



Implementation of Limited Face-to-face Learning Policy in the New Normal Era of the Covid-19 Pandemic

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Abstract

The purpose of this study Implementation of Limited Face-to-face Learning Policy in the New Normal Era of the Covid-19 Pandemic all countries affected by the Covid-19 pandemic are currently adapting so that the pandemic does not have a much worse impact on all aspects of life. People definitely have to adapt to new habits in the order of their activities, not least in the world of education. The Minister of Education through Joint Decision of 4 Ministers lowered the policy on Limited Face-to-face Learning in the New Normal Era. Each education unit has its own challenges in implementing policies regarding education in the era of adapting new habits. This study aims to analyze the policy of Limited Face-to-face Learning Implementation in the New Normal Era at the Ciamis District Elementary School and its implementation. The method used for this research is descriptive qualitative. The research was conducted at the State Elementary School in Ciamis District. The key informant at each school was the Class Teacher who carried out Limited Face-to-face Learning Activities during the New Normal. The research in instruments used were field observations, interviews and documentation. The results showed that the Limited Face-to-face Learning policy in the New Normal era at the State Elementary School in Ciamis District had been successfully implemented, although there were several factors that needed to be improved and re-evaluated. The implementation of the Limited Face-to-face Learning process at public elementary schools in Ciamis District can be carried out through various school policies that are carried out explicitly through the preparation of facilities and infrastructure that must be prepared for limited face-to-face learning and preparing a curriculum for special conditions to facilitate teachers in conducting effective learning.

Keywords: face-to-face learning is limited; the new normal era; the covid-19 pandemic.

Abstract

Seluruh negara yang terdampak Pandemi Covid-19 saat ini sedang melakukan adaptasi agar pandemic tidak berdampak jauh lebih buruk pada semua aspek kehidupan. Masyarakat mau tidak mau harus menerapkan adaptasi kebiasaan baru dalam tatanan aktivitasnya, tak terkecuali di dunia Pendidikan. Menteri Pendidikan melalui Joint Ministerial Decree 4 Menteri menurunkan kebijakan tentang Pembelajaran tatap Muka Terbatas di Era New Normal. Setiap satuan Pendidikan memiliki tantangan masing – masing dalam menerapkan kebijakan-kebijakan mengenai pendidikan di era adaptasi kebiasaan baru. Penelitian ini bertujuan untuk menganalisis kebijakan Pelaksanaan Pembelajaran tatap Muka Terbatas di Era New Normal di Sekolah Dasar Kecamatan Ciamis beserta implementasinya. Metode yang digunakan untuk penelitian ini adalah deskriptif kualitatif. Penelitian dilakukan di Sekolah Dasar Negeri Kecamatan Ciamis. Informan kunci pada setiap sekolah adalah Guru Kelas yang melaksanakan Kegiatan Pembelajaran tatap Muka Terbatas selama New Normal. Instrumen penelitian yang digunakan adalah observasi lapangan, wawancara dan dokumentasi. Hasil penelitian menunjukkan bahwa kebijakan Pembelajaran tatap Muka Terbatas di Era New Normal di Sekolah dasar Negeri Kecamatan Ciamis telah berhasil dilakukan dengan baik walaupun ada beberapa faktor yang perlu ditingkatkan dan dievaluasi kembali. Pelaksanaan proses Pembelajaran Tatap Muka Terbatas di SDN Kecamatan Ciamis dapat terlaksana melalui berbagai kebijakan sekolah yang dilakukan secara tegas melalui penyiapan sarana dan prasarana yang harus dipersiapkan untuk Pembelajaran Tatap Muka Terbatas serta menyiapkan kurikulum kondisi khusus untuk memfasilitasi guru dalam melakukan pembelajaran secara efektif.

Kata Kunci: pembelajaran tatap muka terbatas; era new normal; pandemic covid-19.

