

STUDENTS' READINESS OF THE IMPLEMENTATION OF FACE-TO-FACE LEARNING AT ENGLISH CLASS IN THE ACADEMIC YEAR 2021/2022

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ABSTRACT This research aims to know the students' readiness for limited face-to-face learning in English class in ITB AAS Indonesia in the academic year 2021/2022. This research is descriptive qualitative. The result shows that : (1) approval of the implementation of limited face-to-face learning shows that 65 % of students agree about the implementation of limited face-to-face learning in the academic year 2021/2022. 2) Students' readiness for the implementation of limited face-to-face learning shows that 1) 75 % of students strongly agree to participate in vaccination activities before joining/participating in limited face-to-face learning activities. 2) 60 % of students strongly agree to take part in limited face-to-face learning to a maximum of 50% of students in one classroom. 3) 70 % of students strongly agree to keep the distance between the seats in English class. 4) 70 % of students strongly agree to avoid crowds both before and after English class. 5) 85 % of students strongly agree to use 3 (three) layers of cloth or disposable masks/surgical masks that cover the nose and mouth when in the campus area and English class. 6) 90 % of students strongly agree to maintain hygiene and health protocols by measuring body temperature, washing hands with soap, and using hand sanitizer when entering campus or English class. 3) Students' expectation to learn English in the odd semester in the academic year 2021/2022. It shows that 85 % of students agree to learn English in both face-to-face learning and online learning (Blended Learning)". Related to the students' choice of online media in face-to-face learning, 65 % of students choose Zoom Meeting besides face-to-face learning. Even though the implementation of learning, the institution still must continue to prioritize the health and safety of campus residents (students, lecturers, education staff) and the surrounding community. In lectures, practicum, studio, field practice, or other forms of learning, the university must meet several conditions.

Keywords: students' readiness, learning, limited learning, face-to-face learning

A. INTRODUCTION

The COVID-19 pandemic that has emerged since last year has forced all teaching and learning activities to be conducted online. Indonesian education officials responded to the worldwide Covid-19 epidemic by implementing a strategy of shutting schools and substituting an online learning system to replace the traditional teaching and learning method (Fitria, 2020b). Not only Indonesia but other countries in the world were also forced to take these steps to prevent the spread of COVID-19. According to data from UNESCO, the closure of the school affected more than one billion students, or about 60.5 percent of students. A UNICEF report in September 2020 stated that around 24 million students in the world were threatened with dropping out of school due to the closure of face-to-face teaching and learning activities during the Covid-19 pandemic.

The Ministry of Education, Culture, Research, and Technology stated that the rules for organizing learning during the pandemic are still based on a Joint Decree (SKB) of 4 Ministers by prioritizing the precautionary principle and prioritizing the health and safety of all education personnel and their families. Learning during the pandemic will take place dynamically according to health and safety risks set by the central government, namely PPKM, both Micro PPKM, and Emergency PPKM. Indonesia itself has not yet fully re-started face-to-face teaching and learning activities. So that Indonesian children do not experience learning loss, the Ministry of Education and Culture will hold limited face-to-face learning (PTM) in the new school year in July 2021. Minister of Education and Culture Nadiem Makarim revealed that Indonesia was late in conducting face-to-face schools.

Previously, several countries had also done the same thing during a pandemic that was still sweeping the world. However, several countries still have reopened their schools. In several countries, face-to-face learning through the reopening of schools has been implemented. WHO Western Pacific and UNICEF East Asia Pacific said the safe reopening of schools is an important priority, especially entering the second year of the Covid-19 pandemic. For some countries that have been exposed to Covid-19, they have done engaging learning again (Safira & Ifadah, 2021). According to Liputan6.com (2021), there are several countries have carried out back-to-school activities several times ago. Several countries that carry out face-to-face teaching and learning activities, including Japan, Australia, New Zealand, Papua New Guinea, North Korea, South Korea, Vietnam, Laos, Timor Leste, Turkmenistan, Israel, Cyprus, Botswana, Burundi, Niger, Belarus, Croatia, France, Austria, Switzerland, Estonia, Sweden, Denmark, Norway, Uruguay, Ecuador, Nicaragua, Iceland, Greenland and many more.

As is known, the Indonesian Government finally decided to hold limited face-to-face learning for education units in Indonesia. Minister of Education and Culture Nadiem Makarim said schools were required to apply face-to-face learning on a limited basis after all educators and education personnel at the school were vaccinated. After educators and education staff in one school have been completely vaccinated. The Central Government, Regional Government, or the Ministry of Religion office require the education unit to provide limited face-to-face learning services by implementing health protocols. This decision was stipulated through a Joint Decree of the Minister of Education and Culture, the Minister of Religion, the Minister of Health, and the Minister of Home Affairs concerning Guidelines for the Implementation of Learning during the 2019 Coronavirus Disease (Covid-19) Pandemic.

