



Panopticon and Dramaturgy Concepts in the Implementation of Offline Learning Trials during the Covid-19 Period

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Abstract

Akibat pandemi COVID 19, mulai Maret 2020, proses belajar mengajar harus beradaptasi dan dilakukan secara daring dengan mengandalkan teknologi dan jaringan internet. Namun, ada banyak masalah di sektor ini dengan pembelajaran online. Selama pandemi COVID-19, pemerintah telah memberlakukan berbagai peraturan yang mengatur kegiatan belajar mengajar di sekolah dalam bentuk uji coba belajar luring (PTM). Kajian dilaksanakan dengan menggunakan regulasi, pengawasan, dan upaya pengaturan dan tampilan yang semuanya dikembangkan sesuai dengan pedoman kesehatan. Penelitian ini bertujuan untuk menganalisis peran panoptikon dan dramaturgi dalam pelaksanaan uji coba pembelajaran luring terbatas. Metode penelitian yang digunakan adalah penelitian fenomenologi dengan pendekatan kualitatif. Pendekatan wawancara dan observasi digunakan untuk mengumpulkan data. Mengumpulkan data, mereduksi data, menyajikan data, dan menarik kesimpulan merupakan bagian dari proses analisis data. Temuan penelitian antara lain sebagai berikut: (1) Mekanisme pendisiplinan sidang PTM dapat dianalisis melalui pembentukan perilaku patuh dan patuh warga sekolah dalam penerapan protokol kesehatan, dan bentuk panoptikon dalam sidang PTM dapat berupa dianalisis melalui tata panggung depan dan belakang, pengelolaan kesan (*impression management*), dan idealisasi dramaturgi sesuai protokol kesehatan; (2) dramaturgi dapat dianalisis melalui tata panggung depan dan belakang, pengelolaan kesan (*impression management*), dan idealisasi dramaturgi sesuai protokol kesehatan.

Keywords: Pembelajaran Luring, panoptikon, dramaturgi.

Abstract

Due to the COVID-19 pandemic, beginning in March 2020, the teaching and learning process must adapt and be conducted online by relying on technology and internet networks. However, there are numerous issues in the sector with online learning. During the COVID-19 pandemic, the government has enacted various regulations that govern school teaching and learning activities through offline learning trials (PTM). The study is implemented using regulations, supervision, and setting and displays efforts that are all developed following health guidelines. This study aims to analyze the role of panopticon and dramaturgy in the execution of limited offline learning trials. The research method employed is phenomenology research with a qualitative approach. Interview and observation approaches were used to collect data. Collecting, reducing, presenting, and drawing conclusions were all part of the data analysis process. The study's findings include the following: (1) The disciplinary mechanism for the PTM trial can be analyzed through the formation of respectful and obedient behavior of school residents in the application of health protocols, and the shape of the panopticon in the PTM trial can be analyzed through the front and back stages, impression management (*impression management*), and dramaturgy idealization according to health protocols; (2) dramaturgy can be analyzed through the front and back stages, impression management (*impression management*), and dramaturgy idealization according to health protocols.

Keywords: Offline Learning, panopticon, dramaturgy.

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1. INTRODUCTION

Due to the fourth industrial revolution, distance and regional restrictions are no longer barriers for anyone seeking knowledge or providing educational services. The fourth industrial revolution has positively impacted education by advancing and developing the learning system (Ghufron, 2018; Karta et al., 2022; Savitri, 2019). However, if it cannot respond to the issues that occur, it has a detrimental impact on the world of education (Pradita et al., 2022; Rohman & Ningsih, 2018). Online learning is defined as learning that takes place