INTRODUCTION

Indonesia is one of the countries in the world that has been affected by Covid-19. The

Covid-19 pandemic has forced Indonesia to impose a large-scale social restriction system to reduce the spread of the virus. This policy

has brought major changes in all aspects of people's lives (Martoredjo, 2020). People are required to carry out activities from home. All activities that can trigger the gathering of many people must be avoided for the sake of mutual safety. The productivity of many affected sectors has greatly decreased due to the implementation of this large-scale social restriction, including the education sector. The government through the Ministry of Education and Culture (based on Kementerian Pendidikan Dan Kebudayaan Republik Indonesia in 2021 regarding "Keputusan Bersama Menteri (Pendidikan Dan Kebudayaan, Agama, Kesehatan, Dalam Negeri) Tentang Penyelenggaraan Pembelajaran Di Masa Pandemi Covid 19." Paper Knowledge . Toward a Media History of Documents 12–26.) has implemented a policy of *learning from home* or Learning from Home for education units located in the yellow, orange and red zones. The learning process is disrupted due to changes in communication patterns between teachers and students from offline to online. This affects the psychological condition of students and makes the quality of their skills decline (Asmuni 2020). Especially elementary school students who in the learning process need to get guidance and attention from teachers and parents. Teachers as the spearhead of the learning process in schools do not fully prepare the distance learning process. The plans made at the beginning of the semester did not match reality, so most teachers found it difficult to adapt to distance learning in the midst of various limitations, such as facilities, infrastructure, and skills. The distance learning process that is not well planned certainly hinders the optimization of learning.

The central government through the Ministry of Education tries to find solutions to education problems. Along with the Covid-19 case which began to decline, and to minimize the occurrence of *loss of learning* and the risk of psychosocial occurrence for children. Based on this, at the beginning of July 2020, the government through a Joint Decree (Joint Ministerial Decree) by the Minister of Education and Culture, the Minister of Health, the Minister of Religion and the Minister of

Home Affairs of the Republic of Indonesia number 03 of 2020, issued a policy to implement Limited Face-to-face Learning in the *New Normal Era* 1. One of the important points of the policy is that face-to-face learning can be carried out in level 1 areas or green zones. One of the areas that conduct face-to-face learning is Ciamis Regency.

The Ciamis Regency Government issues the Ciamis Regent Circular No. 420/1184-Disdik.1/2021 concerning Guidelines for Implementing Limited Face-to-Face Learning During the Covid-19 Pandemic Period for the 2020/2021 Academic Year. Referring to the Ciamis Regent Circular No. 420/118-Disdik.1/2020, the Head of the Ciamis Regency Education Office issued a Decree of the Head of the Ciamis Regency Education Office to carry out Limited Face-to-face Learning in the *New Normal Era*.

Face-to-face learning is classroom learning that relies on the presence of teachers to teach in a limited time (Anggrawan 2019). In face-to-face learning, students are involved in direct communication in the physical environment. This learning requires the presence of teachers and students in a real (not virtual) place. The Ministry of Education and Culture encourages the implementation of limited face-to-face learning, namely face-to-face learning carried out by implementing health protocols. (Ministry of Education and Culture of the Republic of Indonesia 2021). In the 2021/2022 academic year, the government requires educational institutions to provide (1) limited face-to-face learning through the application of health protocols, and (2) distance learning. Parents are welcome to choose limited face-to-face learning or continuing distance learning for their children.

Previous research conducted by Ode et al. (2021) with the title "Analisis Pelaksanaan Pembelajaran Tatap Muka Terbatas (TMT) Di Masa New Normal Terhadap Hasil Belajar Matematika Di Sekolah Dasar". This shows that the implementation of limited face-to-face learning is carried out systematically and follows the guidelines for the implementation of limited face-to-face learning in the *New Normal*. The school has planned and implemented it in accordance with health

protocol procedures, but in terms of implementing the teaching and learning process in the classroom, the delivery of material is quite condensed and only conveys the important points and emphasizes the completion of practice questions, so that students are motivated by time and maximize the time spent. available so that they must focus on following the learning process.

The second study was conducted by Powa, Tambunan, and Limbong (2021) with the title "Analisis Persetujuan Orang Tua Terhadap Rencana Pembelajaran Tatap Muka Terbatas Di Smk Santa Maria Jakarta". This shows that most parents agree with the implementation of limited face-to-face learning at Santa Maria Vocational School Jakarta. Although in practice some parents have concerns caused by several factors, including the relatively high number of Covid-19 cases, the lack of supporting facilities for implementing health protocols in schools, the distribution of vaccines is still uneven, and the main cause is that parents are still worried about transmitting Covid-19 to their children.

