

The Execution Outcomes of Inadequate Confronting Education on the Education Enthusiasm of High School Students

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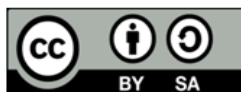
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ABSTRAK

Ada atau tidaknya semangat belajar berpengaruh penting terhadap pencapaian pendidikan siswa. Keberhasilan belajar akan tercapai jika ada kemauan dan pedoman untuk belajar. Kemauan belajar diketahui memiliki pengaruh yang signifikan terhadap semangat belajar siswa yang juga mempengaruhi hasil belajarnya. Penelitian dilakukan dengan tujuan untuk menganalisis pelaksanaan pembelajaran tatap muka terbatas dan mengetahui pengaruh prosedur pelaksanaan dan penerapan protokol kesehatan pada pelaksanaan pembelajaran tatap muka terbatas terhadap motivasi belajar peserta didik. Penelitian ini merupakan penelitian deskripsi korelasional dengan pendekatan kuantitatif. Jumlah sampel adalah 267 siswa. Data diperoleh dari survei menggunakan angket skala Likert yang telah diuji validitas dan reliabilitasnya. Analisis data menggunakan regresi linear berganda, uji t dan uji f. Dari penelitian ini berhasil menunjukkan bahwa pelaksanaan pembelajaran tatap muka terbatas telah dilakukan dengan baik. Berdasarkan uji t diketahui nilai signifikansi variabel prosedur pelaksanaan (x_1) adalah 0.000 dan variabel protokol kesehatan (x_2) adalah 0.000 maka variabel x secara parsial berpengaruh terhadap variabel y . Berdasarkan uji F diketahui nilai signifikansi 0.000 maka variabel x secara simultan berpengaruh terhadap variabel y . Kesimpulan penelitian ini adalah prosedur pelaksanaan dan protokol kesehatan dalam pelaksanaan pembelajaran tatap muka terbatas berpengaruh terhadap motivasi belajar peserta didik.

ABSTRACT

The attendance or absence of learning enthusiasm importantly influences the achievement of student education. Learning success will be accomplished if there is a will and guide to learn. Willingness to learn is known to have a significant influence on students' learning enthusiasm which also affects their learning outcomes. The aim of this research was to analyze the execution of Inadequate Confronting Education and to clarify the effect of implementation procedures and the function of health protocols on the execution of Inadequate Confronting Education on students' education reason. This kind of research is a correlational description with a quantitative approach. The quantity of samples is 267 students. Data gotten starting a survey by a Likert scale survey that has been tried for validity and reliability. Data analysis used multiple linear regression, t test and f test. The comes about of the research specify that the functioning of Inadequate Confronting Education has been carried out well. Based on the t-test, it is identified that the significance value of the implementation procedure variable (X_1) is 0.000 and the health protocol variable (X_2) is 0.000, so the x variable partially influences the y variable. Based on the F test, it is known that the significance value is 0.000, so the x variable simultaneously affects the y variable. The findings of this study which are a novelty are known that there is an influence between implementation procedures and health protocols on students' learning motivation both simultaneously and partially.

1. INTRODUCTION

The COVID-19 virulent disease has caused a variety of changes during the learning handle. Beginning from full online education and Confronting education with a limit on the number of students who be present at class accompanied by some other system that require to be measured concerning

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health protocols (Purnama, 2021; Ying et al., 2021). It gets to be principal then to find out how the condition of students with the changes that come to mind, especially correlated to their learning enthusiasm. Online learning has been implemented more than a year since online learning has been implemented and does not mean that it is free from a problem. Based on the observations that have been made through the initial diagnostic assessment, it is known that some of the obstacles and expectations of students after 1.5 years of carrying out online learning are as follows. Students feel bored, are not enthusiastic in participating in learning, have difficulty understanding the material, and not a few students have internet problems. Students expect that conditions come back to standard and they wish that learning can be carried out once more confronting. An additional problem is correlated to enthusiasm. Based on some past research results, it is accepted that the learning enthusiasm of students when taking part in online education at some stage in the COVID-19 virulent disease has diminished (Cahyani et al., 2020; Teodorescu et al., 2021). The recognition of high school students for the period of online education amid the Covid-19 virulent disease is that online education carried on view amid the pandemic is not useful, network problems are a main aspect in misconception the sense received by students. Students think they have no enthusiasm because of the learning system where the teacher only gives material and assignments that create students bored. Learning that is carried out boringly during online learning is also a trouble for students (Putra, 2021; Sembiring & Oktavianti, 2021).

