BEREPUTASI DAN BERFAKTOR DAMPAK

Judul Artikel : *Face to Face Mode Online Mode: A Discrepancy in Analogy-Based Learning During Covid-19 Pandemic*

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Nama Jurnal : Jurnal Pendidikan IPA Indonesia (JPII)

Indeks Jurnal : Scopus Q2 dengan SJR 0.46

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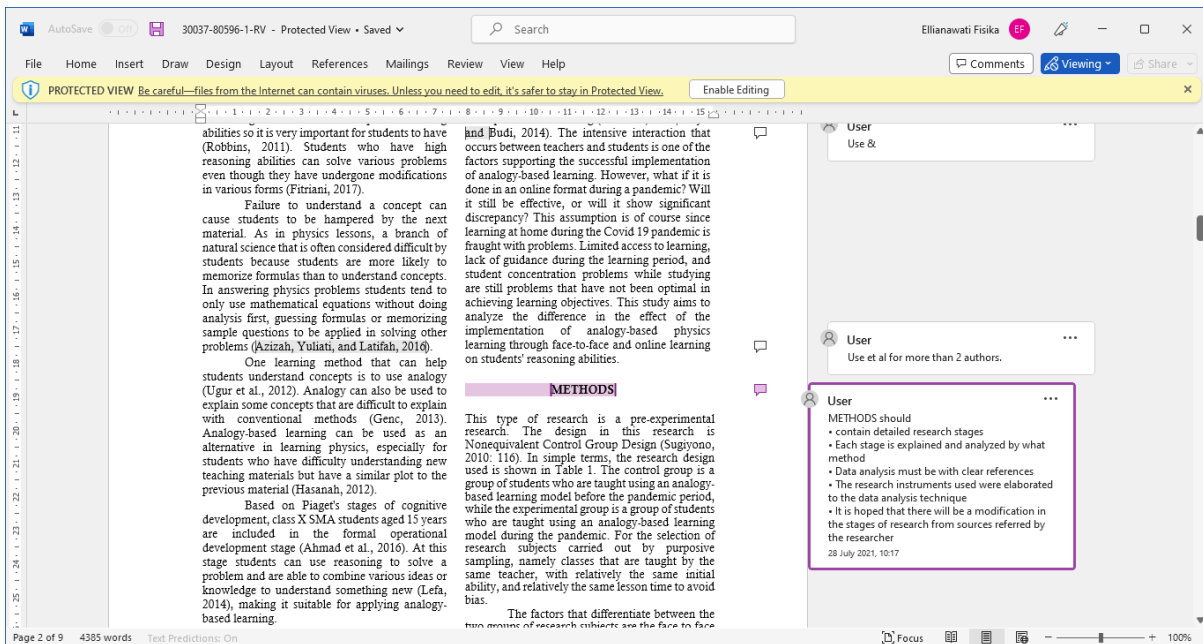
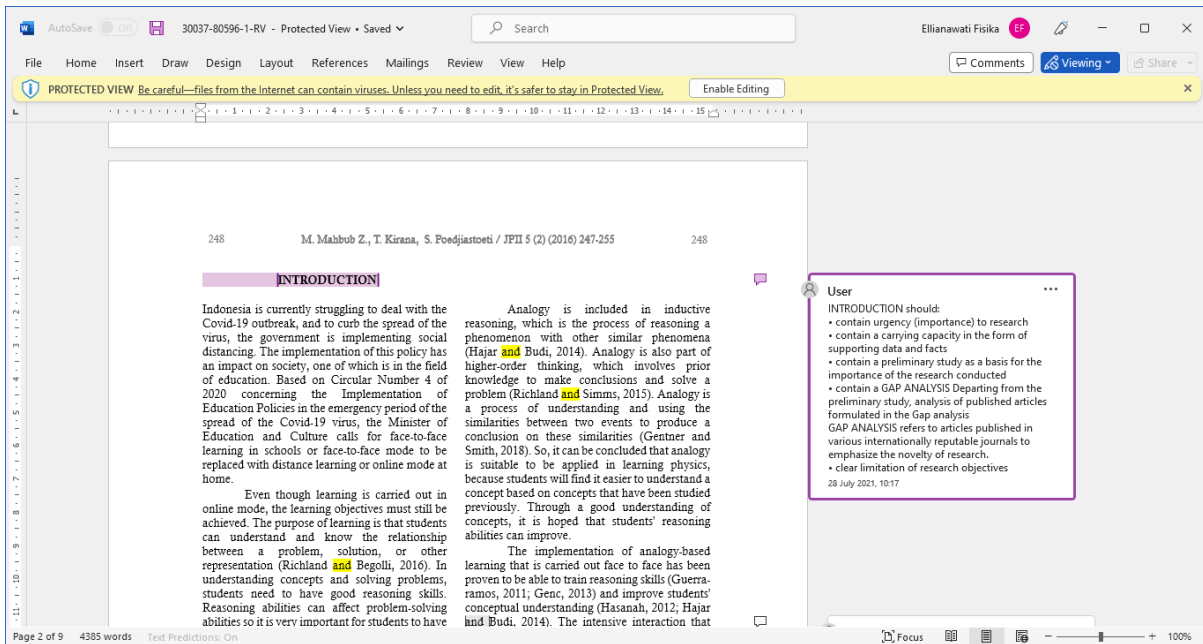
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RESULTS AND DISCUSSION

Tables or graphs (one selected) must represent different results

- The results of data analysis must be strong in answering the analysis gap
- Display of results other than those narrated in table-graph-image-modeling
- The research novelty has not been clear enough
 - It is recommended not to repeat the references in the introduction, using previous research findings.
 - References used should be taken from reputable journals.
 - It is necessary to explain the specifications of the findings in this study that show

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Table 3. Reliability Test for Pre-test and Post-test instruments

Instruments	Cronbach Alpha	Criteria
Pre-test	0.84	Reliable
Post-test	0.83	Reliable

RESULTS AND DISCUSSION

namely the material one chapter before circular motion. Posttest is used to determine students' abilities after the implementation of analogy-based physics learning. The material used in the posttest questions is circular motion, which is the material on the concept of the target. Figure 1 shows the percentage increase in results from pretest to posttest in face-to-face and online learning.

Pretest is used to determine the ability of students before the implementation of analogy-based physics learning. The material used in the pretest questions is the kinematics of rectilinear motion.

Learning mode	Percentage (%)
face to face	48.63
online	17.28

Figure 1. Improvement of Face to Face and Online Learning Outcomes

The results of the students' pretest and posttest in face-to-face learning were seen to be higher than online learning, which was 31.16%. To find out the distribution of variables with normal curves or not if Kolmogorov-Smirnov test using SPSS 21, it can be concluded that the pretest and posttest data on face-to-face and online learning are normally distributed. This is shown in the Avcmn. Sig (2-tailed) value of both data

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there was an increase in the third indicator of students' reasoning abilities, namely the ability of students to apply physics concepts.

The percentage of the fourth aspect is 72.22%, which means that students feel capable of applying analogies in learning physics. According to students, the similarity between the material in rectilinear motion and circular motion makes it easier for them to apply analogy to the material. This convenience can be felt because of the close similarity between the source concept and the target concept, namely the closer the similarities are, the easier it is for students to understand (Guerra-Ramos, 2011).

always changing, that is, it is always perpendicular to the radius or in the direction of the tangent to the circle, unlike linear velocity in rectilinear motion where the direction is always fixed.