Limited face-to-face learning is carried out starting in early July 2021 when conditions are under control and positive cases of Covid-19 have decreased significantly (Putri,2021). Limited face-to-face learning is learning in the classroom that relies on the presence of the teacher to teach in front of students directly under conditions that are limited by several provisions, including all education personnel who have been vaccinated, besides that face-to-face learning is carried out by limiting meeting hours and dividing students into several groups. learning, as well as the implementation of strict Health Protocols. Learning conditions like this, of course, are considered more effective than distance learning which does not provide a good understanding to students. However, even so, Limited Face-to-face Learning also has a negative impact on students and teachers (Nurrachmawati et al., 2021);. The impact for teachers are; teachers have difficulty managing learning and tend to focus on completing the curriculum, learning time is reduced, so it is impossible for teachers to fulfill the burden of teaching hours. In addition, the impact on

students is that students experience a reduction in social interaction with their friends, complain about the severity of assignments from teachers, increase feelings of stress and boredom due to restrictions on activities while at school, learning is dominated by teachers because the delivery of material is quite dense.

Therefore, it is important to analyze the implementation of limited face-to-face learning policies in the new normal era, because the results of this study can be used as an illustration to be used as a reference and also material for further improvement for public elementary schools during the adaptation of Limited Face-to-Face Learning. The purpose of this this study Implementation of Limited Face-to-face Learning Policy in the New Normal Era of the Covid-19 Pandemic all countries affected by the Covid-19 pandemic are currently adapting so that the pandemic does not have a much worse impact on all aspects of life.

RESEARCH METHODS

This research uses a descriptive qualitative approach. This study aims to provide a real picture of various situations, namely analyzing government policies regarding the Implementation of Limited Face-to-face Learning in the *New Normal Era*. The research was conducted at the Ciamis District Elementary School, West Java, carried out from October to November 2021. The research subjects were Elementary School Teachers in Ciamis District. The key informant in each school is the Class Teacher who carries out Limited Face-to-face Learning activities during the *New Normal*. The object of this research is the success rate of face-to-face learning is limited in the *New Normal Era* .

In data collection techniques, this study uses instruments including field notes or documentation and interviews. The interview was conducted online by distributing a questionnaire in the form of a google form which was distributed randomly to the principal's WhatsApp group in Ciamis District.

RESULTS AND DISCUSSION

1. Results

There are 44 state elementary schools in Ciamis District, and the number of public elementary schools respondents in this study were 18 schools, and the number of teachers from 18 public elementary schools in Ciamis District who were respondents in this study were 60 people. Based on the results of a survey using a questionnaire regarding school policies in limited face-to-face learning

conducted from July to the present, they are as followsing figure 1 , 2 ,3, 4,and 5 from:

1) Limited Face-to-face Learning Policy Approval. From Figure above it can be concluded that all teachers agree on the Government Policy for Limited Face-to-face Learning based on the 4 Ministerial Decree. (See **figure 1**)

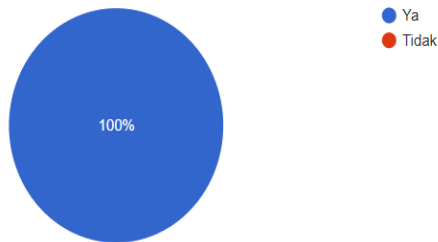


Figure 1 Limited Face-to-face Learning Policy Approval Diagram

2) Parental Permission for the Implementation of Limited Face-to-face Learning. From Diagram 2 it can be concluded that 46 (79.3 %) respondents stated that parental permission for students to participate in Limited Face-to-face Learning was 90-100%, 11 (15.5%) respondents stated that parental permission for students to take part in

Limited Face-to-face Learning is 70-90%, 2 respondents stated that parental permission for students to participate in Limited Face-to-face Learning was 50-70%, and 1 respondent stated that parental permission for students to participate in Limited Face-to-face Learning was less than 50%. . (see **figure 2**).

