



Analysis of Limited Face-to-Face Learning in Elementary School and Junior High School, Brawijaya Smart School

Cintya Sahriza Paramitha^(✉), Soesilo Zauhar, and I. Gede Eko Putra Sri Sentanu

Master of Higher Education Management, Faculty of Administrative Sciences,
Brawijaya University, Malang, Indonesia
cintaparamitha234@gmail.com

Abstract. Coronavirus is a new type of disease that is endemic all over the world. The coronavirus, which is more commonly known as Covid-19, has hit the world, causing a condition of uncertainty or uncertainty. The occurrence of this worldwide disaster causes changes in every aspect of life, as well as aspects of education. This research uses a qualitative research method with a descriptive type. The results of this study indicate that the strategy implemented by Elementary and Junior High School of Brawijaya Smart School is correct and on target, so that the implementation of limited face-to-face learning held in Elementary and Junior High School of Brawijaya Smart School is successfully carried out without causing new spreads in the school area. The benefit of doing this research is to find out how a policy maker makes decisions so that the institution he leads manages to survive during the covid-19 pandemic.

Keywords: Limited Face-to-Face Learning Strategy · SWOT Analysis · Learning Strategies · Covid-19 Pandemic · Strategy · Limited Face-to-Face Learning · Uncertainty Conditions · Brawijaya Smart School

1 Introduction

Education is important for human life. Sujana emphasized in his work that education is an effort to help children's souls physically and mentally towards a more human civilization [1]. This is in line with the National Education Law No. 20 of 2003 article 3 that the purpose of national education is the development of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens [2]. Through this legal basis, all Indonesian people should be responsible for the implementation of education in Indonesia.

The Covid-19 pandemic that has hit the world has caused uncertainty condition. The occurrence of this worldwide disaster causes changes in every aspect of life, as well as aspects of education. The COVID-19 outbreak quickly spread throughout the world, including Indonesia. Covid-19 was first discovered in Indonesia around March 2020. In

response to this, the government appealed to limit the community's movement, one of which was by closing schools.

Even in the midst of uncertain conditions, education should not be left behind and even experience a setback. This is in line with Winata's opinion that the government must still have alternatives so that there is no decline in the quality of human resources in cognitive, affective, and psychomotor aspects [3].

The data on the spread of COVID-19 released by the Ministry of Health as of April 21, 2020 was recorded at 1,663,359 (67.03%) confirmed cases of disease caused by the 2019 novel coronavirus (covid-19) with details of 170,439 (6.87%) deaths and 647,743 (26.10%) recoveries spread across 150 countries. Meanwhile, as of April 21, 2020, the task force for the acceleration of handling COVID-19 released a statement that the number of confirmed positive COVID-19 patients in Indonesia was 5,423 (80.22%), with details of the number of recovered patients being 747 (11.05%) and 590 (8.73%) dead [4]. Of the total cases reported throughout 2020, there are several areas with the most severe impact, namely the province of West Java with 17,829 cases, the number of patients dying as many as 1,338 and a mortality rate of 7.5%. The second position is occupied by the province of DKI Jakarta with a total of 15,889 cases, 719 patients died and the mortality rate was 4.5%. The third position is occupied by the province of South Sulawesi with a total of 7,713 cases, 268 patients died and the mortality rate was 3.5%. This figure shows that Indonesia occupies the highest position of Covid-19 cases in Southeast Asia [5]. From this data, it can be seen that the outbreak of COVID-19 is very dangerous given the limitations of humans regarding this new disease.

To avoid a massive spread, the government through Circular No. 15 of 2020 concerning the implementation of the teaching and learning process by distance (PJJ) by utilizing various methods such as online learning methods, and combinations (hybrid) [6].

Distance learning (PJJ) like this is expected to be able to reduce the spread of COVID-19 in Indonesia. A number of schools choose to conduct distance learning using an online/online system. However, distance learning activities (PJJ) are not without obstacles. This system is considered effective for preventing the transmission of COVID-19, but technically it is not effective for some groups and some regions in Indonesia. This is emphasized by Suhery in his work that online- based learning has several weaknesses such as reduced interaction between educators and students, as well as between students and other students [7]. Strategy takes time to adapt to new habits. Problems regarding online learning should be overcome in order to make the learning process a success [8].

