# CHAPTER II LITERATURE REVIEW

## Offline Learning

In the learning world, offline learning refers to situations where the program is not operating and taking in new information in real-time. So, offline learning meant is when teachers and students can meet face to face in the class to finish the lesson every single day. According to Sunendar, et al. (2020) offline learning is learning through student handbooks or in-person meetings. As for the types of offline activities, namely watching TVRI as learning, students collect their work in the form of documents, because offline activities use other media besides the internet and computer networks.

Offline learning is an instructional method where the course content and learning material are taught in-person to a group of students. This allows for live interaction between a learner and an instructor. It is the most traditional type of learning instruction. Learners benefit from a greater level of interaction with their fellow students as well. In face-to-face learning, students are held accountable for their progress at the class's specific meeting date and time. Offline learning or face-to-face learning ensures a better understanding and recollection of lesson content and gives class members a chance to bond with one another. In offline learning is essentially a teacher-centered method of education, and tends to vary widely among cultures. Many modern education systems have largely shifted away from traditional face-to-face forms of educational instruction, in favor of individual students' needs.

## Online Learning

Online learning is a flexible instructional delivery system that covers any type of learning that occurs over the internet. In online learning cannot provide many of the informal social interactions’ students have at school. Most online learning, however, particularly those serving K-13 students, have a format much more similar to the in-person lesson. The teacher helps to run virtual discussion among the students, assigns homework, and follows up with individual students. Educators provide learning material in the form of papers or presentation slides and students can listen to presentations directly via the internet. Students can also ask questions or comments directly or via the chat window. In online learning cannot provide many of the informal social interactions’ students have at school (Rustiani, et al., 2019).

Learning process-based online learning make students need facilities and infrastructure that support so that learning can take place and have a better quality of learning. The facilities and infrastructure include smartphones, computer/laptop, application, and internet networks that are used as media in online learning-based learning so that learning provided in online learning can be conveyed in two directions. In online learning, the media used are very diverse, such as using Zoom, Google Meet, Google Drive, and so on. Online learning activities include webinars, online classes, all activities carried out using the internet and computer networks (Hasibuan, et al., 2019).

## The Effectiveness Offline and Online Learning

The offline learning system is a learning system that requires face to face. Online learning requires an atmosphere at home that is supportive of learning, as well as having an adequate internet connection. However, students must learn to be effective using video calls, discussions, question, and answer by chatting, but still has to socialize with other people, including family members at home and friends outside of video call sessions to discuss social skills.

Deciding the effectiveness of offline and online vary depend on someone’s personality. According to Keirsey and Bates (1984), the person who needs people as a source for regenerating his/her energy can be classified as extraverted, whereas those who prefer solitude to recover energy may tend toward introversion. Introverts tend to be slow to volunteer in the classroom, hesitate in sharing their ideas with others, and need privacy (Keirsey and Bates 1984). The extrovert is ready to enter into group activities and to accept the ideas of others. Even though there is a great amount of interaction in asynchronous online learning, the student is free to leave the online environment at will and reenergize. In light of this, the descriptions of extraversion/introversion suggest that introverts might perform better in online learning than offline learning and find online learning more effective for their learning. Therefore, the research hypothesis was that the introverted people would be more successful in online learning than the extroverted individuals, and the opposite for offline learning, and, consequently, this would have an impact on the outcomes.

Keirsey and Bates (1984) classify four learning-style groups: sensation/perceiving (SP), sensation/judging (SJ), intuition/thinking (NT), and intuition/feeling (NF). The SP learning-style person needs physical involvement or a hands-on approach in the learning. They learn from media presentations and loves to be entertained. The SJ learning-style person needs structure and relies on clear instructions. They do not always enjoy discussion groups or small-group activities and prefer the instruction to be led by the teacher. The NT learning-style person loves to trade ideas with others and develop their ideas. They focus on technology and tends to be an independent learner. They are comfortable with a logical, didactic presentation of material and follow up on independent learning. James and Gardner (1995) suggest that, consequently, independent-learning students will find online learning more effective. The NF learning-style person has a built-in desire to communicate in a personal way with others. They like two-way exchanges and like personal feedback on whatever they produce. They like interaction and participation in groups. They learn from the discussion method. They are especially responsive to learning in small groups, and to courses in which the instructor responds to and accepts the ideas of the class members. Even though there are some inconsistencies between the learning style descriptions and some attributes of online methodology, it appears that NT and NF learning styles may fit well with online learning; consequently, it was hypothesized that the SP or SJ-style person would find the online learning less effective and might not succeed as well. The more successful online students would be more likely to be either the NF or NT type rather than the SP or SJ type.

COVID-19 has limited the space and movement of each individual. This can lead to boredom, especially for students who have never previously participated in online learning. Emotional experience is also closely related to a person's psychological well-being in the current situation. Psychological well-being has a close relationship with academic success (Brunsting, N. C., Zachry, C., Liu, J., Bryant, R., Fang, X., Wu, S., & Luo, Z. 2019). Everyone's psychological well-being can be different depending on each individual's personality type (Crea, G., & Francis, L. J. 2020).

All the studies did not have discussed the effectiveness of both (online and offline learning). Almost all studies only focus on online learning during the pandemic. The research that the writer made includes two perspectives from teachers and students. This research was also conducted because there has been limited research that explores the views of teachers and students in senior high school about how they respond after experiencing learning in two types of teaching, namely offline and online learning.