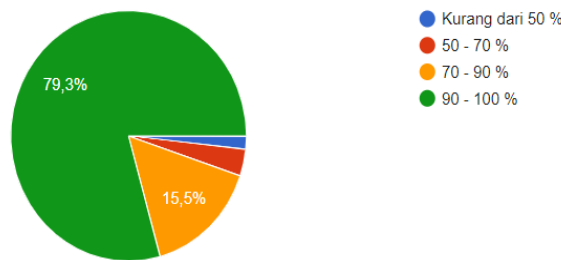


Figure 2 Diagram of Parental Readiness to Give Limited Face-to-face Learning Permission

3) School Readiness for Limited Face-to-face Learning. From Figure 3 above, it can be concluded that, 48 (79.3%) respondents stated that the school's readiness to perform Limited Face-to-face Learning was 90-100%, 11 (19%) respondents stated that the school's readiness to carry out Limited

Face-to-face Learning was 70-90%, while as many as 1 respondents stated that the school's readiness to do Limited Face-to-face Learning was 50-70%. (See **figure 3**)

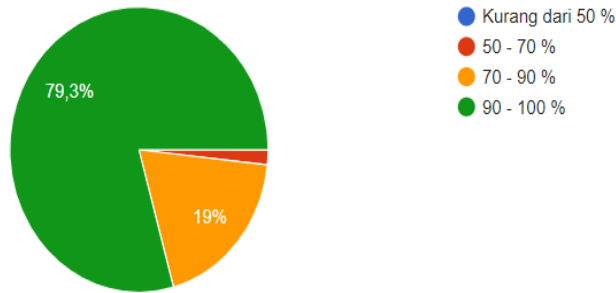


Figure 3 School Readiness Diagram for Limited Face-to-face Learning

4) Educators and Students Who Have Vaccinated Covid-19. From Figure 4 above, 59.9% of educators and students have vaccinated against COVID-19, while 43.1%

of educators and students have not vaccinated against COVID-19. (See **figure 4**).

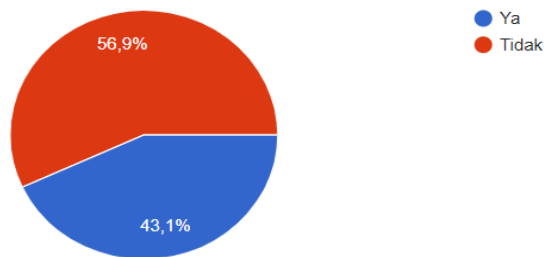


Figure 4 Diagram of Educators and Students Who Have Vaccinated Covid-19

5) Preparation of Infrastructure According to Health Protocol. From Figure 5 above, it can be concluded that all State Elementary

Schools in Ciamis District have prepared infrastructure properly according to the health protocol for the implementation of Limited Face-to-face Learning.

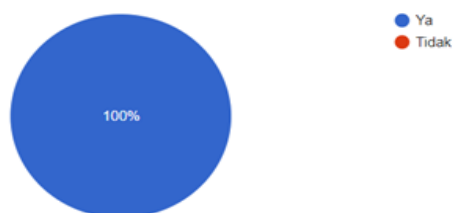


Figure 5 Diagram of Infrastructure Preparation

2. Discussion

In carrying out learning in this new normal era, the central government and local governments have issued policies to deal with the learning process during the new normal. The implementation of learning to face the new normal era is carried out with limited face-to-face meetings where health protocols are implemented very strictly. Therefore, school institutions, especially in Ciamis District,

prepare various things in carrying out learning in this new normal era. This is because the adjustment of learning patterns is in accordance with the Covid-19 Health protocol during the new normal.

Furthermore, based on the results of the questionnaire survey and also the results of interviews, a problem tree and target tree can be designed, to explain the policy of implementing limited face-to-face learning.

