

## **Limited Face-To-Face Learning Models in the New Normal Era in UIN Sunan Gunung Djati Bandung**

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### **ABSTRACT**

This study aims to describe the results of limited face-to-face learning in UIN Sunan Gunung Djati Bandung. This study is conducted in the Faculty of Education and Teacher Training, UIN Sunan Gunung Djati Bandung during the trial phase of limited face-to-face learning from October to December 2021. The data are collected from documentation and questionnaires given to students as the subject of this study. The results showed that limited face-to-face learning is conducted systematically and following the protocols during the New Normal era. This face-to-face learning is attended by 3<sup>rd</sup>-semester students from all majors. The university has planned and prepared every aspect to support the process of face-to-face learning. The process of teaching is done well and the evaluation on the effect of limited face-to-face on the quality of acquired knowledge showed a maximum score. The main obstacle during the limited face-to-face learning comes from technical aspects such as the provision of facilities and resources for conducting limited face-to-face learning. The results of this study are hoped to be used as consideration for policymakers in conducting limited face-to-face learning during the COVID-19 pandemic.

Keywords: college student, implementation, limited face-to-face learning, university

### **ABSTRAK**

Penelitian ini bertujuan untuk mendeskripsikan hasil implementasi pembelajaran tatap muka terbatas (PTMT) di perguruan tinggi keagamaan islam negeri. Penelitian ini dilaksanakan di Fakultas Tarbiyah dan Keguruan (FTK), UIN Sunan Gunung Djati Bandung pada masa percobaan pelaksanaan PTMT pada bulan Oktober-Desember TA. 2021/2022. Data diperoleh melalui dokumentasi dan penyebaran angket sebagai instrument yang berisi pertanyaan dengan subjek penelitian adalah mahasiswa. Hasil penelitian menunjukkan bahwa pelaksanaan PTMT ini dilaksanakan secara sistematis dan mengikuti prosedur pelaksanaan PTM di masa new normal. Kegiatan PTM ini diikuti oleh mahasiswa semester tiga yang ada di seluruh program studi/jurusan. Pihak perguruan tinggi telah merencanakan dan mempersiapkan segala aspek untuk mendukung proses PTM. Pelaksanaan proses belajar mengajar di kelas berjalan dengan baik dan hasil evaluasi PTMT terhadap kualitas pembelajaran yang diperoleh mendapatkan nilai yang maksimal. Kendala utama yang dihadapi selama PTMT didominasi oleh aspek-aspek teknis seperti penyediaan sarana dan prasarana terutama yang mendukung terlaksananya program PTMT. Hasil penelitian ini diharapkan dapat menjadi bahan pertimbangan bagi pemangku kebijakan dalam melaksanakan PTMT di masa pandemic seperti Covid-19 ini.

Keywords: implementasi, mahasiswa, perguruan tinggi, tatap muka terbatas

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## **INTRODUCTION**

Government policies regarding how teachers should conduct their classes continue to change. At the beginning of the pandemic, the policies made were prioritizing the aspects of health and safety during learning activities. Based on the Letter of the Ministry of Education and Culture Number 4 of 2020 dated March 24<sup>th</sup>, 2020, it is stated that during the emergency period of the COVID-19 pandemic,

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learning activities at all levels of education, must be carried out from home, or online. The policy was applied not only to learning but also to other educational activities such as evaluation and administrative services. This policy was taken as one of the steps in breaking the chain of the spread of COVID-19. However, in line with the ever-changing pandemic cases and the beginning of the New Normal period, the limited face-to-face learning policy has gradually begun to be implemented in order to increase the maximum quality of learning and to obtain more measurable learning outcomes.

Limited Face-to-face Learning is a learning process that is carried out offline by considering several aspects such as limiting the number of students attending offline lectures. In addition, another limitation is the time used in the learning process itself which only uses half the time of normal classes. Some institutions that have implemented limited face-to-face learning are pre-schools (Al-Iftitah and Syamsudin, 2022), elementary schools such as Ende 8 Catholic Elementary School (Suryani et al., 2022), junior high schools such as Beringin Ratu Serupa Indah Middle School (Suwece and Kusuma, 2021). ), high schools such as Santa Maria Vocational High School (Powa et al., 2021), and at the university level such as Syekh Manshur University of Education and Teacher Training (Mustakim et al., 2021). The results of the limited face-to-face implementation carried out at each level of education showed different results. One of the reasons for this difference is the different preparedness of each institution. One of the state Islamic religious universities that implement this limited face-to-face learning is the Faculty of Education and Teacher Training which is one of the faculties at UIN Sunan Gunung Djati Bandung.