Following up on community complaints regarding the ineffective implementation of distance learning, finally in the new academic year 2021/2022 the government has planned to allow direct learning to return to schools but in limited conditions. Face-to-face learning is a classic learning where students and educators can meet face-to-face in the same time and room [9]. However, what distinguishes conventional face-to-face learning from limited face-to-face learning here is that face-to-face learning directly in schools is as usual but there are certain rules and limitations that must be followed.

Through a Joint Decree of the Minister of Education, Culture, Research and Technology, Minister of Religion, Minister of Health and Minister of Home Affairs in 2021 the government will allow schools to reopen during the COVID-19 pandemic.

The central government's appeal regarding the implementation regulations of Limited Face-to-face Learning (PTMT) requires schools to be prepared to welcome the limited face-to-face implementation, to be prepared in the broad form of facilities, SOPs or policies to be applied to each educational unit.

The implementation of a policy does not always go well. There were also failures experienced by several schools, such as at SDN Jagakarsa 05, South Jakarta, as reported by liputan6.com, the implementation of limited face-to-face learning was stopped by the DKI Jakarta Provincial Education Office. The PTMT was terminated at the school because the school violated the health protocol rules, namely not wearing a mask during the learning process. The incident is similar to what happened to SD Brawijaya Smart School, but the school can still run without any sanctions from the relevant agencies. The purpose of this study is to find out how a policyholder, especially in the education unit, sets, run and supervise a policy that is implemented especially during limited face-to-face learning (PTMT) takes place.

The number of tourist attractions and strategic locations, namely in the middle of the city of Malang and accompanied by diverse student backgrounds, make Elementary and Junior High School of Brawijaya Smart School an attractive location for further study considering that there are still many parents who demand improvements to infrastructure when face-to-face learning takes place. The central government's appeal regarding the implementation regulations of Limited Face-to-face Learning (PTMT) requires schools to be prepared to welcome the limited face-to-face implementation, to be prepared in the broad form of facilities, SOPs or policies to be applied to each educational unit.

The implementation of a policy does not always go well. There were also failures experienced by several schools, such as at SDN Jagakarsa 05, South Jakarta, as reported by liputan6.com, the implementation of limited face-to-face learning was stopped by the DKI Jakarta Provincial Education Office. The PTMT was terminated at the school because the school violated the health protocol rules, namely not wearing a mask during the learning process. The incident is similar to what happened to SD Brawijaya Smart School, but the school can still run without any sanctions from the relevant agencies. The purpose of this study is to find out how a policyholder, especially in the education unit, sets, run and supervise a policy that is implemented especially during limited face-to-face learning (PTMT) takes place.

The number of tourist attractions and strategic locations, namely in the middle of the city of Malang and accompanied by diverse student backgrounds, make Elementary and Junior High School of Brawijaya Smart School an attractive location for further study considering that there are still many parents who demand improvements to infrastructure when face-to-face learning takes place.

2 Methods

This research was conducted in elementary school (SD) Brawijaya Smart School and junior high school (SMP) Brawijaya Smart School. Elementary and Junior High School of Brawijaya Smart School are located in one location with the academic complex of Universitas Brawijaya on Jalan Cipayang No. 8–12 Ketawanggede, Lowokwaru District, Malang City. In this study, the researcher used a qualitative approach with a descriptive type. According to Siyoto, qualitative research is a particular tradition in social science which relies on observations of human activities within its territory [10]. The characteristics of qualitative research are that the problems to be discussed are still abstract, dim, or even temporary problems [11]. To collect data regarding limited face-to-face learning in Elementary and Junior High School of Brawijaya Smart School, the researchers conducted non-participant observations at the research location, then the researchers also conducted interviews with stakeholders of Elementary and Junior High School of Brawijaya Smart School, and collected documentation from some secondary data. On this occasion, the researcher conducted interviews with the deputy head of the curriculum and several teachers who were directly involved in the implementation of limited face-to-face learning in Elementary and Junior High School of Brawijaya Smart School.

After all, data was obtained from several stakeholders of Elementary and Junior High School of Brawijaya Smart School, the research continued by distributing questionnaires to the parents of students at Elementary and Junior High School of Brawijaya Smart School, to obtain data from different perspectives.