Based on the clarification of various of the issues above, it can be seen that learning enthusiasm is an unchangeable condition in learning and plays an principal role in giving enthusiasm for learning, being a driver for accomplishing good education results, an attempt to get learning goals by paying notice to the process of understanding and developing learning performance. Enthusiasm can be classified keen on two, to be specific inherent enthusiasm (a condition that comes from inside the student himself which can support him to take action to learn) and outward enthusiasm (a condition that comes starting external the personal student that empowers him to carry out education actions) (Alfarimba et al., 2021; Ramadhon et al., 2017). The attendance or absence of learning enthusiasm importantly influences the achievement of student education. Learning success will be accomplished if there is a will and guide to learn. Willingness to learn is known to have a significant influence on students' learning enthusiasm which also affects their learning outcomes (Chang & Tsai, 2022; Winata, 2021).

The problem of low learning enthusiasm during online learning needs to be resolved and becomes good information when it is known that the trend of Covid-19 cases has now decreased. Since September 21, 2021, the Province of the Special Region of Yogyakarta has entered the level 3 criteria and the Governor of the Province of the Special Region of Yogyakarta then gave instructions through the Governor's Instruction Letter number 28/INSTR/2021 that the execution of learning in education units can be complete by means of Inadequate Confronting Education. Confronting education is a learning approach that requires exact or Confronting meetings connecting students and teachers. Education functions to eliminate all sources of people's suffering from ignorance and backwardness, to open insight to increase knowledge and skills (Dios & Charlo, 2021; Gherheş et al., 2021; Malyana, 2020). Nengrum and Sutini in their research stated that in the implementation of Confronting schools, there are advantages, namely that students are more active and enthusiastic, and the delivery of material can be done thoroughly. From various studies, researchers argue that Confronting schools are a learning system with direct meetings that can improve knowledge and skills, because of the sending of comprehensive education equipment and relations amid students and teachers, which are stamped by the fervour and activeness of students (Nengrum et al., 2021; Sutini et al., 2022).

In past research that has been carried out by Rachmah, it is identified that 58% of students have a preference online learning than offline learning and 93.8% of students have the same opinion that Confronting learning is more successful than online learning (Rachman, 2020). Previous research also states that Confronting learning is supplementary valuable than online learning (Baharum et al., 2021). In any case, both studies have not inspected how students learn enthusiasm when learning Confronting is constrained for the duration of the COVID-19 pandemic. Therefore, the reason of this research was to depict the functioning of Inadequate Confronting Education and to clarify the consequence of the implementation procedures and the application of health protocols in Inadequate Confronting Education on students' learning enthusiasm. Some previous studies that are relevant to what researchers will do, among others Wang, Yousefi and Nguyen. They examined how the effect of face-to-face learning on students' learning motivation (Nguyen et al., 2022; Wang et al., 2019; Yousefi & Koohneshin, 2021). However, some of these studies have not examined the effect of the procedural variables for implementing face-to-face learning on students' learning motivation. They also haven't researched how health protocols affect students' learning motivation both separately and together. Then becomes the novelty that the researcher raises in this research. The aim of this research was to analyze the execution of Inadequate

Confronting Education and to clarify the effect of implementation procedures and the function of health protocols on the execution of Inadequate Confronting Education on students' education reason.