The implementation of limited face-to-face meetings at the Faculty of Education and Teacher Training began in early November 2021. This implementation coincides with the implementation of face-to-face learning carried out by other universities such as Padjadjaran University, Bandung Institute of Technology and other universities in Indonesia. In its implementation, face-to-face learning, which is carried out in each institution, has special characteristics and descriptions that differ from one institution to another. Reported from its official website of Padjadjaran University, the implementation of this limited face-to-face learning is carried out with hybrid learning at the undergraduate level ([unpad.ac.id](http://unpad.ac.id)).

The implementation of limited face-to-face learning has an influence on the psychological condition of students. Bahrodin and Widiyati (2021) stated that this limited face-to-face learning affects the stress level of students with moderate stress levels as much as 80%. Other research stated that this limited face-to-face learning can also pose a risk of decreased learning outcomes (Tanuwijaya and Tambunan, 2021). Seeing this phenomenon, more data is needed regarding how is the implementation of limited learning in other educational institutions, such as in state Islamic university. Therefore, this paper will try to describe the implementation of limited face-to-face learning at the Faculty of Education and Teacher Training, UIN Sunan Gunung Djati Bandung. The results of this study are expected to provide another description of the implementation of limited face-to-face learning at the university level, especially Islamic religious universities so that it can be used as consideration for policymakers either at UIN Sunan Gunung Djati Bandung itself or for other institutions.

## **RESEARCH METHOD**

This research is a mixed method research with the method of observational data collection, instruments in the form of questionnaires, and interviews. The results of this study are descriptive data that contains all the results from observations and the results of questionnaires answered by students. The observations made in this study were used to directly observe the limited face-to-face learning activities carried out by the Faculty of Education and Teacher Training. The results from observations are in the form of documentation of the implementation of face-to-face learning. The instrument used in this study is in the form of questionnaires given to students. The questionnaire contains the questions presented in Table 1. For interviews, the research objects are students, lecturers, and education staff with the nature of the questions being open-ended questions. The

answers to each of the questions asked are then presented in the form of graphs and then described in the form of descriptions. The object of research who has the right to fill out the questionnaire are students who have participated in a limited face-to-face learning program at the Faculty of Education and Teacher Training. The sampling technique used is random sampling and the sample used is 80 students. This sample is 60% of the total number of students who are willing to take limited face-to-face learning. In the data analysis technique, the researcher tries to analyze the data from the survey and documentation and then discusses it in detail with a literature review from various sources.

Table 1. List of questions used in the study

No	Question	Question Type
1	Respondent's description	Closed
2	Limited Face-to-Face Learning Implementation Preparation	Closed
3	Implementation of Limited Face-to-Face Learning	Closed
4	Limited Face-to-Face Learning Implementation Evaluation	Closed
5	Limited Face-to-Face Learning Obstacles and Recommendations	Open

## RESULTS AND DISCUSSION

### A. Health Protocols Implementation

The implementation of this limited face-to-face learning adheres to the regulations that have been issued by the institution, namely UIN Sunan Gunung Djati Bandung based on Letter Number B.2303/Un.05/1.1/PP.00.9/10/2021. The implementation of limited face-to-face learning carried out by the Faculty of Education and Teacher Training takes into account the health protocols that are implemented. Several facilities that have been provided by the Faculty of Education and Teacher Training to support this are as follows.



Figure 1. Implementation of Health Protocols as well as Facilities and Infrastructure that support the face-to-face learning program

Students who are respondents to this study are also students who have been vaccinated. This is a mandatory requirement that must be met by students who take part in face-to-face learning activities. Vaccination is one of the preventive steps in reducing the risk caused by exposure to Covid-19 (Junaidi et al., 2022). In the implementation of face-to-face learning, students are required to be in good health and one of the indicators is to have a body temperature of no more than 37.3 °C. This is part of the

mandatory requirements set by the Institute in conducting face-to-face learning. This policy is issued to ensure that students who take part in face-to-face learning are in good health.