1. Problem Tree Analysis

Referring to the Joint Decree (Joint Ministerial Decree) of the 4 ministers in March 2021, the government is targeting to conduct Face-to-face Learning starting in the 2021/2022 school year. This step is expected to be an answer to the problems faced during online learning. The granting of face-to-face learning implementation permits of course refers to the provisions based on the Joint Ministerial Decree, namely, among others, schools are required to prepare Standard

Operating Procedures in relation to the implementation of health protocols, implementation is carried out by a shift system, classroom capacity is filled to a maximum of 50%, provides facilities that support the implementation of health protocols, and most importantly parental consent. The causal relationship of this condition and the problems that occur in public elementary schools in Ciamis District according to the results of the questionnaire survey and interviews . (See **figure 6**) :

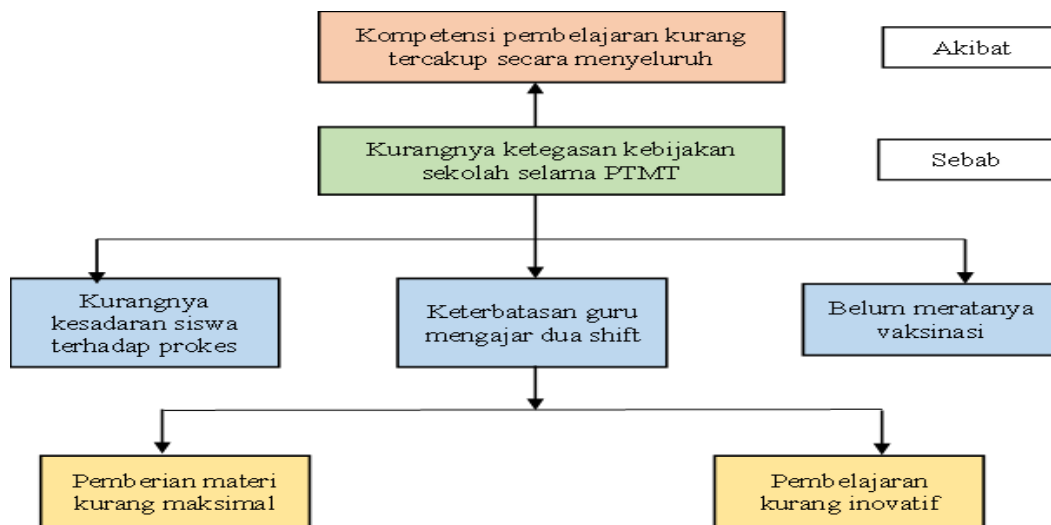


Figure 6 Problem Tree (Negative)

Based on the description of the problem tree above, it can be seen that the main problem is the lack of firmness in school policies during limited face-to-face learning (Limited Face-to-face Learning). This is caused by several factors, namely the lack of awareness of students about health care programs at school, the limitations of teachers in teaching two shifts (morning and afternoon) and the uneven vaccination program in public elementary schools in Ciamis District. Based on the results of the questionnaire survey, it was found that the vaccination program at public elementary schools in Ciamis District until November had only touched 43.3%, still less than 50%. Therefore, this is certainly one of the factors that need to be made a policy by each education unit.

One of the efforts that need to be made as a form of school policy in the implementation of

limited face-to-face learning is to disseminate information about the importance of vaccination. In addition, schools also need to provide facilities for school residents to be able to vaccinate, so that at least the vaccination program becomes more evenly distributed and the learning process can be carried out more comfortably. The success of vaccination socialization can certainly increase the awareness of school residents about the importance of health and safety in the learning process (Wibowo et al., 2021).

In addition to the issue of vaccination, the lack of awareness of students about the program is also one of the factors that need to be considered by policy makers. Some things that show students' lack of awareness of the process are as follows:

- a. Students often forget to wear masks, so the school must always be ready to provide masks at school.

- b. Students often forget to wash their hands before and after eating, so the teacher must always remind them.
- c. During the morning and afternoon shifts, students sometimes arrive early, causing crowds. Therefore, the school must again provide socialization to parents, to deliver students on time, to avoid crowds. In this case, school policies must be firm to raise awareness of students and parents.
- d. In addition, students also often forget the schedule for the study shift, so crowds often occur because students sometimes don't come back to wait for the schedule at home, but wait at school.

The lack of awareness and adherence to health care programs among school students is in accordance with research by Simanjuntak et al (2020) which revealed that the highest level of compliance in implementing health care programs was in individuals over 60 years of age, while school children and adults were still often negligent in implementing protocols. Health is like wearing a mask and washing hands regularly.