2. METHOD

This research uses a quantitative approach and includes descriptive correlational research (Silaen, 2018). This study consisted of 2 independent variables, namely the implementation procedure as X1 and the application of health protocols as X2. The dependent variable of this research is learning motivation as Y1. From these variables, the researchers conducted research to determine the effect simultaneously and also partially between X1 and X2 on Y. The procedure in this research consists of 5 stages, namely starting with identifying the problem, studying literacy to determine the research design, determining the research method used, collecting data and ending with analyzing the data (Akanmu et al., 2020; Saavedra et al., 2019). This study was conducted at SMAN 2 Wates by the research sample was 267 students. The sampling method used is random sampling technique. The instrument in this study used a Likert scale questionnaire (Sugiyono, 2017) that was completed in google form to build it easier for students to entry. Before the instrument is used, validity and reliability tests have been carried out. The criteria for the assessment of the Likert Scale instrument consist of strongly agree, agree, quite agree and disagree with a range of values from a score of 5 to a score of 1 on a positive statement and a score of 1 to 5 for a negative statement (Al-Ta'ani, 2018; Sakkir et al., 2020). The assessment criteria for the implementation of Inadequate Confronting Education are shown in Table 1 and the assessment criteria for student learning enthusiasm are in Table 2.

Table 1. Implementation of Inadequate Confronting Education

Interval	Category
84-100	Very good
68-83	Good
52-67	Enough
36-51	Not good
20-35	Very not good

Tabel 2. Student Learning Enthusiasm

Interval	Category
41-50	Very good
31-40	Good
21-30	Enough
11-20	Not good
1-10	Very not good

The comes about of the data gotten were then analyzed utilizing multiple regression analysis with classical assumption tests including normality test, multicollinearity test, heteroscedasticity test, and autocorrelation test. In addition, it will be analyzed utilizing the t-test to control the effect partially and the f-test to control the simultaneous effect of the impact of the variable X on Y.

3. RESULT AND DISCUSSION

Result

The comes about of this research from the results without the data analysis process are presented. The result of data related to the implementation of Inadequate Confronting Education and the result of data related to students' learning enthusiasm after participating in Inadequate Confronting Education.

Based on Figure 1, it is known that 52.4% (140 of 267) of students filled out the questionnaire with a total score of 84-100 (very good category), 45.3% (121 of 267) of students filled out the questionnaire with a total score of 68-83 (good category), 1.9% (5 out of 267) students filled out the questionnaire with a total score between 52-67 (enough), 0.4% (1 out of 267) students filled out the questionnaire with a total score between 36-51 (not good category) and 0% (0 out of 267) students filled out a questionnaire with a total score of 20-35 (very not good category). From table 4 it is also known that the average total score is 83.59 (good category) with a minimum score of 49 and a maximum score of 100.

So it can be concluded that the Inadequate Confronting Education at SMAN 2 Wates has been implemented well. The results of students' learning enthusiasm after participating in Inadequate Confronting Education is show in Figure 2.