Furthermore, to analyze the data that has been collected, the researcher uses the SWOT analysis technique. SWOT analysis is referred to as a method to identify factors systematically, to formulate a strategy in a company [12]. SWOT analysis itself stands for Strengths (strengths), Weaknesses (weaknesses), Opportunities (opportunities), and Threats (threats). The following are the stages in the SWOT analysis [12]. The analysis technique itself is considered important as Fred Kerlinger stated that data analysis is a process of categorizing, manipulating, and summarizing data to obtain answers to research problems [13].

3 Results and Discussion

3.1 Uncertainty Condition

An uncertainty condition is a condition where the probability of the event cannot be measured quantitatively. Suryanto Uncertain conditions due to the COVID-19 pandemic have an impact on all aspects of human life, including education, both primary, secondary, and

higher education [14]. According to Suryanto, there are several levels in an Uncertainty situation, namely [14]:

Very High Uncertainty (Relatively Certain). At this level, the uncertainty is almost non-existent and the results are predictable. For example, there is a pseudo-annual motion of the sun. Where can be predicted in one year there are 360 days.

Objective Uncertainty. At this level, we can calculate a possibility that will occur. For example, when you roll a dice, the possible numbers that will come out are 1, 2, 3, 4, 5, and 6.

Subjective Uncertainty. This uncertainty contains elements of psychological judgment. Where the lack of knowledge in assessing a subject or individual based on objective behavior, actions, or activities. For example when we ride a bicycle on the highway, what will happen and how likely will it fall?

Uncertainty is Very Uncertain. It is an uncertainty that is difficult to predict the possibility. An example of space exploration. It is very difficult to determine whether humans can survive in outer space like on earth.

In a pandemic condition like this, education policymakers, as well as all school residents are required to face new ways to keep education running. For the limited face-to-face learning process (PTMT) in schools to be carried out properly, it is only natural that every school follows the regulations that have been made by the government, both central and local governments.

The regulations that must be obeyed by the education unit in organizing limited face-to-face learning (PTMT) are based on the Decree of the Minister of the Republic of Indonesia No. 03/KB/2021, No. 384 of 2021, No. HK.01.08/ MENKES/4242/2021, No. 440–717 Year 2021 are as follows [15]:

1. Class condition:

- SMA, SMK, MA, MAK, SMP, MTs, SD, and MI as well as equality programs are required to maintain a minimum distance of 1.5 m and a maximum of 18 students per class.
- SDLB, MILB, SMPLB, MTsLB, SMLB, and MALB maintain a minimum distance of 1.5 m and a maximum of 5 students per class.
- PAUD maintains a minimum distance of 1.5 m and a maximum of 5 students per class.

2. The number of days and hours of face-to-face learning is limited by the division of study groups, including:

- Determined by the education unit while still prioritizing the health and safety of the citizens of the education unit.

3. Mandatory behavior in all educational units:

- Use a 3-ply cloth mask or a disposable mask/surgical mask that covers the nose to the chin. Cloth masks are used every 4 h or before 4 h when they are wet/damp.
- Wash hands with soap with running water or hand sanitizer.

- Maintain a minimum distance of 1.5 m and do not make physical contact such as shaking hands or greeting with kissing hands.
 - Apply cough/sneeze etiquette.
4. Medical condition of education unit residents:
- Healthy and if suffering from comorbid disease must be under controlled conditions.
 - Does not have Covid-19 symptoms, including people who live in the same house as residents of the education unit.
5. Canteen activities:
- Not allowed. Residents of the education unit are advised to bring food/drinks with a balanced nutritional menu.
 - May operate while maintaining health protocols.
6. Sports activities:
- Activities other than learning are not allowed, such as parents waiting for students in the education unit, taking breaks outside the classroom, meeting parents of educators, introducing the environment to the education unit, and so on.
 - Allowed, while maintaining health protocols
7. Learning activities outside the educational unit environment:
- Allowed, while maintaining health protocols
 - Prepare a body temperature measuring device used to measure the temperature of students, educators, and education as well as guests who come to the education unit.
 - Clean the room and school environment by spraying disinfectant regularly.
 - Do not make physical contact such as shaking hands or kissing hands.
 - Practice proper coughing and sneezing etiquette.
 - Canteens are not allowed, education unit residents are advised to bring food/drinks with balanced nutrition.
 - Sports and extracurricular activities are not allowed in the education unit.
 - No activities other than learning are allowed, such as parents waiting for students in the education unit, taking breaks outside the classroom, meeting parents, and so on.
 - Education units make SOPs for the implementation of limited face-to-face learning by fulfilling all health protocols as stipulated in a joint decision of the Minister of Education and Culture, Minister of Religion, Minister of Health, and Minister of Home Affairs.