over an internet network and includes features such as accessibility, connectivity, flexibility, and the ability to create multiple sorts of learning activities (Anshori, 2018; Oka, 2017; Sumiharsono & Hashanah, 2017). Previous studies show that the utilization of the internet and multimedia technologies can change how knowledge is delivered, providing an alternative to traditional classroom learning (Elyas, 2018; Shodiq & Zainiyati, 2020). Mobile devices such as smartphones, tablets, and laptops are required for the adoption of online learning since they may be utilized to access information freely anywhere and at any time without being hindered by space or time constraints (Y. I. P. Gunawan & Amaludin, 2021; Rahma & Pujiastuti, 2021). In today's educational world, mobile technology is essential for achieving remote learning goals (Fonna, 2019; Habibah et al., 2020). Online learning can also make use of a variety of supporting media, such as Google Classroom, Edmodo, and Schoology, which are all utilized for virtual classes (Ekawati, 2018; Latip, 2020; Wicaksono, 2020), and WhatsApp and other smartphone instant messaging apps (Amarudin et al., 2022; Pradita et al., 2022).

The emergence of the Corona Virus Disease 19 (Covid-19) pandemic in March 2020 in Indonesia caused the teaching and learning process to adapt and be carried out online by relying on technology and internet networks (Gusty et al., 2020; Irawan et al., 2020; Masrul et al., 2020). Regarding its implementation, online learning that is carried out online turns out to have many obstacles and problems. On several occasions, the Minister of Education and Culture revealed that online distance learning that is carried out for too long could negatively impact students (B. Gunawan, 2020; Nafrin & Hudaidah, 2021; Parji & Sudarmiani, 2020; Widyastuti, 2021). These negative impacts include the threat of dropping out of school because online learning conditions are not optimal, such as a lousy internet network or not having a device to study (Fauziah et al., 2021; Lutfi et al., 2020). Furthermore, the decrease in learning achievement is caused by differences in access and quality during online learning. Then there is the risk of violence and external risks experienced by children from parents during online learning at home; this is the background for the emergence of limited offline learning trial discourse (Cerelia et al., 2021; Rahman et al., 2022; Rahmat et al., 2021).

The government is discussing the new normal with the implementation of limited offline learning trials making regulations in the form of a Joint Decree of 4 Ministers which regulates teaching and learning activities in the form of offline learning trials (Nurhayati et al., 2020; Tomi 2021). The regulation will become a reference for local governments in regulating education units in carrying out offline learning based on health protocols. Regarding the principle of implementing offline learning, health, and safety must be prioritized for all members of the education unit in preventing the transmission of Covid-19 (Husaini, 2021; Soraya & Yuherawan, 2021). This offline learning was initially prioritized in the green zone and started from high school or equivalent, then the junior high school or equivalent, followed by elementary and early childhood education. A Joint Decree of 4 Ministers consisting of the Minister of Education and Culture, the Minister of Religion, the Minister of Health, and the Minister of Home Affairs of the Republic of Indonesia 7 August 2020 drafted a regulation regarding the adjustment of learning policies during the pandemic starting from offline learning trials conducted can be started in the regions. The decree states that education units in the yellow and green zones based on data from the National Covid-19 Handling Task Force may conduct offline learning in stages after obtaining permission from the regional government. Education unit permits are obtained from the education office in coordination with the regional Covid-19 task force through procedures and visits to the Health protocol feasibility test (Hasanah et al., 2021; Trejos-Castillo & Noriega, 2020).

Meanwhile, permits for academic units under the Ministry of Religion must obtain permission from the local regional office, which coordinates with the regional Covid-19 Task Force (Erni et al., 2020; Soraya & Yuherawan, 2021). Seeing the development of community

conditions related to the Covid-19 pandemic in East Java and the Guidelines for Implementation of Pandemic Learning as contained in the Joint Decree of 4 Ministers, the Governor of East Java issued Circular Letter (SE) Number 420/11350/101.1/2020 on 9 August 2020 addressed to the Regent/Mayor. The circular contains plans for limited offline learning trials for SMA/SMK/SLB levels in East Java. Regarding the limited offline learning trial schedule for SMA/SMK/SLB levels, it will be carried out in stages starting on August 18, 2020, following the readiness conditions of each school to implement health protocols and fully heed the results of coordination with district/city governments. Following up on Circular number 420/11350/101.1/2020 regarding the limited offline learning trial plan for SMA/SMK/SLB in East Java, the Regional Secretary of Ponorogo Regency as Secretary of the Task Force for the Acceleration of Handling Covid-19 issued a notification letter addressed to Head of the Ponorogo District Education Office Branch. The contents of the notification letter expect that SMA/SMK/SLB that will submit a Recommendation for the Task Force for the Acceleration of Handling Covid-19 related to offline learning need to attach the conditions according to the provisions in the letter.