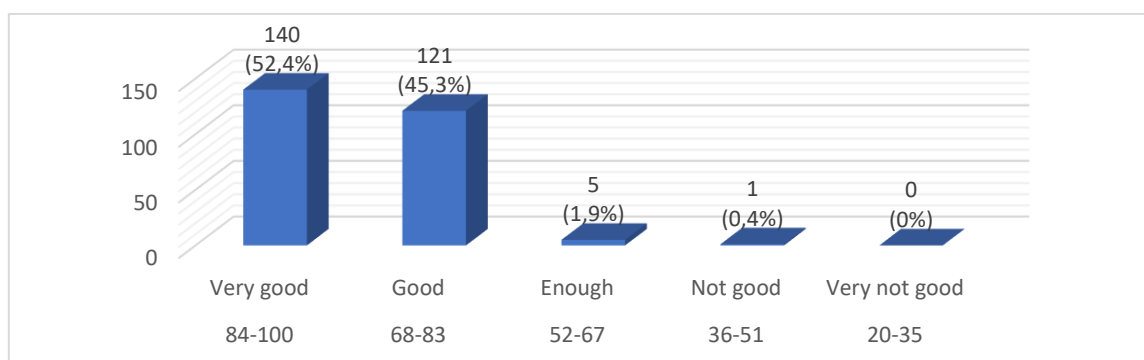


Figure 1. The Results of the Implementation of Inadequate Confronting Education

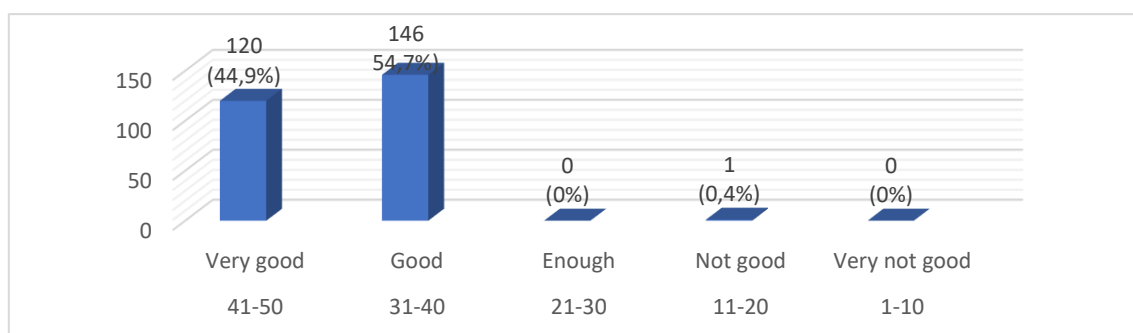


Figure 2. The Results of Students' Learning Enthusiasm After Participating in Inadequate Confronting Education

Based on Figure 2, it is known that as many as 44.9% (120 of 267) students filled out the opinion poll by means of a sum score of 41-50 (very good category), 54.7% (146 of 267) students filled out the opinion poll by means of a sum score of 31-40 (good category), 0% (0 out of 267) students filled out the opinion poll by means of a sum score between 21-30 (enough), 0.4% (1 out of 267) students filled out the opinion poll by means of a sum score between 11-20 (not good category). good) and 0% (0 out of 267) students filled out the opinion poll by means of a sum score 1-10 (very poor category). From table 5, it is known that the average total score is 40.46 (good category) with a lowest amount achieve of 20 and a highest total of 50. So it can be concluded so as to the learning enthusiasm of students during Inadequate Confronting Education at SMAN 2 Wates is good. The next result is the result that is tested using statistics. The first statistical test was carried out to test the validity and reliability of the instrument before being tested. The results of the validity test are in Table 5.

Table 5. Test the Validity of the Instrument

Variable	Normal limit	KMO MSA	Significance	Approx Chi Square	Description
Implementation procedure	0.50	0.843	0.000	1022.846	Valid
Implementation of health protocol	0.50	0.813	0.000	626.749	Valid
Learning enthusiasm	0.50	0.838	0.000	773.822	Valid

Based on Table 5, it is identified that each variable KMO MSA value > 0.50, namely the Inadequate Confronting Education process variable is 0.843, the health protocol variable is 0.813 and the learning enthusiasm variable is 0.838. The Chi-Square approximation of the three variables is 1022,846 ; 626,749 ; and 773,882 by means of a significance rate of 0.000 signifying a correlation amid variables and practicable for additional processing and the instrument is valid. The reliability test is show in Table 6.

Table 6. Instrument Reliability Test

Variable	Normal limit	Cronbach's Alpha Value	Description
Implementation procedure	0.70	0.740	Reliable
Implementation of health protocol	0.70	0.778	Reliable
Learning enthusiasm	0.70	0.806	Reliable

Based on Table 6, it is accepted that reliability testing using the Cronbach's Alpha formula is classified as good because the index value is greater than 0.70, namely 0.740 for the Inadequate Confronting Education procedure variable, 0.778 for the health protocol application variable, 0.806 for the learning enthusiasm variable so that it can be said that the instrument is reliable. Analysis of the data in this research utilizing multiple regression test by the stage classical assumption test with normality test, multicollinearity test, heteroscedasticity test and autocorrelation test. Each of these tests can be seen in Table 7 for the normality test.