3.2 Limited Face-to-Face Learning Strategy to Elementary and Junior High School of Brawijaya Smart School

When going through uncertain conditions, a policy maker is required to be able to make a strategy to survive in these conditions, so that the main goal is still achieved. Djamaroh revealed that strategy is an outline to achieve a predetermined target [16]. The formulation of a good strategy as formulated by Henry Mintzberg is to consider several points including plan, ploy, pattern, position, and perspective [17]. Based on the results

of research in the field, the strategies applied to Elementary and Junior High School of Brawijaya Smart School show:

Plans. The strategy applied to Elementary and Junior High School of Brawijaya Smart School in face-to-face learning is limited during the pandemic, adopting and referring to the provisions of the central government and local governments. The strategies implemented in Elementary and Junior High School of Brawijaya Smart School include:

- Wear a 3 ply mask or use a medical mask
- Washing hands with soap or using disinfectant
- Take body temperature before entering the school building.
- The number of participants present is not more than 50%
- The number of days and hours of learning is divided into study groups (shifts).
- Guardians of students have the right to give or not give permission for their children to take part in limited face-to-face learning

The implementation of health protocols in schools does not always run well. Wearing masks for elementary school students is less efficient, especially for lower-grade students (grades 1–3). Lower-grade students tend to be more active than upper-grade students, where masks are often broken, wet, and others. Given these conditions, the homeroom teacher always urges students to always provide spare masks.

This policy on the use of masks cannot be fully supervised by the principal, thus requiring the cooperation of every homeroom teacher, and teachers teaching other subjects to constantly supervise their students in the classroom.

Ploy. The ploy is a strategy that is applied in schools, where the strategy is not applied in other schools. In limited face-to-face learning, in line with SD Brawijaya Smart School, SMP Brawijaya Smart School also uses a learning application called Microsoft Teams.

Brawijaya Smart School Foundation purchased the domain for the application and used it for learning activities in the Brawijaya Smart School area. There are several criteria that the school doesn't mention, in order to be able to purchase a domain on Microsoft Teams. The use of Microsoft Teams is considered not only to facilitate the learning process. The Microsoft Teams application is also considered to make it easier for homeroom teachers and homeroom teachers to share report cards.

Behind the use of Microsoft Teams which makes work easier, the parents consider that the use of the application still cannot replace the effectiveness when learning directly at school. The student's guardian assessed that when his child had a turn to study online at home, the voice received got worse because of the crowded class conditions. This was not only revealed by the parents of the Brawijaya Smart School Elementary School students, but the Brawijaya Smart School Junior High School student's parents also complained about the same thing.

Pattern. The pattern is the realization of the strategy that has been formulated previously. At this stage, the Elementary and Junior High School of Brawijaya Smart School have SOPs that must be met by all school members, especially teachers, students, and

guardians of students. The following is the Standard Operational Procedure (SOP) which is applied in Elementary and Junior High School of Brawijaya Smart School:

- Delivery is only allowed until it reaches the school gate
- After entering the school area, all school residents are required to wash their hands thoroughly with soap
- Measuring body temperature
- During the learning process, both students and teachers must continue to wear masks
- Students are encouraged to bring their own school equipment and supplies from home
- Eating and drinking are not allowed while talking
- When the lesson ends, students are not allowed to leave the class first, before the student's guardian confirms the pick-up to their respective class teacher.

The implementation of SOPs in Elementary and Junior High School of Brawijaya Smart School during the limited face-to-face learning was carried out well, it's just that once there was a teacher who was observed to lower his mask during the hybrid learning. This incident was reported directly by the student's guardian. Responding to the report, the policy makers followed up by conducting an evaluation which is usually held every morning. Monitoring and evaluation are carried out every morning before learning activities are carried out.

Position. All strategies that have been set by Elementary and Junior High School of Brawijaya Smart School can be accepted, implemented, and then obeyed by all school members. All policies are made through deliberation and rational considerations to deal with the COVID-19 pandemic. Based on the facilities and resources owned, the formulated strategies can be fully implemented in Elementary and Junior High School of Brawijaya Smart School and do not go outside the corridors of the central government and local government regulations.