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M. Mahbub Z., T. Kirana, S. Poedjastoeti / JPPI 5 (2) (2016) 247-255

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Ugur, G., Dilber, R., Senpolat, Y., and Duzgun, B. (2012). The Effects of Analogy on Students Understanding of Direct Current Circuits and Attitudes towards

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INTRODUCTION

Indonesia is currently struggling to deal with the Covid-19 outbreak, and to curb the spread of the virus, the government is implementing social distancing. The implementation of this policy has an impact on society, one of which is in the field of education. Based on Circular Number 4 of 2020 concerning the Implementation of Education Policies in the emergency period of the spread of the Covid-19 virus, the Minister of Education and Culture calls for face-to-face learning in schools or face-to-face mode to be replaced with distance learning or online mode at home. This issue was in accordance with Adedoyin & Soykan (2020), who stated that when researchers begin to act to find short-term and long-term solutions to the threat posed to humanity by Covid-19, there is a need for instructional technology. The most suitable option is distance education which allows taking advantage of the sudden increase in participants from online learning as an opportunity to provide new innovations to meet the latest challenges of online learning.

Another challenge in conducting online learning is the absence of face-to-face interaction. Teachers' lack of technology skills and the risk of not being able to solve technology-related problems during online classes, which can impact students' access to learning materials. In addition, online teaching requires good interaction and communication between teacher and students during emails, chats, live class questions, or feedback (Rahayu et al., 2021). It is therefore important to reflect on where exactly online learning through face-to-face and online learning on students' reasoning abilities. This research is limited to the study of the comparison of reasoning abilities as a result of learning by using analogy-based physics learning.

METHODS

A mixed methods approach (Herodotou et al., 2020) consisting of measurements using a reasoning ability test and a response questionnaire was used for the data collection with modification. The modification made is to eliminate qualitative measurements during the learning process because it is carried out online and by the school, the duration of face-to-face meetings via the internet is limited so as not to burden students' internet access costs. Another aspect that distinguishes is at the analysis stage in mixed method research, namely the analysis of achievement data is a comparison of analogy-based learning outcomes in face-to-face mode with the same learning model but online.

There were 72 high school students involved in this research. A total of 72 students were involved in this study. This research is a tiered study, with 36 students who have received face-to-face analogy-based learning before the pandemic and 36 students receiving the same learning during the pandemic. This research was conducted in the same school and by the same teacher. The material presented is also not much different, only packaged more densely regarding the duration of time that is limited by the school. However, there are additional activities provided to meet the supposed lesson hours that students can access after online learning.

The factors that differentiate between the two groups of research subjects are the face-to-face

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INTRODUCTION should:

- contain urgency (importance) to research
- contain a carrying capacity in the form of supporting data and facts
- contain a preliminary study as a basis for the importance of the research conducted
- contain a GAP ANALYSIS Departing from the preliminary study, analysis of published articles formulated in the Gap analysis

GAP ANALYSIS refers to articles published in various internationally reputable journals to emphasize the novelty of research.

- clear limitation of research objectives

28 July 2021, 10:17

Ellianawati Fisika

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The fact for supporting data have been added in light blue highlight

The Gap Analysis has been added in gray highlight

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29 July 2021, 14:40

positive influence on improving student learning outcomes. Analogy-based learning can be used as an alternative in learning physics, especially for students who have difficulty understanding new teaching materials but have a similar plot to the previous material (Hasanah, 2012). Desiana et al. (2019) also found that by using analogy-based learning can improve students' abilities in terms of each stage of analogy in problem solving. In their research revealed that the average achievement of students' analogy skills at the stage of generating the analogy includes good criteria, at the stage of evaluating the analogy relations including good criteria, the understanding of the analogy case stage includes good criteria, and the transferring findings include not good criteria.

The intensive interaction that occurs between teachers and students is one of the factors supporting the successful implementation of analogy-based learning. However, what if it is done in an online format during a pandemic? Will it still be effective, or will it show significant discrepancy? There is indeed a gap between online and face-to-face learning. Online learning which also called distance learning compared to regular face-to-face lessons is characterized by: greater flexibility in scheduling, opportunities to individualize the learning process, potential to improve self-study skills, and easy distribution of information (Pelkan et al., 2020). However, they explained about the potential advantages and disadvantages of switching the system, especially for younger students. They convinced that it is a big challenge because distance learning requires greater flexibility available over a distance learning places high demands on the ability of

learning through face-to-face and online learning on students' reasoning abilities. This research is limited to the study of the comparison of reasoning abilities as a result of learning by using analogy-based physics learning.

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METHODS should

- contain detailed research stages
- Each stage is explained and analyzed by what method
- Data analysis must be with clear references
- The research instruments used were elaborated to the data analysis technique
- It is hoped that there will be a modification in the stages of research from sources referred by the researcher

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linear regression test, N-gain test, and paired sample t-test which was preceded by normality and linearity tests. After the data is collected, a normality test is carried out which aims to determine the distribution of the variables with a normal curve or not. If it is normally distributed, then the parametric statistical analysis technique can be used. The normality test used in this study was the Kolmogorov-Smirnov test for one sample, which was calculated using the SPSS 21 program. The normality test was carried out by assessing 2-tailed significance with a significance level of 5%. The decision of a distribution is said to be normal seen from the level of significance or probability p. The data is said to be normal if the Asymp. Sig. (2-tailed) is greater than 0.05 (Ghozali, 2011). Linearity test serves to determine the relationship between the independent variable and the dependent variable. After conducting the prerequisite analysis test, hypothesis testing was carried out using the paired sample t-test to determine differences in students' reasoning abilities before and after being given treatment.

can show the level of effectiveness of applying analogy-based physics learning to improve students' reasoning abilities. Analysis of the achievement of each indicator of reasoning ability in analogy-based learning with face-to-face mode compared to that in online mode will provide an overview of discrepancies.

RESULTS AND DISCUSSION

Based on the data generated from the One Sample Kolmogorov-Smirnov test using SPSS 21, it can be concluded that the pretest and posttest data on face-to-face and online learning are normally distributed. This is shown in the Asymp. Sig. (2-tailed) value of both data is more than 0.05, as seen in Table 4. The results of the paired sample t-test as a linearity test analysis showed a Sig. 2-tailed value of 0.000 where this value is smaller than 0.05, which means that there is a difference between students' reasoning abilities before and after analogy-based learning is applied.

Table 4. Normality Test of Face to Face and Online Learning Mode

Data	Kolmogorov-Smirnov Scores		Summary
	Face to Face Class	Online Class	
Pre-test	0.119	0.482	Normal
Post-test	0.059	0.226	Normal

Broadly speaking, the implementation of analogy-based learning can improve students' reasoning abilities, this is because of the relationship between analogy and reasoning. Since analogy is part of reasoning, so when applying analogy in learning, the teacher is automatically training students' reasoning abilities. In addition, reasoning skills can also improve source concept and the target concept shows that using metaphorical interpretation can minimize the analogy process. This means that it makes it easier for students to use the source concept to understand the target concept by using analogy-based learning. This also refers to the opinion of Fischer (2017), that philosophically influential

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RESULTS AND DISCUSSION

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velocity or in regular circular motion, unlike the acceleration in rectilinear motion which occurs due to a change in velocity or in non-rectilinear motion, the direction of linear velocity in a circular motion is always changing, that is, it is always perpendicular to the radius or in the direction of the tangent to the circle, unlike linear velocity in rectilinear motion where the direction is always fixed.