Table 7. Normality Test

		Unstandardized Residual
N		267
Normal Parameters	Mean	0.0000000
	Std. Deviation	3.46651930
Most Extreme Differences	Absolute	0.051
	Positive	0.051
	Negative	-0.046
Test Statistic		0.051
Asymp. Sig. (2-tailed)		0.095

The marks of the normality test in Table 7 explain a significance value of 0.095 (> 0.05), so it can be concluded with the aim of the residuals from this study are normally distributed and the normality requirements are met. Table 8 is the multicollinearity, heteroscedasticity and autocorrelation test.

Table 8. Multicollinearity, Heteroscedasticity and Autocorrelation Test

	Model	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
Multicollinearity Test	(Constant)	12.751	2.129		5.989	0.000		
	TOTAL_X1	0.247	0.062	0.261	3.972	0.000	0.521	1.918
	TOTAL_X2	0.431	0.066	0.427	6.492	0.000	0.521	1.918
Heteroscedasticity Test	(Constant)	2.288	1.352		1.692	0.092		
	TOTAL_X1	-0.051	0.039	-0.109	-1.291	0.198		
	TOTAL_X2	0.070	0.042	0.141	1.658	0.099		
Autocorrelation Test	Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin Watson		
	1	0.636	0.405	0.400	3.480	2.008		

Based on Table 8, it is known that the standard error of X1 is 0.062, the standard error of X2 is 0.66 and the standard coefficient of beta X1 is 0.261 and X2 is 0.427 where each result is less than 1, it can be said that the standard error is low. From table 8 it is also known that the VIF value of X1 is 1.918, X2 is 1.918 (less than 10) and the tolerance value of X1 is 0.521 and X2 is 0.521 (more than 0.01). Because the VIF value <10 and Tolerance > 0.01, it can be concluded that there is no trouble in multicollinearity.

Heteroscedasticity test was carried out using the Glejcer method with the result that the significance value of X1 was 0.198 and X2 was 0.099, both of which were > 0.05. so it can be concluded that there is no heteroscedasticity problem in the data. Autocorrelation test using Durbin Watson with the result of the Durbin Watson value of 2.008. The value of du uses the Durbin Watson table based on k (2) and N (260) with a significance of 5%, so it is known that du = 1.8044. du (1.8044) < Durbin Watson

(2.008) < 4-du (2.1956) then it can be concluded that the Durbin Watson value lies between du to 4-du then it is said that there is no autocorrelation symptom. After doing the classical assumption test, the next analysis is the t test and f test. The t test was carried out to determine the partial effect of the independent variable (X1 is the procedure and X2 is the health protocol) on the dependent variable (Y is learning enthusiasm). While the F test was carried out to determine the simultaneous effect of the X variable on the Y variable. The results of the t test are in [Table 9](#).

Table 9. T Test

Model	Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics		
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1 (Constant)	12.751	2.129		5.989	0.000		
TOTAL_X1	0.247	0.062	0.261	3.972	0.000	0.521	1.918
TOTAL_X2	0.431	0.066	0.427	6.492	0.000	0.521	1.918

Based on [Table 9](#), it is known that the significance value of X1 is 0.000 and X2 is 0.000 which means <0.05, then the X variable partially affects the Y variable and it can be concluded that the Inadequate Confronting implementation procedure (X1) affects students' learning enthusiasm (Y) and the application of health protocols exists Inadequate Confronting Education (X2) effect on students' learning enthusiasm (Y). The result of F test in [Table 10](#).

Table 10. F Test

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2173.955	2	1086.977	89.775	0.000 ^b
	Residual	3196.457	264	12.108		
	Total	5370.412	266			

From [Table 10](#) is known that significant value is 0.000 so X1 <0.05 then the variable X simultaneously affect the variable Y. Procedure conclusion is Inadequate Confronting Education (X1) and the application of health protocols on Inadequate Confronting Education (X2) simultaneously influence student learning enthusiasm (Y).