Perspective. Considering the location of the school, and the diverse backgrounds of students as well as considering other factors, the Elementary and Junior High School of Brawijaya Smart School to this day continue to carry out face-to-face learning by complying with health protocols. This is done as it is known that new habits such as washing hands, and wearing masks are considered good habits to apply even though the number of COVID-19 cases has decreased.

3.3 SWOT Analysis on Limited Face-to-Face Learning in Elementary, and Junior High School of Brawijaya Smart School

SWOT analysis stands for Strengths (strengths), Weaknesses(weaknesses), Opportunities (opportunities), and Threats (threats). Based on the data obtained, the following is a

SWOT analysis of the SWOT analysis on limited face-to-face learning in Elementary and Junior High School of Brawijaya Smart School:

Strength. Strength of Elementary and Junior High School of Brawijaya Smart School. As for the strengths, which are owned by Elementary and Junior High School of Brawijaya Smart School:

Adequate Facilities. Complete facilities such as a place to wash hands, soap or hand sanitizer, body temperature measuring devices, and disinfectant liquid, are basic needs when face- to-face learning is limited during the COVID- 19 pandemic. In addition to the things already mentioned, the completeness of classroom facilities also requires top priority when limited face-to-face learning takes place, referring to government regulations where one classroom is only allowed a maximum of 50% of normal capacity. This makes Elementary and Junior High School of Brawijaya Smart School have to provide additional facilities such as cameras, computers, and digital learning applications so that learning can take place in two directions.

Quality Human Resources. Prior to the implementation of limited face-to- face learning, teachers and employees of Elementary and Junior High School of Brawijaya Smart School must attend training with the covid task force that has been formed by the school, and before that teachers and employees must comply with vaccines as recommended by the government. In addition, for the sake of limited face-to-face learning success, schools always carry out evaluations by holding meetings every morning to find out what are the shortcomings when learning takes place. Maturation of resources regarding the importance of health protocols is not only done to teachers but also to security and cleaning officers so that they know their respective roles and what to do and not to do.

The Right Strategy. Maintaining good communication between schools and their parents is the main key to the success of limited face-to-face learning in Elementary and Junior High School of Brawijaya Smart School. In addition, holding an evaluation every morning with a meeting before the learning takes place is also considered to be a solution to solving problems that occur.

Weakness of Elementary and Junior High School of Brawijaya Smart School. Weakness is a thing that can be a barrier to the implementation of limited face-to-face learning in Elementary and Junior High School of Brawijaya Smart School. The weaknesses of Elementary and Junior High School of Brawijaya Smart School.

Facilities. At the beginning of the implementation of limited face-to-face learning at SD Brawijaya Smart School, the school only provided a few hand washing stations in front of the entrance, but these facilities were later expanded in every corner of the central hall of the SD building. Then the body temperature measuring device was originally only one in the form of a thermogenic. However, after running for some time, the thermogenic was replaced with an automatic temperature gauge at the school entrance. Then the health facilities (UKS) in Elementary and Junior High School of Brawijaya Smart School are only available in one unit which is located in the SMP environment.

Opportunities Elementary and Junior High School of Brawijaya Smart School. Opportunity is something that can be an advantage for Elementary and Junior

High School of Brawijaya Smart School. The following are the opportunities for Elementary and Junior High School of Brawijaya Smart School:

Support from Parents. Based on the location of the school in urban areas and the background of middle and upper-class parents, it makes it easier for schools to provide an overview of how dangerous the COVID-19 virus is. Parents who already have an understanding of these dangers make it easier for schools to urge parents not to bring their children to places that cause crowds so that they have the potential to transmit the COVID-19 virus.

The Enthusiasm of the Students to Take Part in PTMT. Distance learning that has been implemented for several years has caused many complaints, both from students and parents. The first reason, when learning is done online (on a network) it requires supporting facilities such as cellphones, PC, and internet networks. Feeling the uncomfortable learning conditions made some children want to go back to school. So when the government called for face-to-face learning back in schools, the students were very enthusiastic to follow it.