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RESULTS AND DISCUSSION

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	Face to Face Class	Online Class	
Pre-test	0.119	0.482	Normal
Post-test	0.059	0.226	Normal

In general, the implementation of analogy-based learning can improve students' reasoning skills, and this is because of the relationship between analogy and reasoning. Since analogy is part of the reasoning, the teacher automatically trains students' reasoning skills when applying analogy in learning. In addition, reasoning skills can also improve learning outcomes in physics (Markawi, 2013). It refers to the conclusion that if reasoning skills increase, the student's ability to solve problems will also increase, so that it can improve student learning outcomes. The statement is under the results obtained in this study, where the average value of the posttest results was higher than the students' pretest results.

In this study, in carrying out analogy learning, the concept of rectilinear motion has been used as the source and circular motion as the target concept. Comparing the source concept and

the target concept shows that using metaphorical interpretation can minimize the analogy process. It makes it easier for students to use the source concept to understand the target concept by using analogy-based learning. It also refers to the opinion of Fischer (2017) that philosophically influential introspective conceptions of the mind can be derived from conceptual metaphors through analogies. However, let us look at the opinion of Salta et al. (2021) that the interaction gap upon adoption of an online (distance) learning scheme, teachers should undertake action in the direction of maintaining their communication, collaboration, and personal interaction with their students. It seems that this is the main cause of discrepancies in students' learning achievement. Figure 1 shows the percentage increase in results from pretest to posttest in face-to-face and online learning.

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The percentage of students' responses to the first aspect is shown from one of the indicators, namely, student activeness during learning. Students seem very enthusiastic in answering questions. In addition, positive responses were also shown during discussion activities regarding sources and target concepts used in analogy-based learning.

In the second aspect, students' interest in studying physics increases with analogy-based learning. Students feel motivated to understand a concept through the analogy they learn. The interest and motivation that arises in students significantly contribute to student learning outcomes, as seen in the increase in student posttest results.

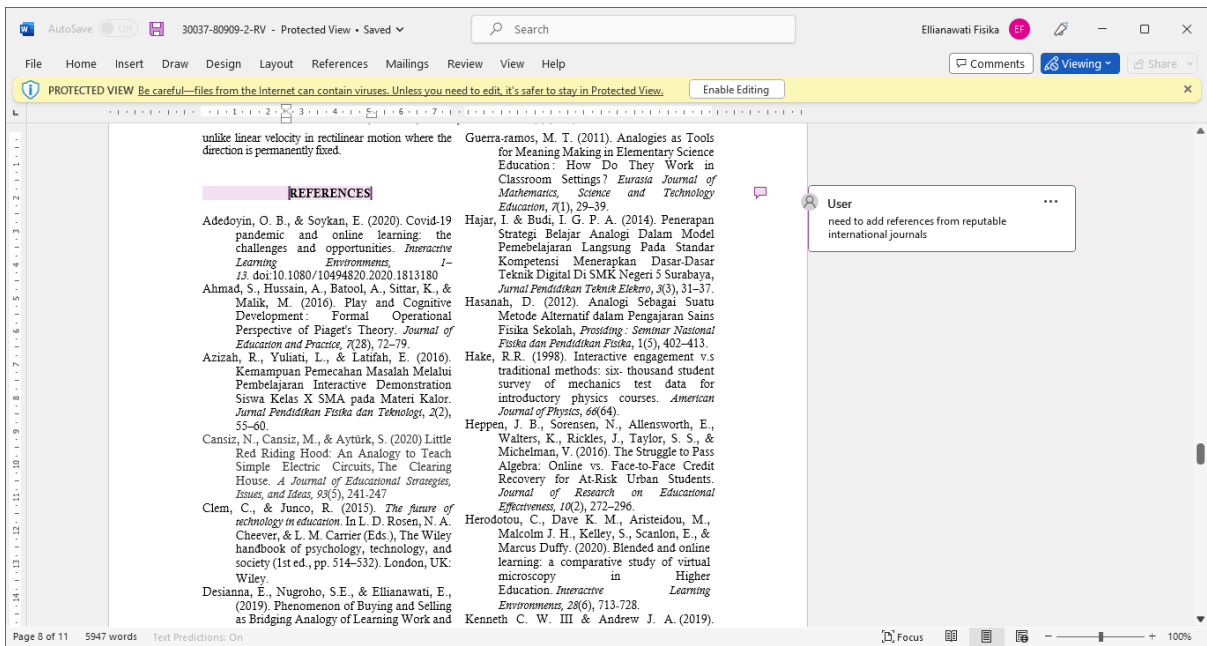
The third aspect is the highest percentage, which means that students find it easier to understand the concept of circular motion through the concept of rectilinear motion. With the implementation of analogy-based physics learning, students' reasoning skills increase to find it easier to understand a concept. It is shown in the results of the students' posttest, which showed an increase in the third indicator of students' reasoning skills, namely the ability of students to apply physics concepts.

The percentage of the fourth shows that students feel capable of applying analogies in learning physics. According to students, the similarity between the material in rectilinear and circular motion makes it easier for them to apply analogy. This convenience can be felt because of the close similarity between the source concept and the target concept. The closer the similarities are, the easier it is for students to understand. It is undeniable that even though teachers feel optimal in conveying concepts in learning, it takes time to adjust to the drastically changing situation