Based on data from KOMPAS.com (2021), face-to-face schools in Solo, Central Java, started in September 2021. This is following the implementation of the Solo Community Activity Restrictions (PPKM) which has dropped from level 4 to 3. Limited Face-to-face Learning (PTM) in Sukoharjo Regency, Central Java began on September 13, 2021 (Solopos.com, 2021b). Limited PTM is carried out by schools that previously carried out simulations some time ago. Technically, the implementation of PTM is limited to following the rules from the center. Technically, the implementation of PTM is limited later, schools in Sukoharjo Central Java are only allowed a maximum capacity of 30%, there is no break time, and each subject is limited to 30 minutes. Besides that, the campus in Solo welcomed the permit for face-to-face teaching and learning activities (KBM) as conveyed by the Coordinating Minister for Economic Affairs, Airlangga Hartarto. However, they are waiting for recommendations from the Covid-19 Task Force as well as vaccinations for educators and teaching staff in their respective Higher Education (PT) areas (Solopos.com, 2021a). Based on the information above, one of the higher institutions in Sukoharjo Central Java, Institut Teknologi Bisnis AAS Indonesia began to hold limited face-to-face learning on September 13, 2021.

There are several previous studies related to the student's readiness in facing offline learning. First, Nugroho et al. (2020) state that the government and society must make some preparations before introducing offline learning. The government and the community must prepare human resources, facilities, and infrastructure, licenses, and successively provide COVID-19 vaccine vaccination. Second, Nissa & Haryanto (2020) state that face-to-face learning during the Covid-19 season can be carried out by planning lesson plans adapted to pandemic conditions; implementing learning with an emphasis on the delivery of material; assessment/evaluation carried out following existing conditions; and adhere to health protocols. Face-to-face learning activities continue normally despite the limited time available following government regulations. Third, Sudharsono & Bawole (2020) state that the offline lectures at UKDW Yogyakarta should be evaluated to ensure that all activities on campus are as disease-free as feasible. The studio rooms were examined, and it was discovered that they still need to be modified to comply with conventional health standards and other applicable requirements. Fourth, Limbong et al. (2021) state that the preparedness for face-to-face learning at SMK Negeri 2 Toraja Utara was not maximized since only a few parents of children attended the meeting to establish the method for deciding on face-to-face learning, and some instructors were not there. Fifth, Adawiyah et al. (2021) state that the MI AT-Tanwir institution is very good at preparing to learn for the new normal era. This can be seen

from 3 things, namely what strategies will be prepared both from the educational institution and from the educators, the methods used in learning, and the implementation of health protocols from the government. Sixth, Pattanang et al. (2021) state that Tagrai Rantepao Christian Vocational School planned several things related to face-to-face learning, including 1). Vaccinate all educators and education personnel in schools. 2). Improving the immunity of students, educators, and education staff, 3). Prepare facilities and infrastructure according to health protocols. Seventh, Shaleh & Anhusadar (2021) state that the preparation of PAUD institutions in face-to-face learning after covid-19 by implementing health protocols that have been set by the government, both central and local governments. Eighth, Manik (2021) states that preparation of SMPN 2 Siberut Utara according to health protocols, including students and teachers mandatory use of masks, both cloth masks and surgical masks in the school environment, washing hands with soap in the space provided, check body temperature, keep the distance between students in the classroom by arranging seating according to the distance determined or outside of teaching and learning activities while maintaining a distance, the existence of the process of spraying disinfectants in the classroom and school environment regularly, as well as The school also socialized the prevention of Covid-19 at SMPN 2 Siberut Utara through Covid-19 prevention banner affixed in the school environment. Ninth, Athaillah et al. (2021) state that Taruna Al-Qur'an Putri Islamic Boarding School has implemented a health protocol that refers to government policies regarding the provisions and guidelines for the implementation of face-to-face learning in Islamic boarding schools.

Several studies have been conducted related to readiness in facing offline (face-to-face learning). The researcher here wants to discuss the students' readiness in facing 'offline learning' or face-to-face learning after the implementation of online learning during the pandemic in higher education. Therefore, the objective of this research is to know the students' readiness for the implementation of face-to-face learning after pandemic Covid-19 in Institut Teknologi Bisnis AAS Indonesia in the academic year 2021/2022.