### B. Academic Culture on Face-to-Face Learning in The New Normal Era

Based on the data, can be seen the trend of academic culture among lecturers and students that changes along with the implementation of educational policies in the new normal era. This limited face-to-face learning implementation is described in several parts, namely the description of the respondents, preparation for the implementation of face-to-face learning, the face-to-face learning implementation process, evaluation of its implementation, and the obstacles experienced and recommendations proposed.

#### 1. Respondents Description

Respondents in this study are students of the Faculty of Education and Teacher Training, UIN Sunan Gunung Djati Bandung. A total of 140 students took part in this face-to-face learning which took place in early November 2021. Based on the survey results, 80 students who filled out the questionnaire consisted of 43 males and 37 females aged 18-20 years. As many as 60% of students who take part in this face-to-face learning come from the Bandung area and its surroundings. This is related to the distance required by the policy issued by the Institute that prioritized students who are at or near the area around Bandung in participating in face-to-face learning. The rest are students who come from several areas in West Java Province such as Garut Regency, Tasikmalaya Regency, Cianjur Regency, and Bandung Regency. The respondents who can take part in face-to-face learning are limited according to their region of origin due to several reasons, namely to reduce the risk of spreading Covid-19 widely caused by the mobilization carried out by students.

The Faculty of Education and Teacher Training has 11 study programs/departments. Students who took part in face-to-face learning and are respondents in this study came from 10 study programs/departments with different percentages. The Biology Education study program has the largest percentage of students who attended face-to-face learning activities. The survey results show that as many as 25% of respondents are students of Biology Education, followed by Madrasah Ibtidaiyah Teacher Training (20%), English Education (13.8%), and Mathematics Education (13.7%). The details of the data can be seen in the image below.

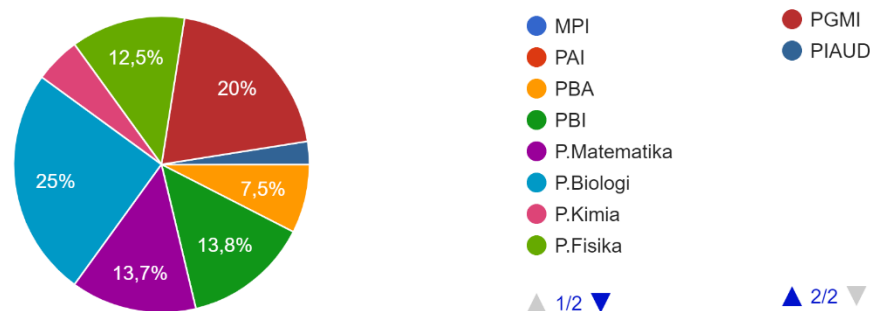


Figure 2. Percentage of students who take part in face-to-face learning at the Faculty of Education and Teacher Training

Based on these data, it shows that Biology Education has the highest number of students who take part in this face-to-face learning. This can be caused by the characteristics of the courses taught to students. The courses presented in the third semester are subjects that require special methods in the learning process. In the third semester, the courses presented consist of courses that needs on-hands experience so that offline meetings need to be implemented.

**2. Limited Face-to-Face Learning Implementation Preparation**

The ease of obtaining information about face-to-face learning activities is one of the questions regarding face-to-face learning preparation. This is an important part considering that not all students get information about this activity. Information presented by the Institute relating to face-to-face learning can be obtained by students in media such as the faculty website (ftk.uinsgd.ac.id) and social media such as Instagram, Twitter, and Facebook. Based on the results of the survey (Figure 3), information regarding the face-to-face learning implementation plan for students is very easy to obtain with a percentage of 40% choosing a score of 4 in the 'easy' category and 37.5% in the 'very easy' category.