The next problem that occurs during Limited Face-to-face Learning at public elementary schools in Ciamis District is the limitation of teachers in teaching two shifts (morning and afternoon). This causes another problem, namely the provision of material to be less than optimal because the teacher is tired. In addition, learning becomes less innovative because teachers find it difficult to find new methods of learning with limited time allocation. This is one of the main factors that causes learning competencies to be less comprehensively covered. In this condition, the school must carry out other policies, for example preparing a curriculum in limited conditions. This curriculum formation policy will certainly make it easier for teachers to adapt in limited face-to-face learning, and is expected to improve learning competencies.

Based on the description of the problem tree above, it can be seen that the policy of the Education unit is still not strict with the regulations for implementing face-to-face learning, thus causing learning competencies to be less comprehensively covered, although it is still said to be more effective than online

or distance learning. This condition causes several problems or obstacles experienced by teachers and students at public elementary schools in Ciamis District which can be concluded as follows:

- a. There is still a lack of awareness from students about the process (forgetting to use masks and washing hands).
- b. Teachers are tired of learning two shifts so that the delivery of material is not optimal.
- c. There are still students who forget their study schedule.
- d. During shift shifts, students sometimes arrive early and cause a crowd.

The policies and constraints encountered in this study are in accordance with the research results of Onde et al (2021) which revealed that school policy is to plan and implement according to health protocol procedures, but in terms of implementing the teaching and learning process in the classroom, the delivery of material is quite condensed and only conveys only the important points and emphasize the completion of practice questions, so that students are driven by time and maximize the time available so they must focus on following learning. Teachers do not use interactive learning models and do not involve innovative learning media that support the delivery of concrete information to students, so that this has an impact on student activities and also the acquisition of student learning outcomes that are in the sufficient category.

2. Target Tree Analysis

Analysis of education policy certainly has a function and purpose to solve problems, and problems that are so complex. In connection with the problems that occur in the problem tree and the results of the questionnaire survey and interviews, in the next picture we will see the targets that are being pursued through policy analysis which is described through the target tree of how schools can realize a limited face-to-face learning process that still follows health protocols.

To achieve the goals or objectives to be achieved, good and correct work steps are needed, coordination and open communication to achieve joint solutions consistently and carefully, as well as motivation and effort

which of course is expected to generate school income in particular. (See **figure 7**)

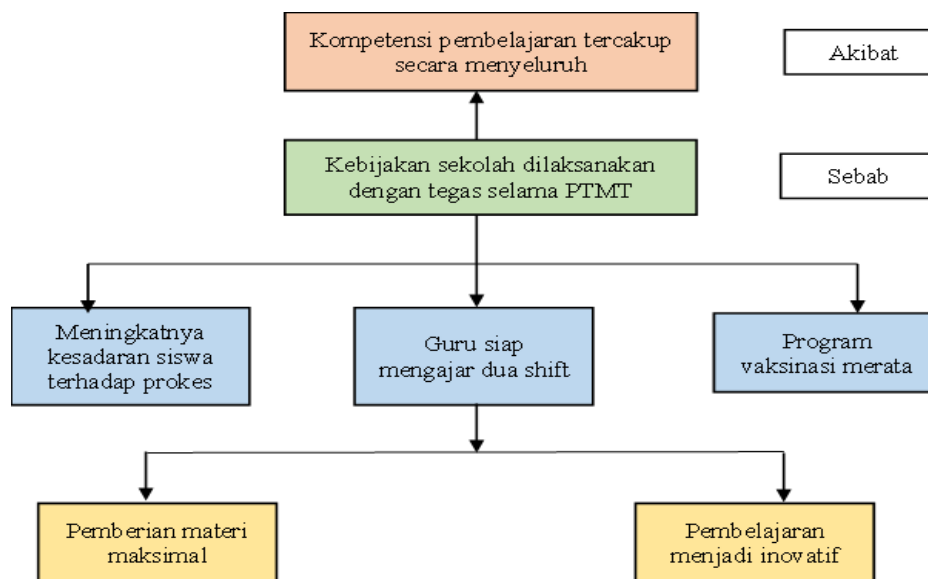


Figure 7 Problem Tree (Positive)