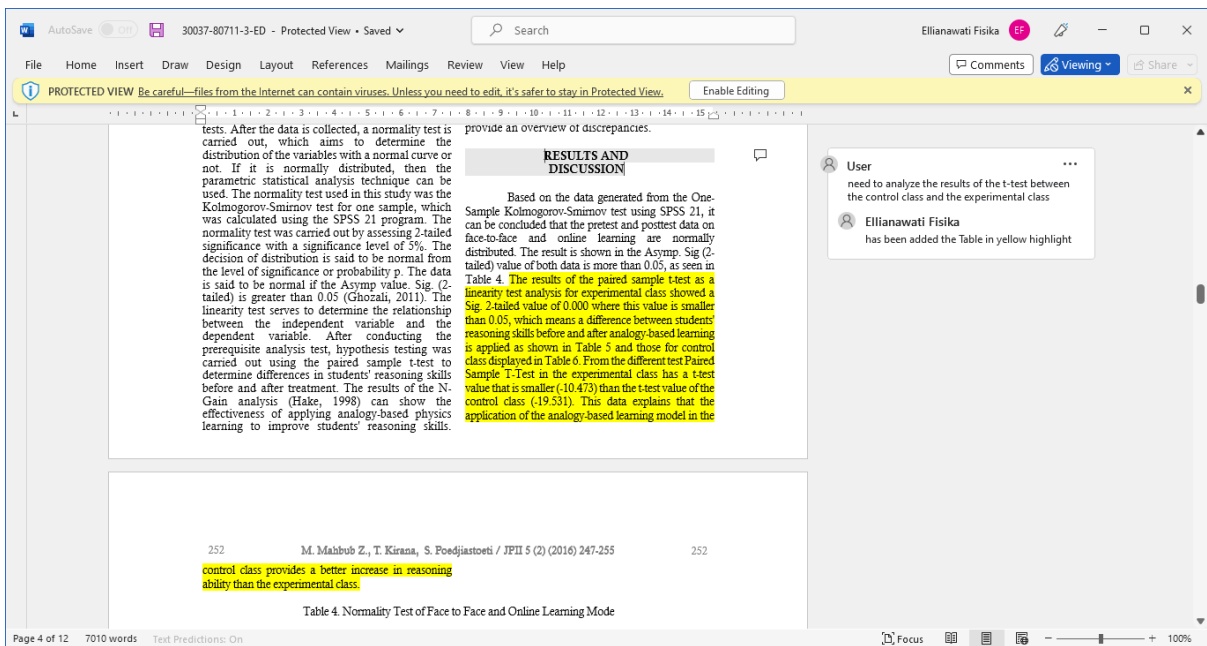
CONCLUSION

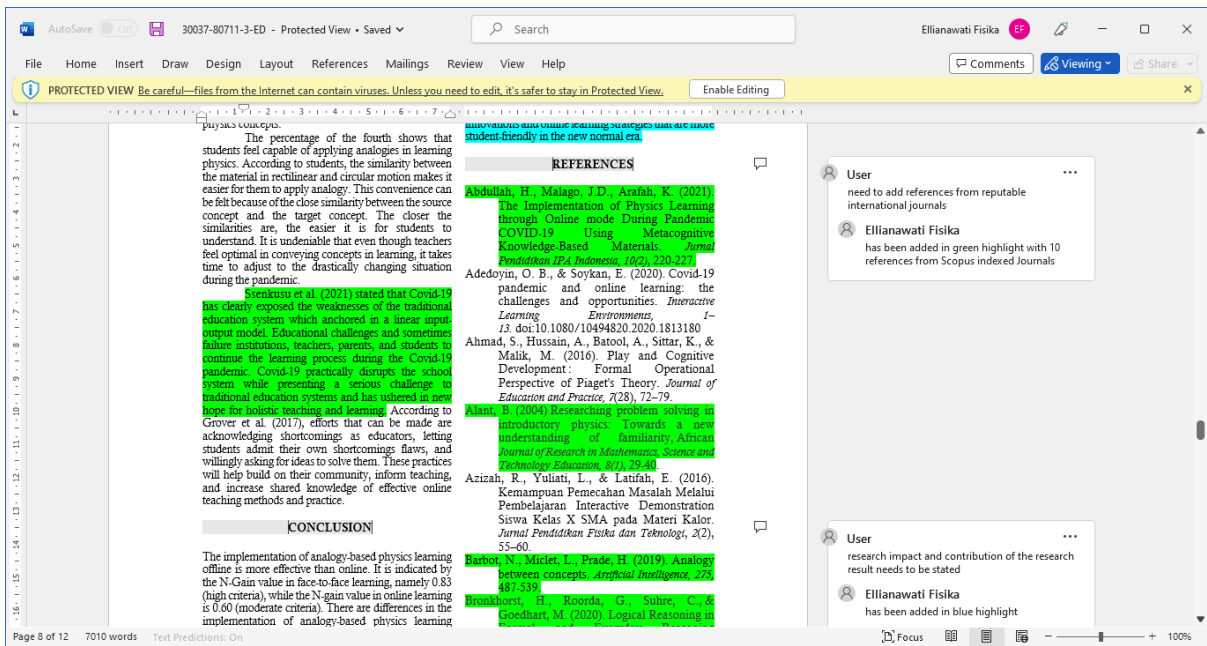
The implementation of analogy-based physics learning offline is more effective than online. It is indicated by the N-Gain value in face-to-face learning, namely 0.83 (high criteria), while the N-gain value in online learning is 0.60 (moderate criteria). There are differences in the implementation of analogy-based physics learning through face-to-face and online to increase reasoning skills. Analogy-based learning implemented in this study has limitations because not all materials can be analogous. Therefore, the teacher needs to explain the extent to which the analogy of a topic can be used in a lesson, as in some events that occur in circular motion but do not occur in rectilinear motion. Not all material in a circular motion can be explained using the kinematics analogy of straight motion. For example, the wheel-wheels relationship only occurs in a circular motion; centripetal acceleration occurs at constant angular velocity or in a regular circular motion, unlike the acceleration in rectilinear motion, which occurs due to a change in velocity or non-rectilinear motion. The direction of linear velocity in a circular motion is constantly changing. It is always perpendicular to the radius or in the direction of the tangent to the circle,

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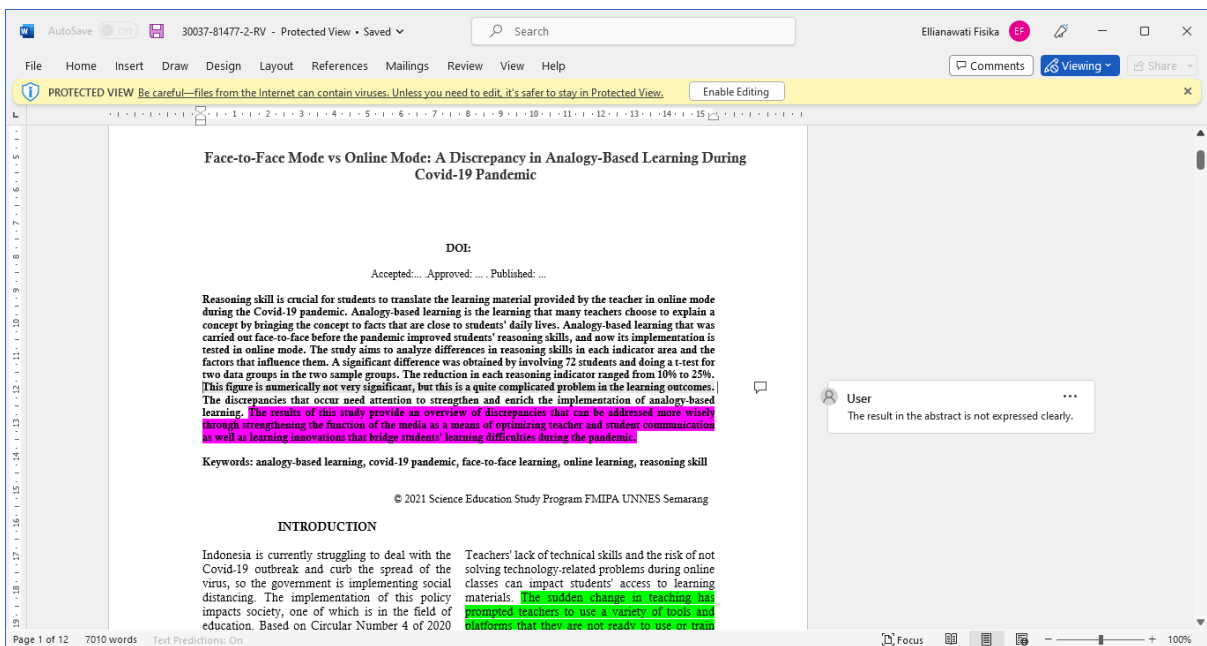


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material. As in physics lessons, a branch of natural science is often considered difficult by students because students are more likely to memorize formulas than to understand concepts. It is also revealed by Azizah et al. (2016) in their research that in answering physics problems, students tend to only use mathematical equations without doing analysis first, guessing formulas or memorizing sample questions to be applied in solving other problems. It appears that students still have not optimized their reasoning skills and only copy and paste problem-solving patterns without understanding the meaning of the problem-solving process and underlying concepts. Whereas according to Dewani et al. (2018), reasoning is described as the process of inferring from results, judgments, truths, or statements and confirming them. Based on this opinion and research findings, further efforts need to be made to give students the opportunity to ensure the correctness of their answers in the context of the problem.