In Ponorogo Regency, starting on August 18, 2020, five Senior High / Vocational High Schools and Extraordinary Schools conducted limited offline school trials following a circular letter from the Governor of East Java. The five schools are SMK PGRI 2 Ponorogo, SMKN 1 Jenangan, SMAN 1 Ponorogo, SMKN 1 Slahung, dan SMKN 1 Ponorogo. The school was given offline learning because it had previously submitted a proposal to the Covid-19 task force in the Regency and Sub-district, and it had also been previously simulated. In addition, the lesson hours were shortened to only 30 minutes, and there was no break. When the teaching and learning trial is implemented in the five schools, it is safe; other schools will follow suit in coordination with the Covid 19 task force at the sub-district and district levels.

Based on this explanation, it is essential to study the implementation of limited offline learning trials in schools during the Covid-19 pandemic in regulation, supervision, and setting and display efforts that are always built ideally according to health protocols by schools (Jojo & Sihotang, 2022; Muhyiddin, 2020). Every student in the school is constantly under the supervision of the rules and the Covid 19 task force in the pattern set up to punish the body, which is similar to a panoptic (Apriliyadi & Hendrix, 2021). Individual awareness or just dramatic behavior developed to avoid punishment are the circumstances that shape individual discipline behavior in schools. The panopticon theory of Michael Foucault and the dramaturgical theory of Erving Goffman will be used to analyze this. Numerous studies have been conducted on the panopticon during the Covid 19 pandemic. This study demonstrates how power operates via numerous methods in an interaction area that is viewed horizontally. Three significant issues may be seen in evaluating power relations during the Covid-19 pandemic in Indonesia (power relations as a strategy, government power relations, and domination power relations) (Putra, 2021). Then there is the investigation into the Panopticon: Deconstruction of Communication Architecture in a Pandemic Period and the Anatomy of Public Hysteria. This study demonstrates how the pandemic affects how people interact and how they exist. The pandemic also created more significant social issues, including mass panic, which reflected the spectacle of society's nature. The information pandemic is a brand-new social pathology brought on by the pandemic. This kind of pandemic produces terrifying visuals that increase anxiety, frustration, and stress because they amplify the trauma and fear in their brains (Bataona, 2021). Impression management of medical officers in handling covid-19 patients through Tik Tok was a study on dramaturgy during the Covid 19 epidemic that was done earlier in the field of dramaturgy research. According to the study, medical officers dealt with anxieties, excessive exhaustion, insecurity, and psychological pressure from the hospital setting and their extended families at

home through verbal and nonverbal contact that expressed concern. Because there are increasingly more people with Covid-19. This study uses dramaturgical analysis to provide a message to netizens about managing the perception of medical officers in order to encourage netizens to keep up their habit of maintaining social distance, meticulous hand washing, and a healthy lifestyle (Cindrakasih & Novianita, 2020). It is clear from an analysis of the findings of these studies that the panopticon and dramaturgy during the Covid 19 pandemic have drawn the interest of numerous parties with a variety of research focuses. The panopticon and dramaturgy processes in limited PTM have not been the only focus of the investigations from the research that has been provided above. In order to undertake offline learning trials throughout the covid-19 era, it is required to do phenomenological research and analyze the panopticon and dramaturgy concepts.