Discussion

Based on the comes about of the research, it is accepted that the functioning of Inadequate Confronting Education has a positive outcome on students' education enthusiasm. The functioning of Inadequate Confronting Education at SMAN 2 Wates has been carried out fine by paying notice to implementation procedures and health protocols. The average total score of students' learning enthusiasm reached 40.46 out of a maximum score of 50 with a good category and the average total score for the implementation of Confronting learning was limited to 83.59 out of a maximum score of 100 with a good category. The comes about of this study are related to the results of some past studies which situation that Inadequate Confronting Education has a positive outcome on students' learning enthusiasm. One of study conducted research on 60 elementary school students in Iran as a sample and it was found that at some stage in the Covid-19 pandemic online learning ([Yousefi & Koohneshin, 2021](#)). It was inescapable but if it was carried out for a long time it would make students' learning enthusiasm decrease so it is important to have Confronting learning to overcome students' learning enthusiasm problems. While other study conducted a similar study at SMA Erlangga Pematangsiantar, North Sumatra which also found that students at SMA Erlangga Pematangsiantar ([Hutauruk et al., 2021](#)). It were more motivated to learn when taking Confronting learning any case, the two past studies have not inspected how the execution of Inadequate Confronting Education is carried out so that it can have a positive outcome on learning enthusiasm and is not yet accepted. Implementation of limited face-to-face learning using the same procedure was also carried out by previous study. From the results of the research he conducted, it was also conveyed that learning implementation procedures that also pay attention to health protocols have a positive effect on student learning motivation which also shows increased learning outcomes ([Prasetyo et al., 2022](#)).

The implementation procedure carried out at SMAN 2 Wates during the Inadequate Confronting Education includes keeping a distance from other students when in class a minimum of 1.5 meters and a maximum of 18 meters, Inadequate Confronting Education at school is carried out only 1-2 times a week

at each level. and no more than 3 hours in each meeting. In addition, the capacity of the number of students per class is 18 students (50% of the total number of students in 1 class). All residents of SMAN 2 Wates also use 3 (three) layers of cloth masks or disposable masks/surgical masks that cover the nose and mouth to the chin during the Inadequate Confronting Education. All residents are required to wash their hands with soap with running water or hand sanitizer, apply etiquette when coughing or sneezing, not eat in the canteen when participating in Inadequate Confronting Education at school, do physical activities at school or at home such as sports and ensure healthy conditions when participating Inadequate Confronting Education. A similar procedure was also carried out by other study who conducted research at a public junior high school in Merauke, Papua where the restrictions on the learning process prioritized the safety and health of students (Rismawati et al., 2022). It is supported by other study who conveyed the results of research he conducted at the elementary school level in Ciamis sub-district which showed the same results where the implementation of Inadequate Confronting Education should be carried out by paying attention to the implementation procedures such as adjusting the distance of seats in class, and paying attention to the division of time for the implementation of learning with the morning and afternoon shift model (Mujiarti et al., 2022). Then there are also strengthens the results of the same study where during Confronting learning the procedure applied is to limit the number of students who come to class, only 1-2 meetings per week with the longest duration of each meeting is not more than 2 hours (Bhuana & Apriliyanti, 2021). From the three research results, it is known that the similarities are how the Inadequate Confronting implementation procedure should be carried out so that it runs well, but from this it has not been studied regarding the effect of research procedures on the enthusiasm of students' learning outcomes which then also makes the strength in this research with previous research.

In this study it was also known that SMAN 2 Wates applied health protocols well when the implementation of Confronting learning was limited. Schools carry out disinfection of infrastructure and environmental facilities before learning and after learning, provide disinfectant liquid, hand soap, and hand sanitizer and have a thermogun (shooting temperature gauge) that functions properly and is used every Confronting learning implementation at school. It also always urges students to eat breakfast or eat a balanced diet when going to school, and ensure that students are in good health and do not have common symptoms such as fever, cough, runny nose, sore throat, shortness of breath, headache, nausea/vomiting, diarrhea, anosmia, ageusia. In addition, all students are ordered to bring hand sanitizer, bring personal equipment such as learning tools, worship tools, and other tools so that they don't need to borrow from other students, take health checks such as measuring body temperature before going to class and wash hands with soap before entering class. The importance of implementing health protocols in Inadequate Confronting Education has also been explained in previous research which also added that physical activity carried out by students is extremely principal to disburse awareness to first at some stage in the pandemic (Hasson et al., 2022; Hu et al., 2021; Sanni et al., 2021). The government is very important in determining these rules to pay attention to the health of students during the Covid-19 pandemic, so even though Confronting learning is applied in a limited way, good health must be applied.