Based on the description of the target tree above, it can be seen that with the existence of school policies that can be firmly carried out and can decisively overcome the problems that occur. Especially in preparing the curriculum for special conditions so that teachers can readily teach in two shifts (morning and afternoon). In addition, another policy that is no less important is asking parents' approval for the implementation of limited learning through online questionnaires (Whatsapp and Google Forms), socialization and the provision of written letters, as well as through meetings with parents and school committees. Teacher readiness in teaching can certainly lead to the provision of material to students, and teachers can also be more innovative in choosing media or more creative learning methods. This will certainly improve the learning process and it is hoped that learning competencies can be achieved as a whole. This is in accordance with research conducted (Powa et al. 2021) which revealed that the main target of school policy in Limited Face-to-face Learning is the readiness of educational units, especially teachers in providing material.

Another factor that is the target of the policy is increasing students' awareness of the program and the distribution of vaccinations. This is in accordance with a research report

from (Rumbiak and Tambunan 2021) which reveals that the awareness of school residents towards the health program and the distribution of vaccine programs carried out by school residents are the main things that can make the face-to-face learning process effective.

Based on the results of interviews conducted with teachers and school principals as respondents in this study, it is known that the vaccination program is still being carried out, and is expected to reach more than 50% before the new semester starts. In addition, the school also implements a policy by continuing to socialize with parents to continue to remind students to get used to being obedient to health procedures, such as always using masks and washing hands, both before and after eating.

The following are some implementations of limited face-to-face learning policies based on the results of interviews with a number of elementary school teachers in Ciamis District.

- Preparation of overall health protocol facilities and infrastructure.
- Making Limited Face-to-face Learning learning SOPs in accordance with Government recommendations.
- Carry out periodic vaccinations.
- Divide the teaching and learning time into two shifts (morning and afternoon) and

arrange chairs and tables for only one student.

- e. Forming a COVID task force and picket.
- f. Conduct regular outreach with students and parents about the importance of vaccination and complying with prokes.
- g. Prepare a curriculum for special conditions that are suitable for limited face-to-face learning.

Based on the description above, it can be seen that the limited face-to-face learning process carried out at public elementary schools in Ciamis District has been successfully carried out, although there are several factors that need to be improved and re-evaluated, especially regarding the curriculum for special conditions, so that the learning process becomes more effective. In accordance with the results of the questionnaire survey, the success rate of the limited face-to-face learning process at public elementary schools in Ciamis District has reached 93.1%. Even so, various obstacles that occur according to the results of the analysis and interviews still need to be improved and considered again.

Furthermore, the educational policy analysis process must be carried out openly with effective communication not only between the school and parents, but with the Education Office and even the Regional Government for the possibility of submitting assistance for the preparation of school facilities and infrastructure. Effective communication with parents needs to be done to build understanding and with the aim of supporting each other in terms of education financing. (Zainuddin, 2021) Bintang R. Simbolon in Allo and Rombe's writing (2019) states that a good organization is an organization that moves in harmony, so of course in this case the role is to build a communication system within the organization.

CONCLUSION

In carrying out teaching and learning activities in the *new normal era*, the government issued a policy to implement limited face-to-face learning in the *new normal era* by paying attention to health protocols. The implementation of the limited face-to-face

learning process in Elementary Schools in Ciamis District is carried out through various school policies which are carried out explicitly through the preparation of facilities and infrastructure that must be prepared for limited face-to-face learning and preparing a curriculum for special conditions to facilitate teachers in conducting effective learning. In addition, ask for parental consent.

The implementation carried out by the basic education unit in Ciamis District includes periodic vaccinations, the implementation of learning into two shifts (morning and afternoon), forming a Covid-19 task force, preparing infrastructure, socializing Covid-19 with students and parents. So far, the success rate of the face-to-face learning process is limited based on a questionnaire survey and interviews, which is 93.1%.

The limited face-to-face learning obstacle faced by the teacher, the most important of which is the limited time and energy in teaching, so that the provision of material is less than optimal. In addition, students generally forget the basic concepts so that the teacher has to repeat the basic learning again, so that the learning objectives are not achieved.

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