2. METHODS

The approach used in this study is qualitative. Qualitative research is data collection in a natural setting, using natural methods, and carried out by naturally interested people or researchers (Anggito & Setiawan, 2018; Moleong, 2019; Rukin, 2019). At the same time, phenomenology is the type of research used in this study. Namely describing the general meaning of several individuals to their various life experiences related to concepts or phenomena. The primary purpose of phenomenology is to reduce individual experiences of phenomena to descriptions of an essence (Abdullah, 2019; Nuryana et al., 2019). The research was conducted in SMA Negeri 1 Sooko High School in Ponorogo Regency. The primary data source comes from interviews and observations at SMA Negeri 1 Sooko, which conducted a small-scale face-to-face learning trial with three teachers serving as the classroom's main Covid 19 task force and three students who contributed significantly to the task force. They investigate self-concepts connected to the role of upholding the health protocols that are adhered to and are a source of information regarding the execution of limited offline learning trials. While few restrictions limit face-to-face learning trials and secondary sources that are hypotheses relevant to the research's topic, Interviews and observation will be employed as data gathering methods in this project.

A small number of trials of face-to-face learning in classrooms were implemented, and the observation technique was used to collect data directly from those trials. In the meantime, interviews were conducted to understand how school residents responded to face-to-face learning trials regarding expressions and behaviors. Additionally, it is employed to clarify data gleaned from information in school regulations. Data collection techniques that will be used in this study are observation and interviews. The data analysis technique used in this research is the inductive technique. (Moleong, 2019) explains that the inductive approach is transparent in several types of data analysis in qualitative research, as described by several qualitative research authors. The inductive approach is intended to help understand the meaning of complex words by developing themes that are summarized from harsh words (Rosyada, 2020; Suwendra, 2018; Winarni, 2021). Information was gathered from observations and interviews, followed by interpretations and categorizations to conduct the data analysis, n. By contrasting observational data from the interviewee's Instagram account with the interview's findings, source triangulation data is validated.

3. RESULTS AND DISCUSSION

Result

Panopticon Analysis in Offline Learning Trials

Discipline in offline learning trials is a mechanism for forming behavior of school residents who are obedient and obedient to the application of health protocols through a

control or supervision system carried out by the Covid-19 task force. When analyzed using the concept of Foucault, efforts to form respectful and controllable behavior according to the rules in health protocols is called a disciplinary mechanism that can be carried out using multilevel observation (supervision), normalization, and examination.

Multilevel observation (supervision)

During the Covid-19 pandemic, the government and the Covid-19 task force used the Panopticon model to conduct observations and surveillance (Ningrum et al., 2021). Panopticon is a form of supervision system through observation, information gathering (documentation), and monitoring every person's action by superiors or people in power above them. Disciplinary mechanisms in shaping obedient body behavior and can be controlled according to health protocols are carried out through multilevel observation (supervision). Starting from the central government decided to make regulations in the form of a Joint Decree, 4 Ministers consisting of the Minister of Education and Culture, Minister of Religion, Minister of Health, and Minister of Home Affairs. The Joint Decree of the 4 Ministers contains guidelines for implementing learning during the pandemic. From this, it can be seen that a panopticon is a form of surveillance system that observes, gathers information, and monitors everyone by their superiors or people in power above them and protects essential communications and information. The panopticon mechanism gives birth to the actual subject and internalizes the power of conquest into itself, which becomes the subject of its conquest.

Normalization

After carrying out multilevel supervision, then normalization is carried out. Through normalization, schools and school residents are not only judged by virtues and mistakes in carrying out health protocols. However, schools and residents are assessed by comparing them to other schools using specific standards. Some schools have met health protocol standards and received recommendations from the Regional Secretary to hold offline learning trials. Some schools do not meet health protocol standards and need improvement. So that this normalization will form discipline in schools and school residents because they will try to act according to the health protocol standard.

Examination

The mechanism in the examination or examination combines a hierarchical observation model and assessment normalization. The exam reflects the workings of a strict monitoring system, where someone constantly supervises all individual's movements; this combines elements of power and supervision. The school-level Covid-19 task force has discipline and order for students and continually reminds students to obey health protocols. Usually, when some students violate will be called and given strict instructions, not to mention support from the Covid-19 Task Force at the sub-district or district level, which also takes part in checking health protocols in public places. When people do not comply with health protocols, they will receive physical punishment such as push-ups and running, social punishments such as sweeping and saying the precepts in Pancasila, and temporal punishment in fines; this is a preventive effort to prevent the spread of Covid-19. Because if a positive confirmation case is found in school residents, the consequence is that the school is obliged to close offline learning and return to learning from home.