B. METHOD

This research applied descriptive qualitative research. Here, qualitative researchers do not count or use numbers in this research (Braun & Clarke, 2013). Therefore, qualitative research is more descriptive. The data collected is in the form of words or pictures, so it does not emphasize numbers. This research used interviews and questionnaires in collecting data. Interviews are a very widely used data collection method in qualitative research (Rose et al., 2014). Williamson, (2013) states that the purpose of an interview is to gather information. The

research uses open interviews with the respondents such as an English lecturer and an institution's party. The questions are related to their readiness in preparing and implementing the face-to-face learning activities in the academic year 2021/2022.

Besides the interview, the research also employed a questionnaire. A questionnaire is a technique of gathering information from people via the use of writing. It is composed of many kinds of questions, and it may be printed on paper, sent through a mobile device such as a tablet, sent by text message, or distributed online (Kara, 2018). The respondents are students of Institut Teknologi Bisnis AAS Indonesia who take the subject English course in the academic year 2021/2022. This research uses a close-ended questionnaire. According to Ke (2018), a close-ended question presents participants with pre-selected options. The questionnaires are distributed online by using Google Form. Google Form is associated with a spreadsheet and used to collect information from users over the Web (Darbyshire & Darbyshire, 2012). It is used because of the simplicity to be shared with the respondents.

This research had several steps in analyzing data, namely reducing data, displaying data, and making a conclusion (Miles et al., 1994; Punch, 2005). In reducing data, the reduced data will give a clearer picture, and make it easier for a researcher to do further data collection, and look for it when needed. Then, by looking at presentations, the researcher will be able to understand what is going on and what to do based on the understanding we get from these in the forms are matrices, graphs, networks, charts, and so on. After that, the researcher uses withdrawal the conclusion is the result of research that answers the research focus based on the results of data analysis descriptively.

C. FINDINGS AND DISCUSSION

Findings

The objective of this research is to know the readiness of the implementation of face-to-face learning after pandemic Covid-19 in Institut Teknologi Bisnis AAS Indonesia in the academic year 2021/2022. Below is the result of a questionnaire related to readiness as seen below:

Table 1. Students' Approval of Limited Implementation of Limited Face-to-face Learning

Statement	Responses			
	Strongly Agree	Agree	Disagree	Strongly Disagree
The level of students' approval regarding the implementation of limited face-to-face learning	25 (25 %)	65 (65 %)	10 (10 %)	0 (0 %)

Based on table 1 above, shows the percentage of students' approval related to the implementation of Limited Face-to-face Learning in the academic year 2021/2022. In the

level of students' approval, there are 25 students (25 %) who state "strongly agree", 65 students (65 %) stated "agree", 10 students (10 %) stated "disagree", and no students (0 %) state "strongly disagree". It shows that most of the students (65 %) agree about the implementation of limited face-to-face learning in ITB AAS Indonesia in the academic year 2021/2022.

Table 2. Students' Readiness of the Implementation of Limited Face-to-face Learning

No	Statements	Responses		
		Strongly Ready	Ready	Not Ready
1.	Readiness to participate in vaccination activities before participating in limited face-to-face learning activities	75 (75 %)	25 (25 %)	0 (0 %)
2.	Readiness to take part in limited face-to-face learning to a maximum of 50% of students in one classroom	60 (60 %)	30 (30 %)	10 (10 %)
3.	Readiness to keep the distance between the seats in the class during English class	70 (75 %)	30 (30 %)	0 (0 %)
4.	Readiness to keep distance (avoiding crowds) both before and after English class	75 (75 %)	25 (25 %)	0 (0 %)
5.	Readiness to use 3 (three) layers of cloth or disposable masks/surgical masks that cover the nose and mouth when in the campus area and classrooms	85 (75 %)	15 (15 %)	0 (0 %)
6.	Readiness to maintain hygiene and health protocols by measuring body temperature, washing hands with soap, and using hand sanitizer when entering campus and class.	90 (90 %)	10 (10 %)	0 (0 %)