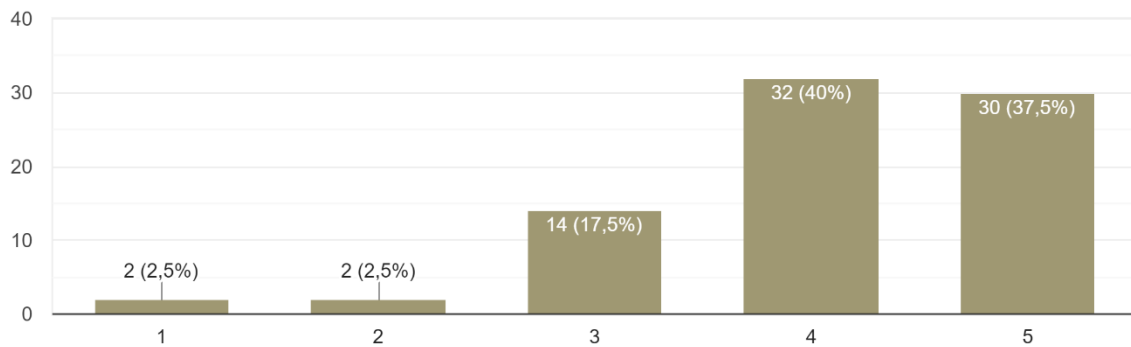


Figure 3. Ease of obtaining PTM information

The Faculty of Education and Teacher Training has several media to help convey information to students and other recipients. Websites and social media play an important part in delivering information. The use of these media shows high effectiveness in the Education and Teacher Training Faculty. Considering that students nowadays are a generation whose digital literacy is quite high, the use of media such as websites and social media is the right choice. This is also seen in other institutions which show that the use of websites and social media has a high effectiveness in delivering information to recipients such as these students (Setiadi, 2016). Currently, social media is not only used as a tool in building communication. Even in the field of education, the learning process can take advantage of this social media such as with the implementation of practicums that utilize social media such as Instagram and YouTube, which makes the learning process quite efficient (Halawa, 2021).

The easiness of registering for face-to-face learning is another part of the preparation for the face-to-face learning implementation. The survey results show that students find it easy to register for this activity. A total of 46.3% chose category 4 'easy' and 38.8% chose category 5 'very easy' (Figure 4).

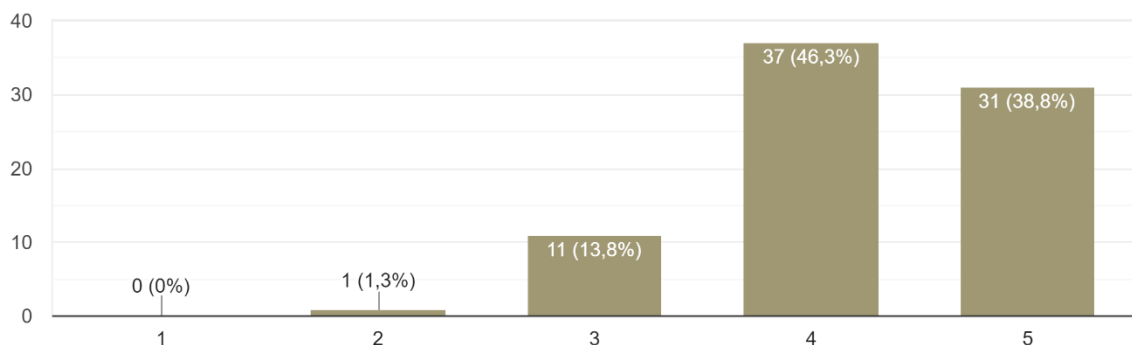


Figure 4. Easiness of registering for face-to-face learning activities

The easiness of the registration process is influenced by several factors, such as forms that are easy to understand and other services provided by the institute. To provide excellent service, the institute must consider the ease of access to services as an important factor, not just student satisfaction (Indrawati, 2011). Providing excellent service can turn out to be an important part of improving quality in institutions such as Islamic universities (Yaqien, 2017; Winarti, 2018). Fulfilling the requirements of preparation for face-to-face learning is the initial part that students must complete. Based on the survey (Figure 5), 41.3% of students stated that the requirements given by the Institute were easy to complete (category 4) and 33.8% said they were very easy to complete (category 5). This shows that students can easily meet the requirements given if they want to take part in this face-to-face learning. There are several requirements that must be met, namely vaccination and permission from parents. Both of these are mandatory requirements that must be met. With the condition that a student must have received a COVID-19 vaccine to attend face-to-face learning, it shows that students at the Education and Teacher Training Faculty who take part in this face-to-face learning have been vaccinated. This illustrates that the student at the Faculty of Education and Teacher Training understands the importance of vaccination because knowledge about the COVID-19 vaccine is related to a person's willingness to receive vaccines at a young age (Windiyati, 2021).