Dramaturgy Analysis in offline Learning Trials

The front and back stages of offline learning trials

Implementing offline learning trials according to health protocols fulfills demands in appearance and identity symbols that will be analyzed through Erving's dramaturgical theory. Dramaturgy is a theory that can interpret the daily life of human Goffman (Pradhana, 2019). Based on the observations and in-depth interviews, the authors found forms of communication and several dramaturgical phenomena carried out by school residents in offline learning trials (front stage) and at home and outside school (backstage). Interviews were conducted to see the dramaturgy phenomenon with five school members, SK, PM, BA, SO, and JR, representing teachers and students as school residents who carried out offline learning trials. SK, PM, BA, SO, and JR manage impressions almost the same way, namely in offline learning trials. Although among them, there are several different conditions, especially in responding to this phenomenon.

Offline learning trial impression management

Impression management is a human effort to display the impression he wants to cause in the heads of those around him (who see him) and to maintain the impression displayed continuously in interaction.

Impression management in offline learning trials begins during preparation for submitting recommendations that present the condition of schools with facilities according to health protocols. Schools prepare and arrange facilities as ideally as possible according to health protocol guidelines. From filling out a checklist on the basic education data page online, procuring hand washing sinks and electric sprayer tanks for spraying disinfectants, measuring body temperature, providing face shields and masks, and appearance and behavior according to health protocols. With this preparation, it is hoped that it can become a proper school identity to conduct offline learning trials and be accepted by the Puskesmas as the long arm of the Covid-19 task force in conducting visits to complete the implementation of health protocols.

In addition to managing the impression of an ideal school facility according to health protocols, impression management in implementing learning is also highly regulated, with strict procedures from arrival to departure. School residents, especially students who participate in offline learning, are only limited to 25% in September due to the orange zone and 50% at the end of October because they are starting to enter the yellow zone. Teachers and students coming to school must wear three-ply or two-ply cloth masks. Immediately greeted by the measurement and data collection of body temperature by the school's Covid-19 task force team. Continue to park the vehicle at a distance and immediately wash your hands using liquid soap and running water. After entering the school environment, you must always keep your distance inside and outside the classroom. There are no breaks, only learning activities are carried out, there is no mobility in the classroom, and the fan does not turn on. In one day, only three to four subjects are carried out, and each subject is only carried out in 40 minutes. When all offline learning activities are completed, students go home in turns from each class and do not group. After all, students leave class and go home; the school's Covid-19 task force enters each class to spray disinfectant on every table students use. The fact that school residents are very enthusiastic about preparing facilities and activities according to health protocols is impression management. The impression conveyed is the impression that exists in dramaturgy. The school residents do not, as a whole, have habituation in the new normal but obtain recommendations for implementing offline learning. It was proven from the interview results that SK, JR, and SO did not follow health protocols at home, even saw covid 19 as a common cold, and did not have a fatal impact on public health. Bringing a mask is just a precaution if a Covid-19 task force conducts mask raids, not

because of the virus. Meanwhile, PM and BA still follow the health protocol when outside, although not as strict as at school. But they all always follow health protocols when they come to school.

Dramaturgy idealization of offline learning trials

One of the most critical aspects of the dramaturgical approach in this study is that school residents generally want to present themselves in an ideal form according to health protocols. Therefore, school residents tend to feel the need to hide some aspects of themselves from the Covid-19 task force during monitoring and visitations, or what researchers call the other side outside the school, namely the side that only appears when they are backstage. The second method that becomes the idealization technique in dramaturgy is when the actor also creates mystification. With this method, the actor creates social distance to provoke a sense of admiration or fascination from the audience, making the audience no longer doubt the actor's performance.