Based on table 2 above, shows the student's readiness for the implementation of limited face-to-face learning. The first statement "Readiness to participate in vaccination activities before participating in face-to-face learning activities is limited" shows that there are 75 students (75 %) state "strongly ready", 25 students (25 %) state "ready", and no students state "not ready". It shows that most of the students (75 %) strongly agree to participate in vaccination activities before joining and participating in limited face-to-face learning activities. The second statement "Readiness to take part in limited face-to-face learning to a maximum of 50% of students in one classroom" show that there are 60 students (60 %) who state "strongly ready", and 30 students (30 %) state "ready", and 10 students (10 %) state "not ready". It shows that most of the students (60 %) strongly agree to take part in limited face-to-face learning to a maximum of 50% of students in one classroom. The third statement "Readiness to keep the distance between the seats in the class during English class" show that there are 70 students (70 %) stated "strongly ready", 30 students (30 %) stated "ready", and no students (0 %) state "not ready". It shows that most of the students (70 %) strongly agree to keep the distance between the seats in the class during English class. The fourth statement "Readiness to keep distance (avoiding crowds) both before and after English class" show that there are 75 students (75 %) stated "strongly ready", 25 students (25 %) stated "ready", and no students (0 %) state "not ready". It shows that most of the students (70 %) strongly agree

to keep distance (avoiding crowds) both before and after English class. The fifth statement “Readiness to use 3 (three) layers of cloth or disposable masks/surgical masks that cover the nose and mouth when in the campus area and classrooms (English class)” shows that there are 85 students (85 %) state “strongly ready”, 15 students (15 %) state “ready”, and no students (0 %) state “not ready”. It shows that most of the students (85 %) strongly agree to use 3 (three) layers of cloth or disposable masks/surgical masks that cover the nose and mouth when in the campus area and classrooms (English class). The sixth statement “Readiness to maintain hygiene and health protocols by measuring body temperature, washing hands with soap, and using hand sanitizer when entering campus and English class” show that there are 90 students (90 %) who state “strongly ready”, 10 students (10 %) state “ready”, and no students (0 %) state “not ready”. It shows that most of the students (90 %) strongly agree to maintain hygiene and health protocols by measuring body temperature, washing hands with soap, and using hand sanitizer when entering campus and English class.

Table 3. Students' Expectations of Learning in the Academic Year 2021/2022

Statement	Responses		
	Face-to-Face Learning	Online learning	Face-to-face learning and Online Learning (Blended Learning)
Students' expectation to learn English in this semester during the academic year 2021/2022	5 (5 %)	15 (15 %)	80 (80 %)

Based on table 2 above, shows the students' expectations to learn English this semester during the academic year 2021/2022. There are 5 students (5 %) who state “face-to-face learning or offline class”, 15 students (15 %) state “online learning”, while 85 students (85 %) state “Face-to-face learning and Online Learning (Blended Learning)”. It shows that most of the students (85 %) agree to learn English in both Face-to-face learning and Online Learning (Blended Learning)”. Related to the students' choice of online media in the implementation of limited face-to-face learning, the researcher found the result as follow:

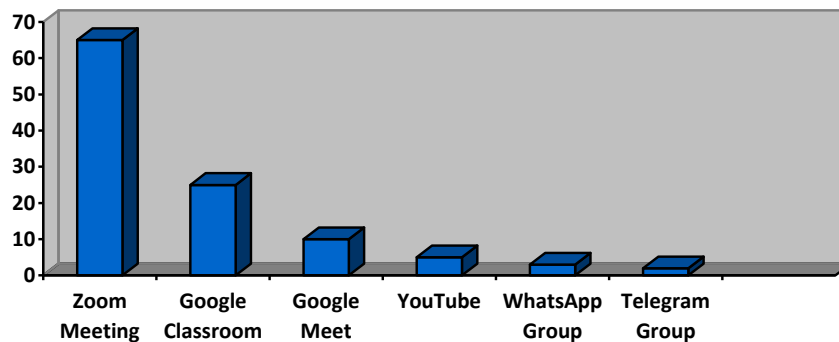


Figure 1. Students' Choice of Online Media in the Implementation of the Limited Face To Face Learning

Based on figure 1 above, shows the students' choice of online media in the implementation of the limited face-to-face learning. There are 65 students (65 %) choose 'Zoom Meeting', 25 students (25 %) choose Google Classroom, 10 students (10 %) choose Google Meet, 5 students (5 %) choose YouTube, 3 students (3 %) choose WhatsApp group, and 2 students (2 %) choose Telegram group. It shows that most of the students (65 %) choose Zoom Meeting as video conferencing to learn English online besides implementing face-to-face learning.