One learning method that can help students understand concepts is to use an analogy (Ugur et al., 2012). An analogy can also explain some concepts that are difficult to explain with conventional methods (Genc, 2013). Otherwise, based on Piaget's stages of cognitive development, class X high school students aged 15 years are included in the formal operational development stage (Ahmad et al., 2016). At this stage, students can use reasoning to solve a problem and combine various ideas or knowledge to understand something new (Lefa, 2014), making it suitable for applying analogy-based learning.

previous material (Hasanah, 2012). Desiana et al. (2019) also found that using analogy-based learning can improve students' abilities in terms of each stage of analogy in problem-solving. Their research revealed that the average achievement of students' analogy skills at the stage of generating the analogy includes good criteria, at the stage of evaluating the analogy relations include good criteria, the understanding of the analogy case includes good criteria, and the transferring finding includes not good criteria.

The intensive interaction between teachers and students is one of the factors supporting the successful implementation of analogy-based learning. However, what if it is done in an online format during a pandemic? Will it still be effective, or will it show significant discrepancy? There is indeed a gap between online and face-to-face learning. Online learning, also called distance learning compared to regular face-to-face lessons, is characterized by: greater flexibility in scheduling, opportunities to individualize the learning process, potential to improve self-study skills, and easy distribution of information (Pelikan et al., 2020). However, they explained the potential advantages and disadvantages of switching the system, especially for younger students. They are convinced that it is a big challenge because distance learning requires greater flexibility available over distance learning places high demands on the ability of learners to organize their learning and motivation, and thus it poses an increased risk of passive procrastination.

User
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the source is well understood, students can also make an analogy to the concept of the target.

Through analogy learning, students are trained to find out the relationship between a concept and other concepts, for example, finding velocity in rectilinear motion is the distance traveled at any time or $v = s/t$. It is the same as when looking for velocity in a circular motion, but the path where there is a circular motion is circular, then the distance traveled is as considerable as the circumference of the circle or $2\pi r$ so that it can be written $v = 2\pi r/T$. So, analogy-based learning can help students understand newly learned concepts through previously learned concepts. This point of view follows Maharaj and Sharma's (2015) findings that selected analogies used for a particular topic may not produce the same learning experience for all students because of prior knowledge, social background, or cultural context.

Fourth, an increase in the ability to conclude is supported by an analogy-based learning syntax, looking for linkages and mapping the similarities between the source concept and the target concept. It has an important role in breaking down material into manageable parts and creating student activities that match its delivery. It means that teacher management skills to manage the classroom become a crucial part of student learning success. This is in line with the opinion of Kennedy et al. (2013), that online education at the secondary school level is not presented as something that will completely replace traditional face-to-face learning, but an education system that can incorporate mixed and hybrid learning models, incorporating face to face activities into online learning.

To further review how students' perspectives on the learning process they are experiencing can be done by providing a questionnaire. Giving a questionnaire aims to find out how students respond to analogy-based physics learning that has been applied. The following is the percentage of the recapitulation of the results of students' responses on questionnaires. It can be seen in Figure 3. [This study explores four aspects: attitudes, interests, attractiveness of media presentations, ease of understanding topic presentations with analogy learning.]

Aspects of Students Interest	Percentage Score (%)
Aspect 1	85.37
Aspect 2	83.75
Aspect 3	87.92
Aspect 4	72.22

User
Further review of how students' perspectives on their experience in learning process was done by questionnaire

User
Questionnaire aims to find out the students' respond to analogy-based physics learning that has been applied.

User
Figure 3 provides data of the student response recapitulation percentage from questionnaires.

User
Give notes for the 4 aspects

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Revisi Ketiga (24 Agustus 2021)

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Face-to-Face Mode vs Online Mode: A Discrepancy in Analogy-Based Learning During Covid-19 Pandemic

DOI:
Accepted: ... Approved: ... Published: ...

Reasoning skill is crucial for students to translate the learning material provided by the teacher in online mode during the Covid-19 pandemic. Analogy-based learning is the learning that many teachers choose to explain a concept by bringing the concept to facts that are close to students' daily lives. Analogy-based learning that was carried out face-to-face before the pandemic improved students' reasoning skills, and now its implementation is tested in online mode. The study aims to analyze differences in reasoning skills in each indicator area and the factors that influence them. A significant difference was obtained by involving 72 students and doing a t-test for two data groups in the two sample groups. **The ability of students to identify problems and apply concepts has increased even though it is not as good as the increase in both aspects at face-to-face. The other two aspects, namely exploring the facts and drawing conclusions, are very unsatisfactory. With an unchanged syntax but different situations, there is a striking discrepancy between analogy-based learning online during the pandemic and that learning before the pandemic. The reduction in each reasoning indicator ranged from 10% to 25% and signal constraints, a less supportive learning environment, as well as delayed communication between teachers and students are thought to be the main influencing factors. The results of this study provide an overview of discrepancies that can be addressed more wisely through strengthening the function of the media as a means of optimizing teacher and student communication as well as learning innovations that bridge students' learning difficulties during the pandemic.**

Keywords: analogy-based learning, covid-19 pandemic, face-to-face learning, online learning, reasoning skill

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Fitriani (2017), in her research, found that students who have high reasoning skills can solve various problems even though they have undergone modifications in various forms. Failure to understand a concept can cause students to be hampered by the following material. As in physics lessons, a branch of natural science is often considered difficult by students because students are more likely to memorize formulas than to understand concepts. It is also revealed by Azizah et al. (2016) in their research that in answering physics problems, students tend to only use mathematical equations without doing analysis first, guessing formulas or memorizing sample questions to be applied in solving other problems. It appears that students still have not optimized their reasoning skills and only copy and paste problem-solving patterns without understanding the meaning of the problem-solving process and underlying concepts. **Whereas according to Demur et al. (2018), reasoning is described as the process of inferring from results, judgments, truths, or statements and confirming them. Based on this opinion and research findings, further efforts need to be made to give students the opportunity to ensure the correctness of their answers in the context of the problem.**