Threats (Threats) Elementary and Junior High School of Brawijaya Smart School. A threat is an important thing that can cause harm to an activity. A policy-makers should not underestimate a threat, because it can harm the institution or place being led. The following are things that can threaten the success of implementing limited face-to-face learning in Elementary and Junior High School of Brawijaya Smart School:

The Crowd that Occurs During School Pick-Up. Before the bell rang, many parents had arrived to pick up their children at school. This can trigger a crowd that has the potential to spread the Covid-19 virus.

The Number of Public Places and Tourist Attractions Around the School. It is undeniable that the location of the Brawijaya Smart School is in the middle of the city center of Malang. Unlike schools located in other cities or regencies that are far from public places and tourist attractions, Brawijaya Smart School is located right next to public places such as cafes, banks, as well as several shopping centers. This situation has a higher potential for spreading the Covid-19 virus.

Diverse Student Backgrounds. Diverse backgrounds can also be a threat to the successful implementation of limited face-to-face learning in Elementary and Junior High School of Brawijaya Smart School. There is an example of a case that occurred in one of the classes at SD Brawijaya Smart School where there was a student guardian who worked as a lecturer who required attending activities outside the city which was then also exposed to the covid-19 virus. After considering the school, the student was finally advised to take online learning at home.

Table 1. Matrix SWOT.

Internal	<i>Strengths-S</i>	<i>Weakness-W</i>
External	<p>1. Facilities such as a place for washing hands, soap or hand sanitizer, measuring body temperature, and disinfectant liquid, are adequate. For learning facilities, SD and SMP BSS use Microsoft Teams complete with cameras in each class.</p> <p>2. Quality human resources owned by SD and SMP BSS. BSS Elementary and Middle School teachers and employees must attend training with the Covid task force that has been formed by schools, teachers and employees must comply with the vaccine as recommended by the government. In addition, schools always carry out evaluations by holding meetings every morning.</p> <p>3. The right strategy by establishing good communication between the school and the parents is the main key to the success of limited face-to-face learning in BSS Elementary and Junior High Schools.</p>	<p>1. At the beginning of the implementation of limited face-to-face learning at SD Brawijaya Smart School, the school only provided a few places for washing hands in front of the entrance, then the body temperature measuring device was initially only one in the form of a thermogenic.</p> <p>2. There are several parents who do not approve of their children participating in PTMT at school</p>
<i>Opportunities-O</i>	SO	WO
<p>1. The location of the school in urban areas and the background of middle and upper- class parents make it easier for schools to provide an overview of how dangerous the covid-19 virus is.</p> <p>2. The enthusiasm of students to take part in PTMT Students complain of uncomfortable conditions, during distance learning, making some students want to go back to school.</p>	<p>1. The location of the school in urban areas and the background of middle and upper- class parents make it easier for schools to provide an overview of how dangerous the covid-19 virus is.</p> <p>2. The enthusiasm of the students to take part in the PTMT Students complained about the uncomfortable conditions, during distance learning, which made some students want to go back to school.</p>	<p>1. Procurement of facilities to meet health protocols through BOS funds</p> <p>2. Utilizing digital channels (YouTube, Instagram, etc.) to educate parents that schools are safe to participate in PTMT</p>

(continued)

Table 1. (continued)

Internal	Strengths-S	Weakness-W
<p>Threat-T</p> <p>1. The crowd that occurred during school pick- up, Before the home bell rang, many parents had arrived to pick up their children at school</p> <p>2. The number of public places and tourist attractions around the school such as cafes, banks, as well as several shopping centers have a higher potential to spread the covid- 19 virus.</p> <p>3. Diverse backgrounds can also be a threat to the successful implementation of limited face-to-face learning in SD and SMP Brawijaya Smart School.</p>	<p>ST</p> <p>1. Make good cooperation with parents by utilizing the WhatsApp group in the pick-up so that there are no crowds at the school gate.</p> <p>2. The school always urges parents not to take their children to places that have the potential to transmit the covid-19 virus</p> <p>3. If there are families who are indicated to be exposed to the virus, the student must report it to the school and it is recommended to take lessons from home (online)</p>	<p>WT</p> <p>Evaluation in every morning to find solutions to any deficiencies that occur</p>

In the SWOT matrix above, several alternative strategies are produced that can be applied in an effort to succeed in limited face-to-face learning in Elementary and Junior High School of Brawijaya Smart School. The following is an explanation from Table 1:

1. Strength-Opportunities Strategy. This strategy takes advantage of all the strengths and opportunities of Elementary and Junior High School of Brawijaya Smart School.
 - Maximizing the role of parents for the success of PTMT in Elementary and Junior High School of Brawijaya Smart School. Great support from parents makes it easier for Elementary and Junior High School of Brawijaya Smart School to implement the rules that have been applied in limited face-to-face learning activities. The background of the parents, who mostly come from the upper middle class, makes the school not need to bother to explain the dangers of the Covid-19 virus. Schools only need to build good communication with parents in order to create a harmonious synergy.
 - Encourage students not to gather with their friends both inside and at school. The enthusiasm of students in carrying out face-to-face learning is limited at Elementary and Junior High School of Brawijaya Smart School which is very high and can also cause worries, one of which is the concern that they will gather even if just to talk because they haven't seen each other for a long time due to distance learning. So homeroom teachers should never be bored to remind students to always obey health protocols by keeping their distance.
 - Urge parents of students to take care of their children to comply with health protocols when outside of school.

At this point, it is nothing but part of the fruit of solidarity between the school and the parents. The time a student spends at school when face-to-face learning takes place is only a few hours, the rest of the time students spend outside school. But

that doesn't mean that when the student has left school, the school just lets go of its responsibilities, but also that the school still urges students to remain obedient to the health protocols assisted by their respective guardians at home.

2. **Weakness-Opportunities Strategy.** When the initial face-to-face learning was limited to Elementary and Junior High School of Brawijaya Smart School, of course, the available facilities were not as complete as they are today. Seeing the situation and needs, the policymakers of Elementary and Junior High School of Brawijaya Smart School used BOS funds to procure the facilities needed during limited face-to-face learning. The facilities needed include the purchase of a disinfectant liquid sprayer, a body temperature measuring device, and the addition of a hand washing area.

Then to provide information that limited face-to-face learning in Elementary and Junior High School of Brawijaya Smart School is safe to carry out, schools choose digital platforms such as YouTube and Instagram to educate parents and prospective new students. On the YouTube and Instagram channels of each school, each school has shared posts about the readiness each school in the hope that there will be no more worries for parents.

3. **Strength-Threat Strategy.** The enthusiasm of students and their parents in participating in limited face-to-face learning in Elementary and Junior High School of Brawijaya Smart School does not always produce positive results. This can be seen at the beginning of the implementation of limited face-to-face learning, when the clock shows it is time to go home from school, many parents have come to pick up their children. This creates a large crowd that has the potential to spread the Covid-19 virus. After conducting further evaluation, a strategy was decided, namely, when the school bell rings, students are not encouraged to just leave the classroom.

The teacher who teaches at the last hour in the class, must accompany his students until one by one the guardian of the student confirms in the WhatsApp group provided, then the student may leave the classroom. This applies to students of Elementary and Junior High School of Brawijaya Smart School. Through good cooperation between teachers and guardians like this, the crowds that occur at the gate can be handled well.

The cooperation built by the school with the parents is not only done to reduce crowds at the time of pick-up, but in other ways as well. Schools often urge parents not to take their children to places that have the potential to spread the COVID-19 virus, such as entertainment venues, tourist attractions or shopping centers. This is done to maintain security from exposure to viruses that could cause failure in the implementation of limited face-to-face learning in Elementary and Junior High School of Brawijaya Smart School.

The final step in dealing with dangers or threats for the implementation of limited face-to-face learning in Elementary and Junior High School of Brawijaya Smart School is to urge students and their guardians, if their family has symptoms that show symptoms of COVID-19, it is recommended to immediately notify their respective homeroom teachers. And it is recommended to do learning from home or distance learning (PJJ).

4. **Weakness-Threat Strategy.** This strategy emphasizes the weaknesses and threats of Elementary and Junior High School of Brawijaya Smart School when the implementation of face-to-face learning is limited. At this stage the school evaluates regularly

in the morning, to find out what happened the previous day. If there is an error, this activity becomes a forum for finding solutions so that the same mistakes do not happen again and a solution can be found immediately.