The researcher also uses open interviews with the respondents such as an English lecturer and the institution's party to support the students' readiness in facing face-to-face learning activities later. The result of the interviews with several related parties can be seen below:

The first interview with student A:

The Researcher	: As a student, are you ready to start face-to-face lectures this semester in the 2021/2022 academic year especially in English class? <i>(Sebagai mahasiswa, apakah kamu siap untuk memulai kuliah tatap muka di semester ini ditahun akademik 2021/2022 jhusunya di kelas Bahasa Inggris?)</i>
Student A	: I am ready to attend face-to-face lectures this semester. This has been informed by the institution that this semester has started face-to-face. Because it's been more than 1 year that the lectures have been conducted online, so I miss going to face-to-face lectures and meeting friends and studying in class <i>(Saya sudah siap untuk mengikuti kuliah attap muka pada semester ini. Hal ini sudah diinformasikan oleh institusi kalau semester ini sudah mulai tatap muka. Karena sudah 1 tahun lebih kuliah dilaksanakan secara online, jadi kangen untuk masuk kuliah tatap muka dan bertemu dengan teman-teman dan belajar dikelas)</i>

The second interview with the institution's party:

The Researcher	: How is the institution's preparation regarding facilities and infrastructure in the implementation of face-to-face lectures at ITB AAS Indonesia in this semester in the 2021/2022 academic year? <i>(Bagaimana persiapan dari institusi sendiri mengenai fasilitas (sarana dan prasarana) dalam pelaksanaan perkuliahan tatap muka di ITB AAS Indonesia di semester ini pada tahun akademik 2021/2022?)</i>
Institution's Party	: We are as party of ITB AAS Indonesia's facilities and infrastructure, of course, we follow the circulars given by the government as well as directives from high-ranking institutions. We have prepared classrooms for lectures, where chairs are spaced apart from one another. Before and after the lecture starts, we clean the classroom, then we spray disinfectant and air freshener so that the room remains comfortable for students to study. <i>(Kami selaku dari pihak sarana dan prasarana ITB AAS Indonesia, tentu saja mengikuti surat edaran yang diberikan pemerintah serta arahan dari petinggi institusi. Kami sudah mempersiapkan ruangan kelas untuk perkuliahan, dimana kursi dibuat berjarak antara satu dengan yang lainnya. Sebelum dan setelah perkuliahan dimulai, ruangan kelas kami bersihkan, lalu kami semprot disinfektan dan pengharum ruangan agar ruangan tetap nyaman untuk mahasiswa dalam belajar)</i>
The Researcher	: Are the facilities and infrastructure of ITB AAS Indonesia' party also collaborating with the Covid-19 cluster unit in handling security and health during face-to-face lectures? <i>(Apakah dari pihak sarana dan prasarana juga bekerja sama dengan satuan gugus Covid-19 dalam menangani pengamanan dan kesehatan selama perkuliahan tatap muka berlangsung?)</i>
Institution's Party	: Yes, of course, we are also working with the Covid-19 cluster unit. We focus on providing facilities and infrastructure, which the Covid-19 cluster unit handles before and after the face-to-face lecture. So they make sure students are in a safe state before entering campus and classrooms. They asked students to wash their hands with soap, measure student body temperature, asked students to use hand sanitizer, wear masks that are recommended, and asked always keep their distance from one another, and urged students to go home immediately after lectures. <i>(Ya, tentu saja kami juga bekerja sama dengan satuan gugus Covid-19. Kalau kami fokus pada penyediaan sarana dan prasarana, maka satuan gugus Covid-19 menangani di sebelum dan</i>

sesudah pelaksanaan kuliah tatap muka. Jadi mereka memastikan mahasiswa dalam kondisi keadaan yang aman sebelum memasuki kampus dan ruang kelas. Mereka meminta mahasiswa mencuci tangan dengan sabun, mengukur suhu tubuh mahasiswa, meminta mahasiswa untuk menggunakan handsanitizer, memakai masker yang dianjurkan, dan meminta untuk selalu menjaga jarak antara satu dengan lainnya dan membimabahu mahasiswa langsung pulang setelah perkuliahan.

The third interview with an English lecturer:

- The Researcher : How is your preparation as a lecturer in teaching English subject/courses in face-to-face learning this semester? (*Bagaimana persiapan Anda selaku dosen dalam mengajar mata kuliah Bahasa Inggris dalam pembelajaran tatap muka di semester ini?*)
- English Lecturer : This semester, I conduct face-to-face lectures according to instructions from the government and institutions. One of them is by implementing limited face-to-face lectures. In this case, I divide the students into one class. For example, I usually teach a class of 50 students, so this semester there are only about 25 students or 50% of the students in 1 English class. At the next meeting, I taught the rest of the students. So, I divided the students based on the serial number of attendance or according to the odd-even attendance (*Dalam semester ini, saya melakukan perkuliahan tatap muka sesuai instruksi dari pemerintah dan institusi. Salah satunya dengan menerapkan perkuliahan tatap muka terbatas. Dalam hal ini, saya membagi mahasiswa dalam satu kelas. Misalnya saya biasanya mengajar satu kelas berisi 50 mahasiswa, maka di semester ini hanya sekitar 25 mahasiswa saja atau 50 % mahasiswa dalam 1 kelas Bahasa Inggris. Di pertemuan berikutnya, saya mengajar mahasiswa sisanya. Jadi, saya membagi mahasiswa berdasarkan no urut absensi atau sesuai absen ganjil genap*)
- The Researcher : Besides to limited face-to-face learning, what online teaching media are will also used in English classes? (*Selain pembelajaran tatap muka terbatas, media mengajar online apa yang juga digunakan dalam kelas Bahasa Inggris?*)
- English Lecturer : In online learning, it is the same as last semester. I still use online teaching media such as Zoom Meeting and Live YouTube Streaming. So later on, students who do not get face-to-face study hours can attend lectures via Zoom and Live YouTube. So that students can still learn even through the virtual class via Zoom and YouTube (*Dalam pembelajaran online, sama seperti semester kemarin. Saya juga menggunakan media mengajar online misalnya Zoom Meeting dan Live YouTube Streaming. Jadi nanti mahasiswa yang tidak mendapat jam belajar tatap muka dapat mengikuti perkuliahan lewat Zoom dan YouTube. Sehingga mahasiswa tetap bisa belajar meski lewat dunia maya baik via Zoom atau YouTube.*
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Based on the interviews above, shows that the questions are related to their readiness in preparing and implementing the face-to-face learning activities in the academic year 2021/2022. The first interview is about students' readiness. He/she states that he/she is ready to attend face-to-face lectures this semester. This has been informed by the institution that this semester has started face-to-face. Because it's been more than 1 year that the lectures have been conducted online, so the students want to go to face-to-face lectures and meet friends, and study in class. The second interview is from the institution's party. He/she states that an institution follows the circulars given by the government as well as directives from high-ranking institutions. We have prepared classrooms for lectures, where chairs are spaced apart from one another. Before and after the lecture starts, the party will clean the classroom, then spray disinfectant and air freshener so that the room remains comfortable for students to study in class. He/she adds that he/she works with the Covid-19 cluster unit and focuses on providing facilities and infrastructure, which the Covid-19 cluster unit handles before and after the face-to-face lecture. So they make sure students are in a safe state before entering

campus and classrooms. Then, the third interview is from an English lecturer she/ will conduct face-to-face lectures according to instructions from the government and institutions. He/she usually teaches a class of 50 students, so this semester, there are only about 25 students or 50% of students allowed to come to English class. He/she also adds that besides limited face-to-face learning, he/she still uses online teaching media in English class such as using Zoom Meeting and Live YouTube Streaming. So later on, students who do not get face-to-face study hours can attend lectures via Zoom and Live YouTube.

Discussion

Based on the researcher's previous studies (Fitria, 2020a, 2021), an English lecturer at ITB AAS Indonesia utilized a variety of e-learning platforms and apps in the course of their teaching and learning activities during the Covid-19 pandemic for two semesters in the academic 2020/2021. There are many different kinds of e-learning platforms available, including web-based learning (also known as Web-based Learning) and mobile-based learning (also known as Mobile-based Learning). In this study, web-based learning was provided by the ITB AAS Indonesia institution, which may be accessed via the website <https://elearning.itbaas.ac.id/>. Web-based learning was provided by the ITB AAS Indonesia institution. After implementing the fully online learning, ITB AAS Indonesia begin to implement limited face-to-face learning in the academic year 2021/2022 in all subjects/classes such as English subject classes.

To know the readiness for the implementation of face-to-face learning in ITB AAS Indonesia, the researcher uses questionnaires and interviews. Questionnaires are shared with students. The questions are related to their readiness in preparing and implementing the face-to-face learning activities in the academic year 2021/2022.

First, related the students' approval related to the implementation of Limited Face-to-face Learning in the academic year 2021/2022. The analysis shows that most of the students (65 %) agree about the implementation of limited face-to-face learning in ITB AAS Indonesia in the academic year 2021/2022. Second, is students' readiness for the implementation of limited face-to-face learning. The analysis shows that 1) most of the students (75 %) strongly agree to participate in vaccination activities before joining and participating in limited face-to-face learning activities. 2) most of the students (60 %) strongly agree to take part in limited face-to-face learning to a maximum of 50% of students in one classroom. 3) most of the students (70 %) strongly agree to keep the distance between the seats in the class during English class. 4) most of the students (70 %) strongly agree to keep their distance (avoiding crowds) both

before and after English class. 5) most of the students (85 %) strongly agree to use 3 (three) layers of cloth or disposable masks/surgical masks that cover the nose and mouth when in the campus area and classrooms (English class). 6) most of the students (90 %) strongly agree to maintain hygiene and health protocols by measuring body temperature, washing hands with soap, and using hand sanitizer when entering campus and English class.