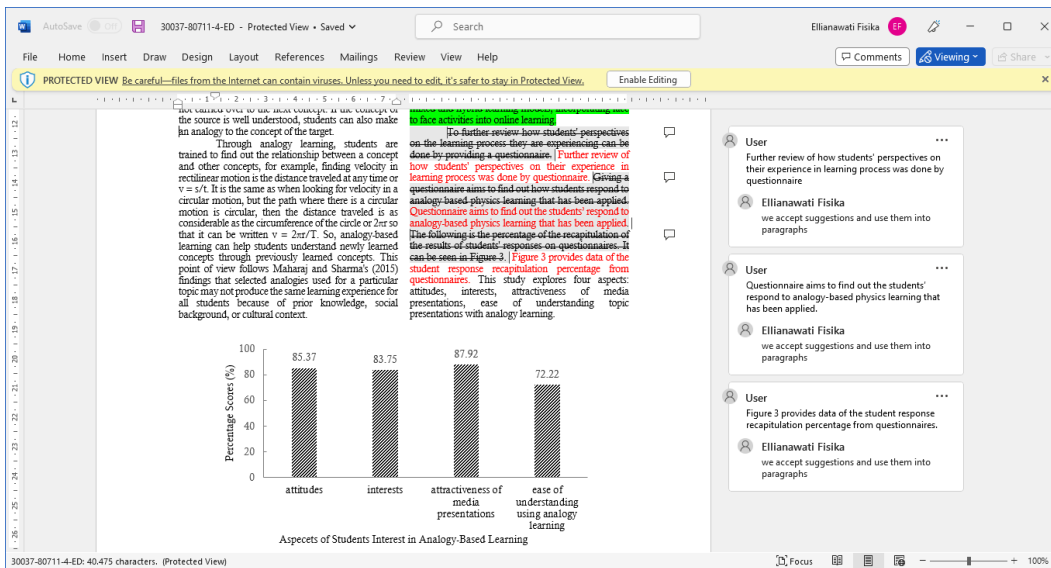
One learning method that can help students understand concepts is to use an analogy (Ugur et al., 2012). An analogy can also explain some concepts that are difficult to explain with conventional methods (Gene, 2013). Otherwise, & Budi, 2014). Analogy-based learning has a positive influence on improving student learning outcomes. Analogy-based learning can be used as an alternative in learning physics, especially for students who have difficulty understanding new teaching materials but have a similar plot to the previous material (Hasanah, 2012). Desiana et al. (2019) also found that using analogy-based learning can improve students' abilities in terms of each stage of analogy in problem-solving. **They explained further that the teacher could use reference concept mapping and target concept mapping as a strategy for training students' analogy skills. The strategy will be optimal if the teacher can guide students with analogies that are in accordance with the concepts discussed. Their research revealed that the average achievement of students' analogy skills at the stage of generating the analogy includes good criteria, at the stage of evaluating the analogy relations include good criteria, the understanding of the analogy case includes good criteria, and the transferring finding includes not good criteria.**

The intensive interaction between teachers and students is one of the factors supporting the successful implementation of analogy-based learning. However, what if it is done in an online format during a pandemic? Will it still be effective, or will it show significant discrepancy? There is indeed a gap between online and face-to-face learning. Online learning, also called distance learning compared to regular face-to-face lessons, is characterized by: greater

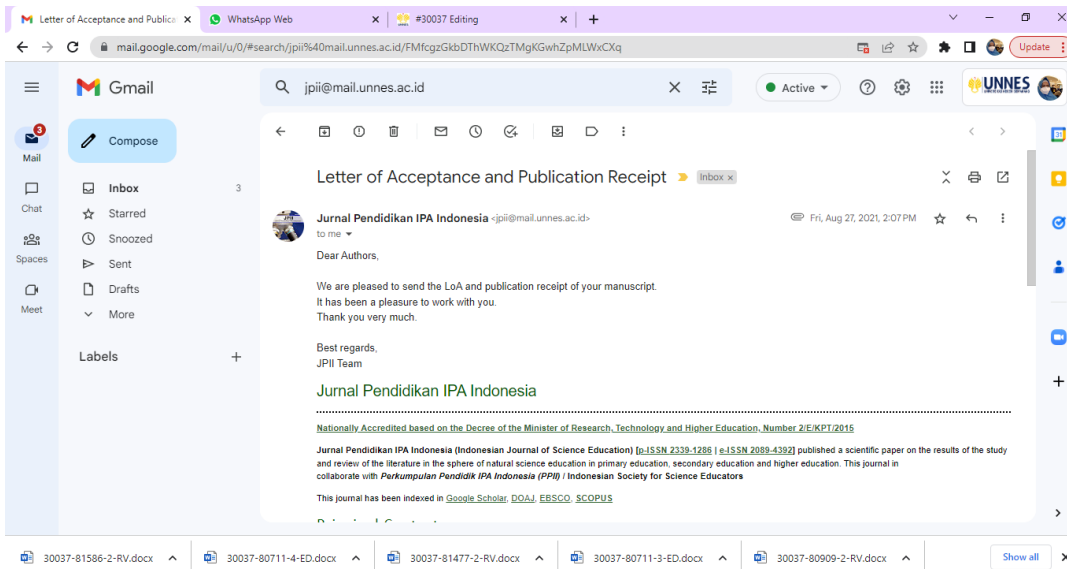
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User: Not important, the most important is the overall conclusion/result.

Ellianawati Fisika: Unimportant data have been removed and replaced with important findings from the study of Desiana et al.



Mendapat LoA Accepted dari JPPII (27 Agustus 2021)



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analogy-based physics learning, students' reasoning skills increase to find it easier to understand a concept. It is shown in the results of the students' posttest, which showed an increase in the third indicator of students' reasoning skills, the skills to apply physics concepts.

The percentage of the fourth shows that students feel capable of applying analogies in learning physics. According to students, the similarity between rectangles and circular motion material makes it easier to apply analogy. This convenience can be felt because of the close similarity between the source concept and the target concept. The closer the similarities are, the easier it is for students to understand. It is undeniable that even though teachers feel optimal in conveying concepts in learning, it takes time to adjust to the drastically changing situation during the pandemic.

Senkusu et al. (2021) stated that COVID-19 exposed the weaknesses of the traditional education system, which is anchored in a linear input-output model. Educational challenges and sometimes failure institutions, teachers, parents, and students to continue the learning process during the COVID-19 pandemic. COVID-19 practically disrupts the school system while presenting a serious challenge to traditional education systems and has ushered in new hope for holistic teaching and learning. According to Grover et al. (2017), efforts that can be made are acknowledging shortcomings as educators, letting students admit their own shortcomings flaws, and willingly asking for ideas to solve them. These practices will help build on their community, inform teaching, and increase shared knowledge of effective online teaching methods and practice.

CONCLUSION

The implementation of analogy-based physics learning offline is more effective than online. It is indicated by the X² test results in face to face learning 0.83, which

students' facilities and opportunities to explore their skills are the responsibility of all stakeholders involved to provide innovations and online learning strategies that are more student-friendly in the new normal era.

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Title	<ul style="list-style-type: none"> Does the subject matter fit within the scope of journal? Does the title clearly and sufficiently reflect its contents? 	√				
Abstract	<ul style="list-style-type: none"> Does the abstract contain informative, including Background, Methods, Results and Conclusion? 	√				
Back-ground	<ul style="list-style-type: none"> Is the background informative and sufficient (include the background problem and objectives)? Is research question of the study clear and understandable? Does the rationale of the study clearly 	√				