Based on the results of this study, in addition to knowing that the implementation of Inadequate Confronting Education at SMAN 2 Wates has been carried out well, it is also known that the learning enthusiasm of SMAN 2 Wates students during this Inadequate Confronting Education is also good. This can be seen from the following indicators. The majority of students at SMAN 2 Wates will not give up if they face difficulties in learning, are not easily discouraged if they have difficulties in learning, and will continue to try to overcome difficulties in learning. Students are known to be enthusiastic in participating in Confronting learning at school, disburse close consideration to the subject matter presented by the teacher, and have the desire to continue to excel even in pandemic conditions. Students also care about the grades they get and hope to get good grades when participating in Inadequate Confronting Education at school. Students are also known to have high learning enthusiasm because they will learn not only at school, and can do school assignments independently, and do not always depend on the help of others in doing assignments. Similar indicators were also conveyed by previous researcher in their research, they said that motivation greatly influences student achievement (Steinmayr et al., 2019; Frunzã, 2019). One indicator of good student motivation is feeling able to complete assignments, being able to construct their own material concepts well and also they will focus on learning outcomes. The results of data analysis using multiple regression test with classical assumption test resulted that the residuals from this study were normally distributed and normality conditions were met, there were no problems in multicollinearity, no heteroscedasticity problems and no autocorrelation symptoms. Furthermore, based on the results of the t-test analysis, it can be seen that the Inadequate Confronting implementation procedure (X1) affects students' learning enthusiasm (Y) and the application of health protocols in the Inadequate Confronting Education implementation (X2) also affects students' learning enthusiasm (Y) and the results of the F test show that the Inadequate Confronting Education implementation procedures (X1)

and the application of health protocols in Inadequate Confronting Education (X2) simultaneously also affect students' learning enthusiasm (Y). From the t test and F test it can be concluded that the implementation of Inadequate Confronting Education that pays attention to implementation procedures and health protocols has a good effect on student learning enthusiasm. The results of this study are in line with some past studies that hold up the results of this study that Inadequate Confronting Education by paying attention to implementation procedures and the application of health protocols has a positive effect on students' learning enthusiasm (Arlinda et al., 2022; Keshavarz & Hulus, 2019; Mali & Lim, 2021).

The implication of this study provide overview related to significant for education providers to pay attention to implementation procedures and health protocols in carrying out the teaching and learning progression process because these affect students' learning enthusiasm. Without good management, of course, good enthusiasm will be difficult to achieve. Suggestions for further research are to research with more and varied variables, a larger number of samples, and research can be carried out in various schools with different conditions in order to obtain new findings. Based on the results of this study, the authors conveyed the novelty compared to previous research, namely the findings of the results of testing 2 variables from this study together, namely the joint effect of implementing procedures and health protocols on student learning motivation which had not been carried out by previous research. Some of the previous research that the author has described has only examined the relationship between just one factor such as the effect of health protocols on motivation or the effect of implementing learning procedures on learning motivation. Previous studies have not examined both simultaneously which the authors take as the novelty of this study. However, researchers also realize that in this study there are still shortcomings, such as the number of samples that are still limited and the research locations are limited to one location.

4. CONCLUSION

Based on the comes about of research that has been carried out, it can accepted that the implementation of Inadequate Confronting Education has been carried out properly in accordance with implementation procedures and health protocols. The learning enthusiasm of students during this limited Confronting learning is good and it can be concluded that the implementation procedures and health protocols in the implementation of Inadequate Confronting Education have an effect on students' learning enthusiasm.

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