Third, related to the students' expectation to learn English this semester during the academic year 2021/2022. The analysis shows that most of the students (85 %) agree to learn English in both Face-to-face learning and Online Learning (Blended Learning)". Nowadays, the trend of e-learning is increasing day by day and one of the tools to implement this concept is Blended Learning (Kaur, 2013). Blended learning, which combines the strength of face-to-face and technology-enhanced learning, is increasingly being seen as one of the most important vehicles for education reform today (Picciano et al., 2013). Blended (hybrid) learning is one of the approaches that is utilized to help students with meaningful learning via information and communication technologies in educational settings (Gecer & Dag, 2012). Related to the students' choice of online media in the implementation of limited face-to-face learning, the analysis shows that most of the students (65 %) choose Zoom Meeting as video conferencing to learn English online besides implementing face-to-face learning.

The implementation of limited face-to-face learning is based on the Joint Decree of the Minister of Education and Culture, Minister of Religion, Minister of Health, and Minister of Home Affairs of the Republic of Indonesia Number 03/KB/2021, Number 384 of 2021, Number HK.01.08/MENKES/4242/2021, and Number 440-717 of 2021 Regarding Guidelines for the Implementation of Learning in the Pandemic Coronavirus Disease 2019 (COVID-19), we hereby inform you that learning in universities starting in the odd semester of the 2021/2022 academic year will be held with limited face-to-face learning while still implementing health protocols, and/or online learning. In the implementation of learning, universities must continue to prioritize the health and safety of campus residents (students, lecturers, education staff) and the surrounding community. If there will be face-to-face learning, whether lectures, practicum, studio, field practice, or other forms of learning, the university must meet the following conditions.

Preparation

In preparation for limited face-to-face learning, Universities can carry out preparations for the implementation of face-to-face learning according to the level of application of restrictions on community activities (PPKM) following the Instruction of the Minister of Home Affairs regarding the implementation of restrictions on community activities.

Universities in the PPKM level 1, level 2, and level 3 areas can organize limited face-to-face learning and report to the local task force. Universities are ready to implement health protocols as stipulated in the Joint Decree above and the Decree of the Minister of Health Number HK.01.07/MENKES/413/2020 concerning Guidelines for the Prevention and Control of Coronavirus Disease 2019 (Covid-19). Universities form a task force for handling Covid-19 in universities to develop and implement standard operating procedures for health protocols. There are no objections from parents/guardians for students who take part in face-to-face learning.

Based on data from KOMPAS.com (2021), face-to-face schools in Solo, Central Java, will start in September 2021. This is following the implementation of the Solo Community Activity Restrictions (PPKM) which has dropped from level 4 to 3. Limited Face-to-face Learning (PTM) in Sukoharjo Regency, Central Java will begin on September 13, 2021 (Solopos.com, 2021b). Limited PTM is carried out by schools that previously carried out simulations some time ago. Technically, the implementation of PTM is limited to following the rules from the center. Technically, the implementation of PTM is limited later, schools in Sukoharjo Central Java are only allowed a maximum capacity of 30%, there is no break time, and each subject is limited to 30 minutes. Besides that, the campus in Solo welcomed the permit for face-to-face teaching and learning activities (KBM) as conveyed by the Coordinating Minister for Economic Affairs, Airlangga Hartarto. However, they are waiting for recommendations from the Covid-19 Task Force as well as vaccinations for educators and teaching staff in their respective Higher Education (PT) areas (Solopos.com, 2021a). Based on the information above, one of the higher institutions in Sukoharjo Central Java, ITB AAS Indonesia begins to hold limited face-to-face learning on September 13, 2021.

Implementation

In the implementation of face-to-face learning, universities need to report the implementation of learning to the Covid-19 handling task force regularly, such as 1) Conduct testing and tracing regularly. The academic community and education staff who carry out activities on campus must be in good condition, and have been vaccinated. For those who have not been vaccinated, make a statement containing a statement that the person concerned has not received a vaccination quota or cannot be vaccinated for certain reasons (have comorbidities); obtaining parental permission, evidenced by a statement letter; for students who are not willing to do face-to-face learning can choose online learning; students from outside the region/overseas must ensure that they are in good health, self-quarantine for 14 days or do a swab test, or according to the regulations/protocols that apply in the local area.