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	• Does the rationale of the study clearly explained using relevant literature?	N			
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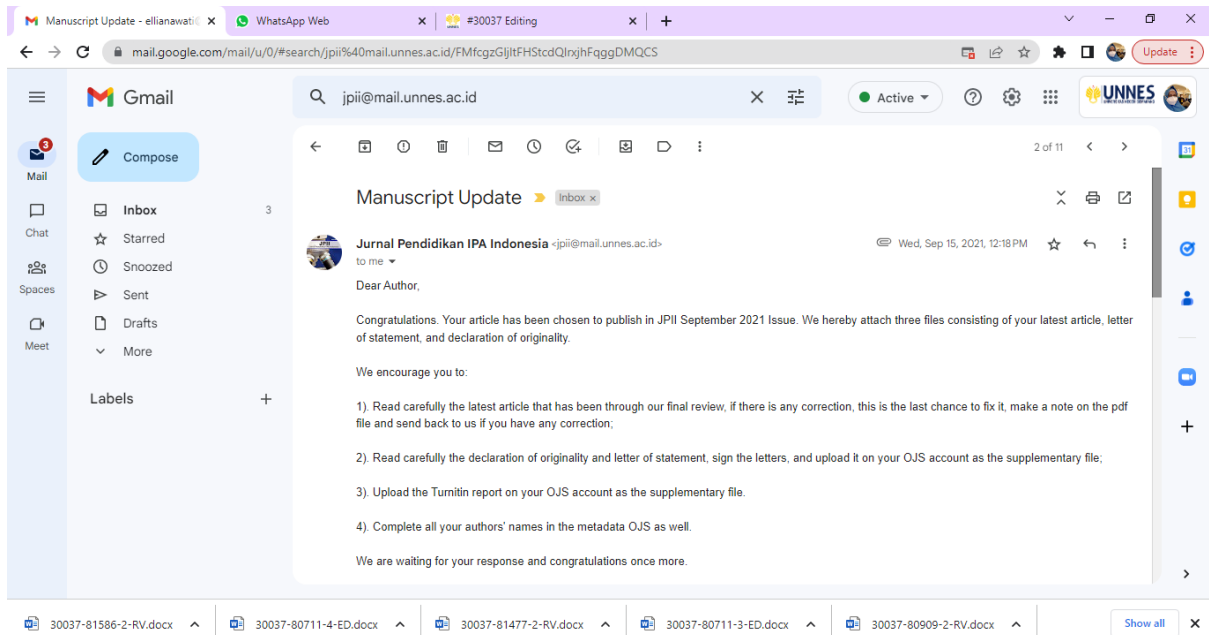
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259 M. Maibub Z., T. Karna, S. Pradiastuti / JPPI 5 (2) (2016) 247-255 259

	consistent between problems, objectives and conclusion?	N			
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Pemberitahuan bahwa manuskrip akan diterbitkan untuk Edisi September 2021 (15 September 2021)