4 Conclusions and Recommendation

Based on the SWOT analysis that has been done, it can be seen that the strategies implemented by Elementary and Junior High School of Brawijaya Smart School at the time of PTMT implementation were good and on target. The formulation of the strategy applied before the implementation of Limited Face-to-face Learning in Elementary and Junior High School of Brawijaya Smart School is also following what was formulated by Henry Mintzberg in the form of plan, ploy, pattern, position, and perspective. As for the strategy that was considered less effective, the school responded quickly through meeting activities in the morning. Thus, the entire series of limited face-to-face learning can be carried out properly.

Based on the conclusions that have been stated above, the suggestions that researchers can convey are as follows:

1. The strategy implemented in Elementary and Junior High School of Brawijaya Smart School is good and in accordance with government recommendations. These strategies will be more effective in preventing the transmission of COVID-19 if supervision is carried out on their implementation and strict action for their customers. It takes consistency and good cooperation with all stakeholders in order to form synergies and good results.
2. It would be nice when schools continue to maximize the use of facilities that are already complete, even though the pandemic is over. This can give birth to healthy habits for the next generation. Through the development of their potential and strengths, schools can maintain service quality, referring to competent employees, as well as a supportive external environment. Then also promotions through digital platforms can also continue to be used to increase competitiveness with other schools.

References

1. Sujana, I.W.C.: Fungsi dan tujuan pendidikan Indonesia. *Adi Widya: Jurnal Pendidikan Dasar*, 4(1), 29–39 (2019).
2. Departemen Pendidikan Nasional Indonesia: Undang-undang republik Indonesia nomor 20 tahun 2003 tentang sistem pendidikan nasional, Departemen Pendidikan Nasional (2003)
3. Winata, K.A., Zaqiah, Q.Y., Supiana, S., Helmawati, H.: Kebijakan pendidikan di masa pandemi. *Ad-Man-Pend: Jurnal Administrasi Manajemen Pendidikan*, 4(1), 1–6 (2021).
4. Samudera, W.: Dampak pandemi covid-19 dalam bidang pendidikan di Kota Mataram. *Indonesian Journal of Teacher Education*, 1(3), 154–158 (2020).
5. Kumalasari, K., Sentanu, I.G.E.P.S.: Stakeholder Collaboration. In: 3rd Annual International Conference on Public and Business Administration (AICoBPA 2020). pp. 490–494. Atlantis Press (2021).
6. Surat Edaran: No. 15 Tahun 2020 tentang penyelenggaraan proses belajar mengajar jarak jauh, (2020).

7. Suhery, S., Putra, T.J., Jasmalinda, J.: Sosialisasi penggunaan aplikasi zoom meeting dan google classroom pada guru di SDN 17 mata air padang selatan. *Jurnal Inovasi Penelitian*, 1(3), 129–132 (2020).
8. Oktaria, S.D., Hadiwinarto, H.: Evaluasi penerapan pembelajaran online menggunakan e-learning di masa pandemi covid-19 pada tingkat perguruan tinggi. *Ad-Man-Pend: Jurnal Administrasi Manajemen Pendidikan*, 3(2), 24–29 (2021).
9. Widiara, I.K.: Blended learning sebagai alternatif pembelajaran di era digital. *Purwadita: Jurnal Agama dan Budaya*, 2(2), 50–56 (2018).
10. Siyoto, S., Sodik, M.A.: *Dasar metodologi penelitian, literasi media publishing* (2015).
11. Sugiyono, D.: *Metode penelitian kuantitatif dan R&D*. Bandung: Alfabeta, 26–33 (2010).
12. Rangkuti, F.: *Analisis SWOT teknik membedah kasus bisnis*, Gramedia Pustaka Utama (1998).
13. Samsu, S.: *Metode Penelitian:(Teori Dan Aplikasi Penelitian Kualitatif, Kuantitatif, Mixed Methods, Serta Research & Development)*, (2021).
14. Mukhsin, M., Suryanto, T.: The effect of supply agility mediation through the relationship between trust and commitment on supply chain performance. *Uncertain Supply Chain Management*, 9(3), 555–562 (2021).
15. Keputusan Menteri Republik Indonesia: No. 03/KB/2021, No. 384 of 2021, No. HK.01.08/MENKES/4242/2021, No. 440–717, (2021).
16. Bahri, D.S., Zain, A.: *Strategi Belajar Mengajar Jakarta: Rineka Cipta*. Jakarta: Rineka Cipta, (2002).
17. Ahadiat, A.: *Manajemen Strategik: Tinjauan Teoritikal Multiperspektif*. (2010).

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