2) Take measures to prevent the spread of Covid-19 by carry out disinfection of infrastructure facilities in the university environment before and after learning focused on the facilities used during face-to-face learning; check body temperature for everyone who enters college; avoiding the use of closed learning facilities, causing crowds, and the occurrence of close contact; provide hand washing/hand sanitizer in strategic places; use 3 (three) ply cloth masks or disposable masks\surgical masks that cover the nose and mouth; apply a minimum distance of 1.5 (one point five) meters between people; limit the use of space to a maximum of 50% (fifty percent) of the occupancy capacity of the room/class/laboratory and a maximum of 25 (twenty five) people; implement efforts to care for each other, look after and protect each other; apply proper cough/sneeze etiquette; provide temporary isolation rooms for academics and education staff who have symptoms/criteria of Covid-19; prepare a mechanism for handling Covid-19 case findings in the university environment (both for those concerned and contact tracing); prepare support for emergency measures to handle Covid-19; and report to the local area Covid-19 handling task force if Covid-19 cases are found.

Monitoring

In monitoring the implementation of face-to-face learning, Universities enforce standard operating procedures for health protocols and carry out regular monitoring and evaluation of the implementation of standard operating procedures for health protocol enforcement.

After the limitation of lectures is limited, of course, institutions, teachers/lecturers, and students are prepared to undergo a phase of new patterns and lifestyles or the new normal. The new normal condition is the condition of people who have to return after the Large-Scale Social Restrictions (PSBB), but still have a high awareness of safety so as not to be exposed to the coronavirus. New normal is the newest condition that the world community has to live with. The government does not stand still, amid the pros and cons of the community regarding the implementation of the new normal, currently, various government agencies are preparing all regulations for the implementation of the new normal. One of them is the Ministry of Finance which has issued a Decree of the Minister of Finance number 223/KMK.02/2020 concerning the Implementation of Workplace Flexibility in the Ministry of Finance.

The following must be prepared by teachers/lecturers and students to face the new normal after implementing limited face-to-face learning, for example, 1. Mentally ready to accept change and adjust. With the new normal, of course, it will change habits again and it requires mental preparation to accept the changes that occur. In addition, mental preparation

to accept change can make it easier for us to adjust or adapt to these changes. The adaptation process is certainly not easy, there may be some rejection processes for new habits that must be lived. One of them appears displeasure to carry out the new habits until finally, we are at the stage of accepting the conditions and willing to carry out the new habits. 2. Maintain Body Endurance. After preparing mentally, of course, physically you must also be prepared when you have to undergo a new normal. Physical is important in dealing with the coronavirus. A strong physique will make the body build an immune system that will protect it from the dangers of exposure to viruses. So that the body's immunity is always maintained during the new normal adaptation, we can consume healthy and nutritious foods, especially foods that contain lots of vitamins such as fruits and vegetables. In addition to food, exercise, and adequate rest, staying away from stress is also beneficial in boosting the body's immune system. And stop doing bad habits for the body.

D. CONCLUSION

In Institut Teknologi Bisnis AAS Indonesia, limited face-to-face learning is held in September 2021. Most students agree about the implementation of limited face-to-face learning in ITB AAS Indonesia in the academic year 2021/2022. Most of the students strongly agree to participate in vaccination activities before joining and participating in limited face-to-face learning activities. Most students strongly agree to take part in limited face-to-face learning to a maximum of 50% of students in one classroom. Most of the students strongly agree to keep the distance between the seats in the class during English class. Most of the students strongly agree to keep their distance (avoiding crowds) both before and after English class. Most students strongly agree to use 3 (three) layers of cloth or disposable masks/surgical masks that cover the nose and mouth when in the campus area and classrooms. Most students strongly agree to maintain hygiene and health protocols by measuring body temperature, washing hands with soap, and using hand sanitizer when entering campus and English class. Related to the students' expectation to learn English in the odd semester during the academic year 2021/2022, it shows that most of the students agree to learn English in both Face-to-face learning and Online Learning (Blended Learning) by using Zoom Meeting.

During the implementation of learning, the institution still must continue to prioritize the health and safety of campus residents (students, lecturers, education staff) and the surrounding community. If there will be face-to-face learning, whether lectures, practicum, studio, field practice, or other forms of learning, the university must meet several conditions.

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