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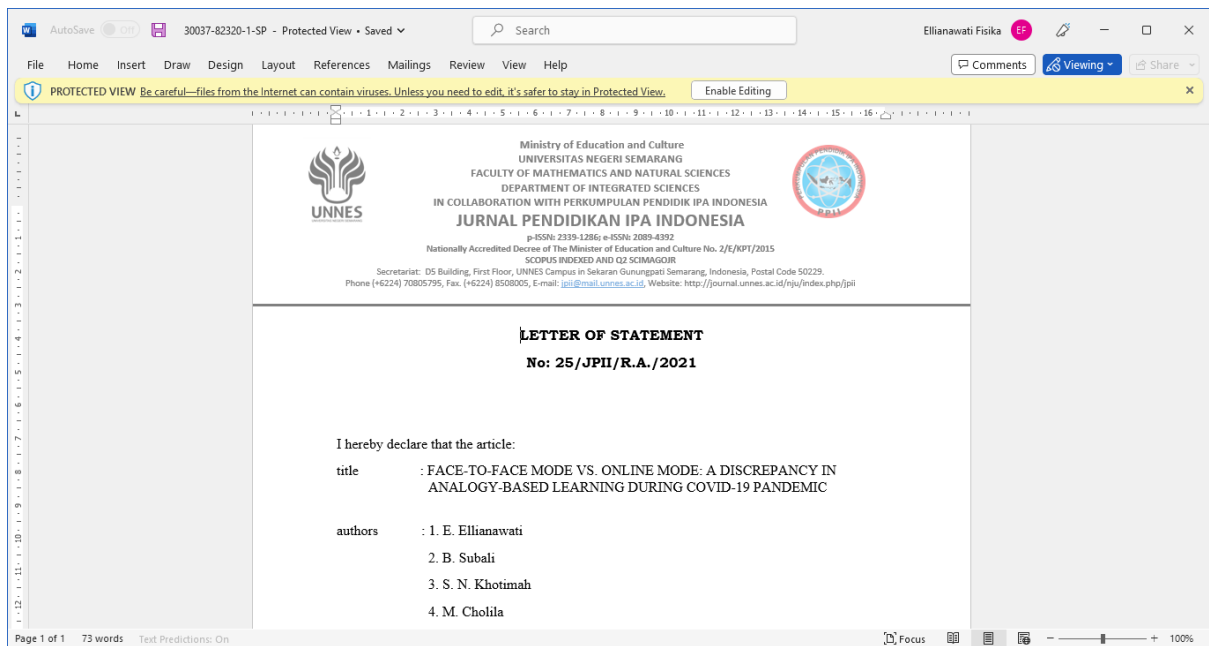
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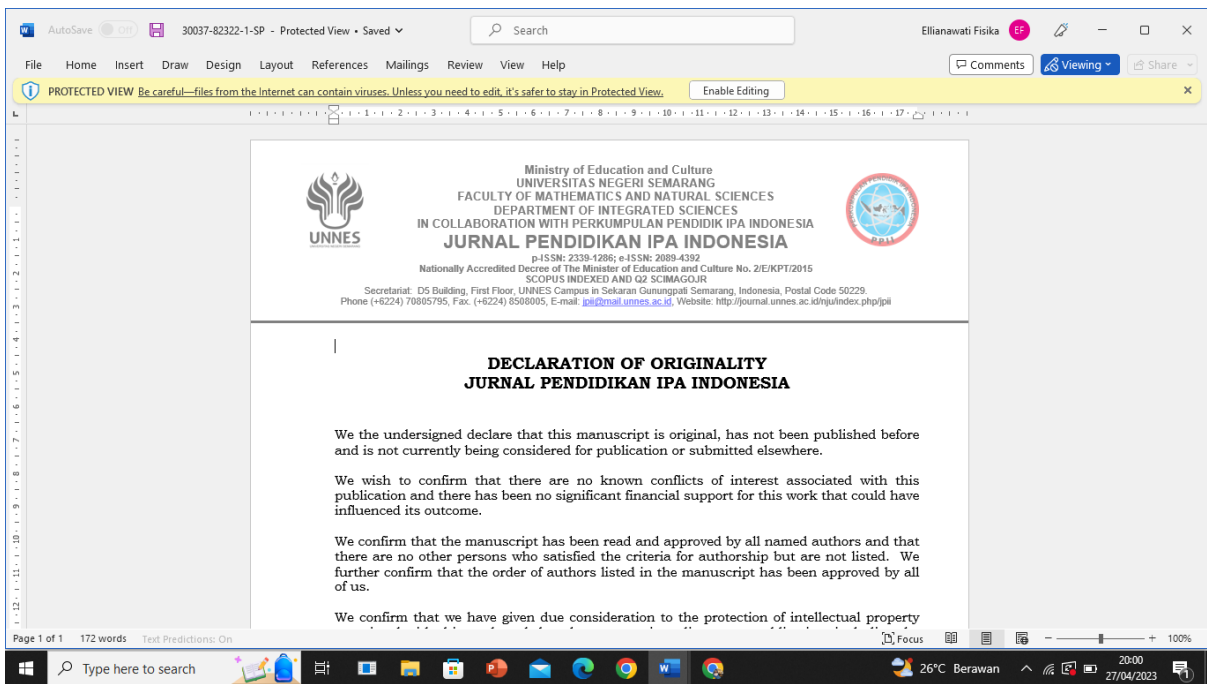
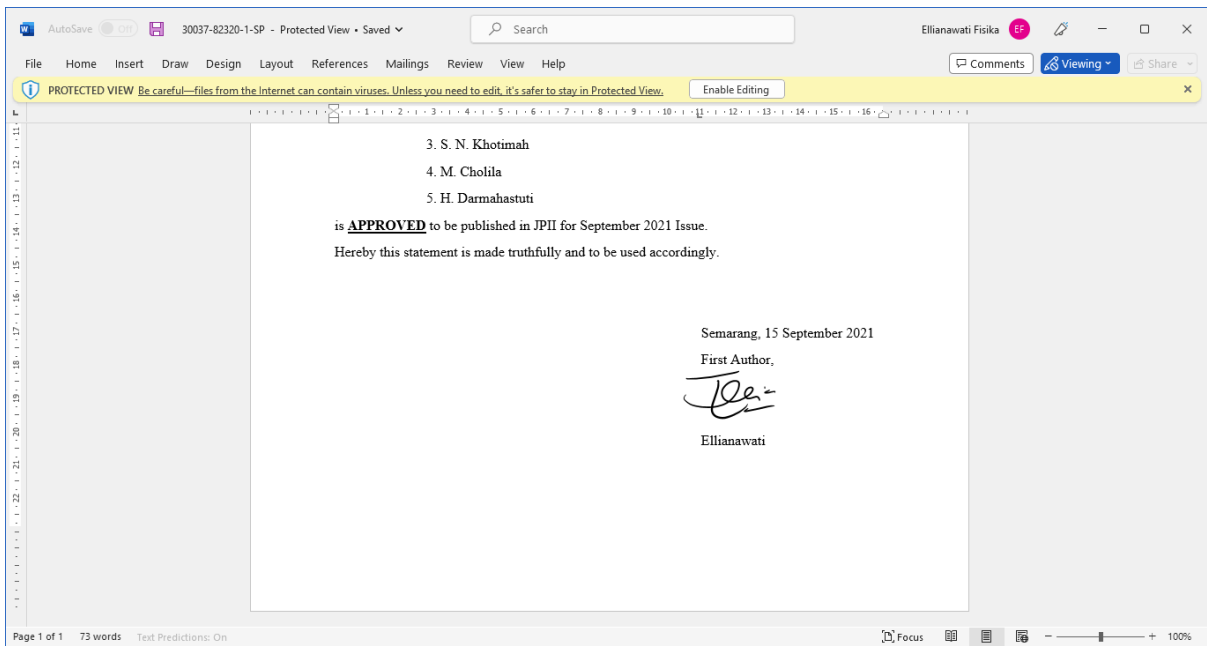
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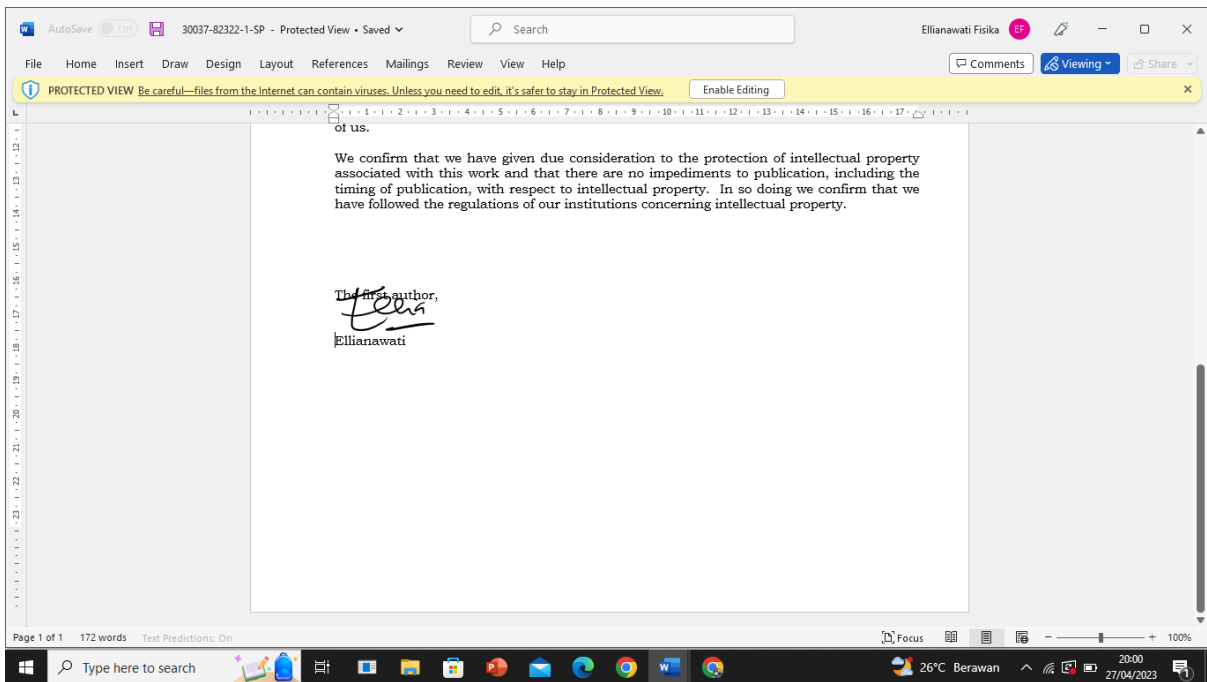
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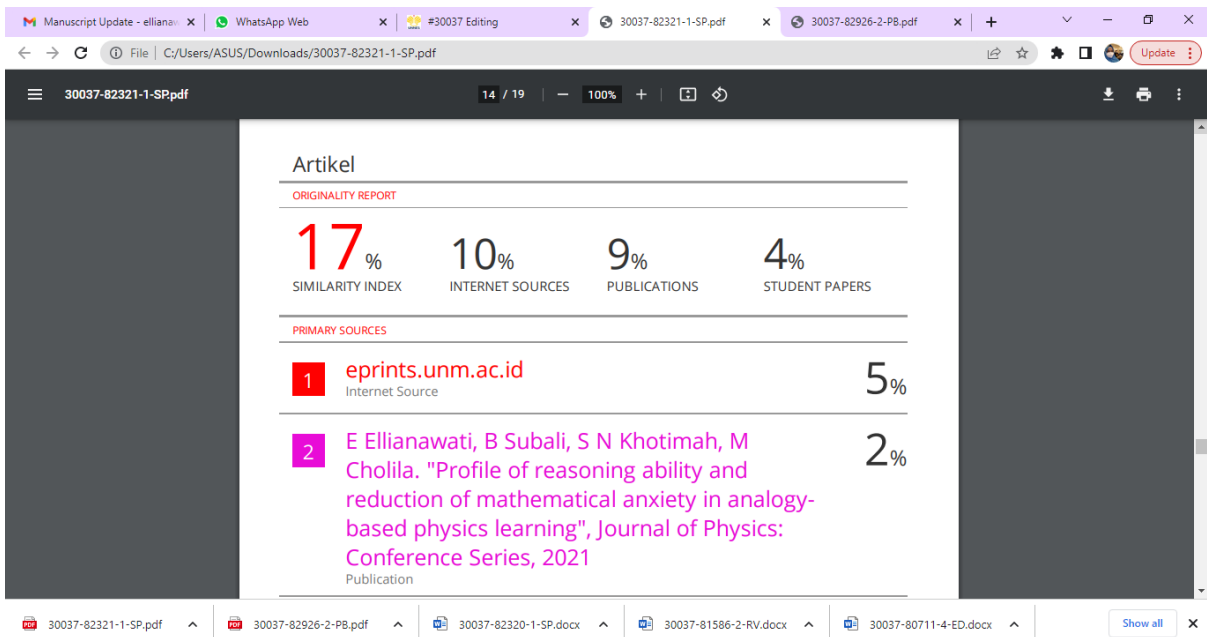
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