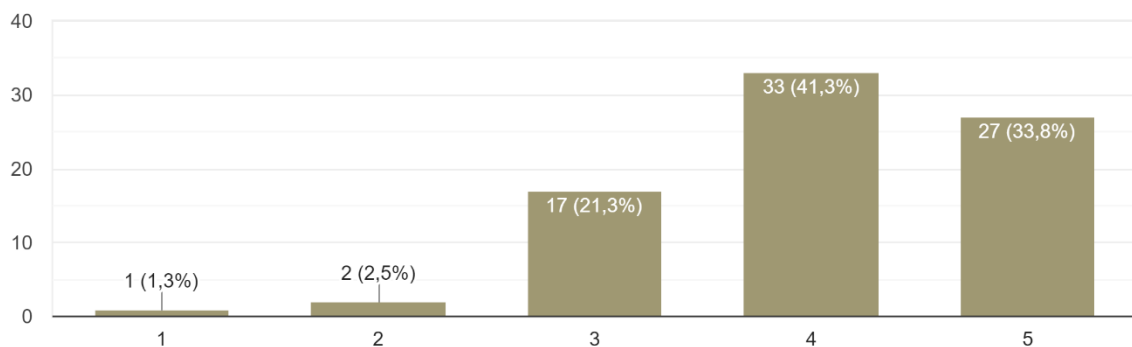


Figure 5. Ease of completing the requirements to join the face-to-face learning program

### 3. Implementation of Limited Face-to-Face Learning

Implementation of Limited Face-to-Face Learning done by Faculty of Education and Teacher Training is a hybrid learning system (Figure 6). The implementation of limited face-to-face learning is done by lecturers and students following a predetermined schedule. Study programs and majors at the Faculty of Education and Teacher Training provide a schedule of face-to-face meetings which schedule follows the schedule of online learning programs. Therefore, the learning system used is hybrid learning. Students and lecturers can attend either through face-to-face or online learning. Based on the survey, it shows that in the implementation of face-to-face learning, almost all lecturers (93%) follow the schedule that has been provided (Figure 7).



Figure 6. Implementation of Limited Face-to-Face Learning

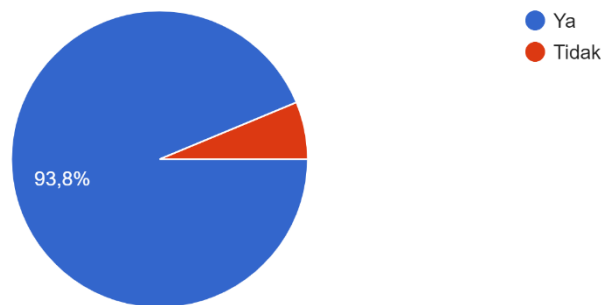


Figure 7. Does the implementation of face-to-face learning follow the schedule provided?

The class schedule is a planned timetable for classes. Because the previous learning system was carried out completely online, the schedule for holding limited face-to-face meetings also follows the previous schedule. This is done to comply with the previous regulations so that there are no significant time changes for the lecture. Because the schedule used is the same as the previous schedule, lecturers and students can fully attend the lecture process held. Based on the survey results on the point of attendance of lecturers, it shows that 97.5% of lecturers attend lectures which are held face-to-face (Figure 8). Based on these results, almost all lecturers follow the rules and fulfill the obligations given to them. Lecturers are one of the important aspects in increasing the knowledge possessed by students. Therefore, the implementation of learning either online or offline can have a different effect on increasing the knowledge or achieving the learning outcomes possessed by students (Nguyen, 2017; Santosa et al., 2021).