Discussions

The limited offline learning trial application system is a social reality whose pattern follows Michel Foucault's panopticon theory. Researchers will try to analogize the regulation of limited offline learning trials as a power source for the school that organizes it. The regulation is a set of rules and supervision for schools that will and have held limited offline learning trials. Regulations drafted into effective monitoring and disciplinary tools are embedded in limited offline learning trials in each school. So that the disciplinary efforts that every school member supervises run generally according to the health protocol. In addition, it can be studied following the tradition of critical thinking that Foucault offers. The first thing that will be discussed is how currently offline learning can be carried out and prevent the spread of Covid-19. So, the Covid-19 task force monitors and tries to avoid implementing offline learning that does not follow health protocols (Diningrat et al., 2020; Yuzulia, 2021). Meanwhile, the government's regulations regulate and supervise the offline learning process according to the researchers themselves, according to Foucault's principles in prison institutions. Prison institutions that existed in Foucault's time used the method created by Jeremy Bentham to control and conquer the ratio of inmates (Widjaja, 2019).

Implementing offline learning trials according to health protocols fulfills demands in appearance and symbols of identity, which will be analyzed through Erving Goffman's dramaturgical theory. Humans are like playing a show on stage. The stage consists of front and back stages. The front stage has settings and personal fronts, which can then be divided into appearance and style. According to Goffman, social life can be divided into "front stage" and "backstage" (Muali & Qodratillah, 2018). In the front area, it refers to social events that allow school members to participate in offline trials according to health protocols. They seem to play a dramatic role, continuously monitored or watched by the Covid 19 task force.

On the other hand, the backstage is a place to leave the role in the front area to carry out actual activities even though they often do not comply with health protocols. Impression management is the technique actors use to cultivate certain impressions to achieve specific goals in certain situations. Goffman assumes that when people interact, they want to present a picture of themselves that others will accept. From a dramaturgical perspective, Goffman defines the art of impression management as preventing unexpected things from happening, which can lead to embarrassment or fights (Wibowo, 2020). At the same time, self-presentation is an individual's effort to grow a specific impression in front of others by arranging behavior so that others interpret their identity according to what they want. In the identity production process, there are considerations made regarding the attribute symbols that will be used according to and able to support the identity that is displayed as a whole,

such as the clothes we wear, the way we walk and talk, the house we live in and the way we furnish our home, work. What we do and how we spend our free time (Dewi et al., 2016).

School residents tend to feel the need to hide some aspects of themselves from the Covid-19 task force during monitoring and visitations, or what researchers call the other side outside the school, namely the side that only appears when they are backstage. Some aspects that are considered relevant are that actors may want to hide their past pleasures that are not compatible with their current roles, hide mistakes that occurred during the preparation of the show, or cover up the process of creating the show that they did and only show the final result (Julia, 2018). There are at least two methods of idealization in dramaturgy related to performance techniques (Kamayanti, 2017). The first method is to try to convey to the audience the impression that they have a better relationship than they are and to show that the show is the only or the best the actors have ever put on. In this case, what is done is by highlighting aspects of the actor's life or background relevant to the intended audience. For example, teachers educate students about the dangers of covid 19, and strict health protocols are needed to reduce the spread. By doing things that show such closeness, teachers are trying to achieve one goal of creating an obedient authority to health protocols.

4. CONCLUSION

The form of the panopticon in offline learning trials can be analyzed as follows: first, the concept of offline learning trial panopticon can be analogized to the regulations governing it as a source of power for schools. The regulation is a set of rules and supervision for schools that will and have held offline learning trials. Second, the disciplinary mechanism for offline learning trials through the formation of respectful and obedient behavior of school residents to the application of health protocols through a control or supervision system by the Covid-19 task force, which is based on regulations from the government and is carried out using multilevel observation (supervision), normalization, and inspections. Dramaturgy in face-to-face learning trials can be analyzed first, the front and back stages. The front stage refers to a social event that allows school members to participate in offline trials according to health protocols.

Meanwhile, the backstage is a place to leave roles in the front area to carry out actual activities even though they often do not comply with health protocols. Second, impression management (impression management) for face-to-face learning trials begins during preparation for submitting recommendations by completing facilities and undergoing learning activities according to health protocols. Third, the idealization of the dramaturgy of offline learning trials can be seen when school members want to present themselves in an ideal form according to health protocols using performance techniques and mystification methods.

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