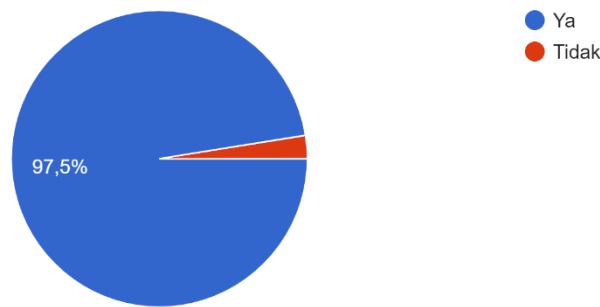


Figure 8. The presence of lecturers in the implementation of face-to-face learning

### C. The impact of Limited Face-to-Face learning on students

Based on the results of the survey on students regarding whether or not they understand the lesson taught during face-to-face learning, 85% answered "yes" (Figure 9). This shows that face-to-face learning system has a major impact on the ability of students to understand the substance of knowledge conveyed by the lecturer. Not only can they directly understand the content of the material presented, but students can also clearly and directly ask questions if there is a lesson that is not clearly conveyed. Based on their research results, Kintu et al. (2017) stated that the blended learning system can be influenced by the characteristics of students and the form of learning design which affect the outcomes achieved. Therefore, seeing the impact of the face-to-face learning system on student understanding can affect the expectations that students have for the learning system that will be carried out in the next semester.

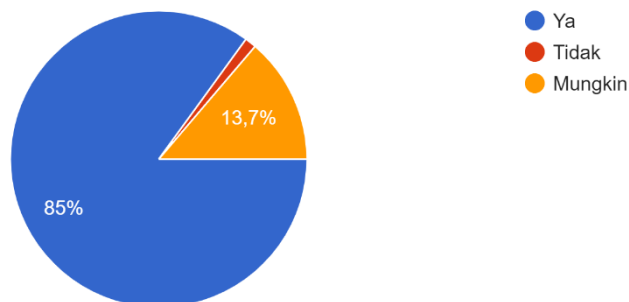


Figure 9. Do you understand the lesson taught during face-to-face learning?

The impact of the face-to-face learning system is very large, especially on student understanding. Therefore, if we look at the survey results on what the students think about how the learning system will be carried out in the next semester, it shows that students choose offline learning (66.3%) and only some choose blended learning or online learning (Figure 10).

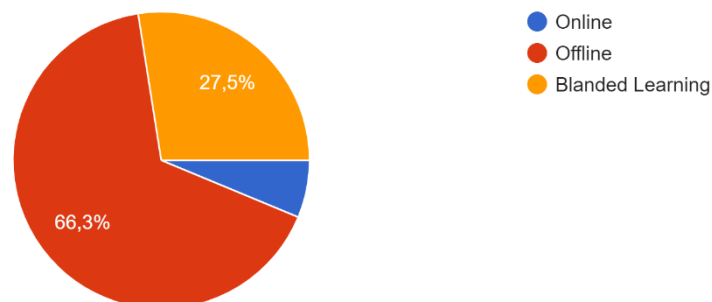


Figure 10. The learning system expected by students in the next semester



A fully face-to-face learning system of lectures carried out in the next semester is certainly hoped by students. This can be a consideration for policymakers at the university, especially at the Faculty of Education and Teacher Training, UIN Sunan Gunung Djati Bandung.

#### **D. Obstacles and recommendations on the implementation of Limited Face-to-Face Learning**

In the implementation of face-to-face learning, several obstacles and findings were found from both lecturers and students. The lecturers found several difficulties such as that student attendance could not be fulfilled completely considering the condition of students who were not in good condition. Based on interviews conducted with lecturers who teach through face-to-face learning, the following results are obtained.

"There are problems regarding the internet connection and quota, online students are often only present passively without participating because only a few people are active, the lecture structure needs a clear percentage of students responding to this online period. My recommendation is a clear and even distribution of internet quotas (communication between campus and students needs to be more clear), there needs to be an affirmation that e-Knows is an administrative facility (must be complemented), there needs to be a scheduled, programmed, and evaluative control from the dean and the evaluation results are conveyed through a Zoom meeting throughout the faculties" -RY.

"PTMT provides a new atmosphere in lectures, even though 1 hour of face-to-face learning feels less effective than 3 synchronous credits (zoom). Hopefully, in the future, it can be homogeneous (1 face-to-face class or all online)" DN.

"Face-to-face learning is a hope for the academic community, both students and lecturers, because ideally there will be interactions from various aspects such as cognition, affection, and psychomotor. However, due to the Covid-19 pandemic situation, which has not yet ended, limited face-to-face learning can be a solution. However, because the percentage of students who chose offline did not exceed those online, this became a challenge in itself, for example, limited cameras to show activities in the classroom, problems with signal latency, unclear audio, monitoring student activities online, and so on. Limited face-to-face learning efforts need to be appreciated and improved in terms of strategy and selection of the right learning model" HS.

"The implementation of PTMT is less effective due to time constraints, device constraints, some lessons are not conveyed fully, limitations in methods because some students are online while others are offline, it's a shame that online classes are forced to be held synchronously every day. Instead of hybrid learning, it would be better to use the blended learning method" SS.

Based on the results of interviews with students on the obstacles obtained during face-to-face learning, the results are as follows.

Table 2. Some of the Problems and Expectations from Students on the Implementation of the next Face-to-Face Learning

No	Obstacles	Recommendation
1	Constraints in learning facilities, inadequate campus signal/Wi-Fi	In the future, online lecturing facilities need to be better prepared

2	It takes too long to prepare the electronic tools needed for the learning process, so learning is disrupted.	Facilities for health protocols such as hand sanitizer need to be increased. Managers who are given the responsibility to help prepare and connect the internet network need to improve their work.
3	Technical obstacles in the lecture process	Equipment that will be used during the lecture should be checked first before the lecture
4	Because of the implementation of hybrid learning, the signal and system are constrained	Provide complete information regarding face-to-face learning and its schedule
5	In my opinion, the limited face-to-face learning implementation lecture is too short so it feels less than optimal, the break time from one course to another is too short and sometimes there is no break.	In the future, the university must be better and more organized in making regulations and implementing face-to-face learning, then information about lectures must reach all students.

Based on the table above, students are more likely to experience technical problems in the face-to-face learning process. The fact that the internet signal tends to be unstable and that some skills are needed to operate hybrid learning tools are the main obstacles in the learning process. In addition, the availability of tools and materials to support the implementation of the health protocol must be further improved. Based on interviews with the sub-section of facilities and infrastructure of the Faculty of Education and Teacher Training, Mr. Opik, he stated that:

"Actually, we have provided tools and materials to support the implementation of this face-to-face learning, but technical constraints such as the ability to operate tools for the implementation of learning of each lecturer are different. Therefore, we provide study program/department admins to assist lecturers to operate the tools"

The statement above is in accordance with the results of the survey on student respondents which shows that 96.3% of students agree that the facilities and infrastructure provided by this institution support the implementation of face-to-face learning (Figure 11). These facilities and infrastructure are an important part of supporting the learning process. Barrett et al. (2019) state that it does not only have an impact on students or lecturers as users but also on the outcomes achieved from the learning process. In addition, the quality of facilities and infrastructure is also an important part to support the success of an activity process (Sinta, 2019) as well as the implementation of this face-to-face learning.

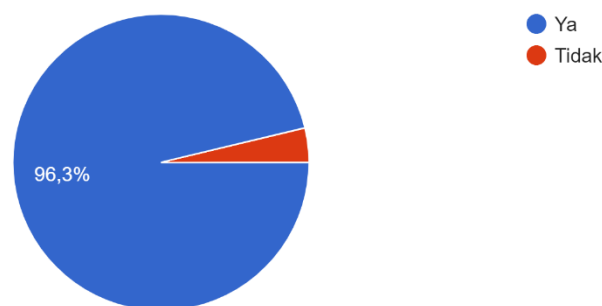


Figure 11. Does the facilities and infrastructure provided by the university support the face-to-face learning implementation process?

Problems and recommendations stated by lecturers and students can be used as evaluation material for policymakers both at the Education and Teacher Training Faculty and at a higher level, namely the University so that the implementation of PTM in the next semester can run well and more optimally.

## **CONCLUSION**

The trend of academic culture among lecturers and students in Education and Teacher Training Faculty, UIN Sunan Gunung Djati Bandung in the new normal era has changed. The implementation of limited face-to-face learning carried out by the Education and Teacher Training Faculty was carried out well and took into account the health protocol implemented. The implementation of limited face-to-face learning is carefully and systematically prepared, with targeted implementation and periodic evaluations. The implementation of limited face-to-face learning has a high impact on the knowledge obtained by students. Management of limited face-to-face learning implementation such as improving infrastructure and facilities must be maximized. This hybrid learning method must be re-evaluated by policymakers so that it does not affect the learning outcomes of students negatively. Furthermore, it is necessary to carry out further analysis on the impact of this limited face-to-face learning on student learning outcomes so that comprehensive results can be obtained to consider the application of the right learning model.

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