



Analysis of Obstacles on Limited Face-To-Face Learning During The Covid-19 Pandemic Junior High School In Medan

Sherly Christina Octavia¹, Rizky Agassy Sihombing^{2*}, Kezia Thessa Destine³,
Jennie Febrina Hutagalung⁴

^{1,2,3,4}Natural Science Education Study Program, State University of Medan,
North Sumatra, Indonesia

*Correspondence author: rizkyagassy@mhs.unimed.ac.id

DOI: <http://dx.doi.org/10.18592/tarbiyah.v11i1.6412>

Key Words:

limited face-to-face learning
learning barriers
Junior High School

Abstract:

This study aims to describe the obstacles experienced by students during limited face-to-face learning. By making class VII-8 at Junior High School 27 Medan as a research sample, it will analyze what obstacles are experienced by students. Research method used is descriptive quantitative method. The study used an instrument in the form of a questionnaire that would be given to students directly and provided four answer choices based on a Likert scale and structured interviews. The results of the study, it was found that students experienced problems in implementing limited face-to-face learning in the four aspects, namely in the aspects of facilities and infrastructure to support learning was obtained in the fairly good category, the classroom management aspect obtained the good category, the aspect of student activity get the unfavorable category, the aspect of student understanding gets the poor category, and the aspect of student concentration in doing learning gets a poor category. For this reason, good management is still needed in overcoming several obstacles in the limited face-to-face learning process, all parties, both principals, teachers, students and other school residents must participate in overcoming the obstacles that arise.

Received : 30 April 2022

Accepted : 1 July 2022

Published : 3 July 2022

To cite this article: Octavia, S.C., Sihombing, A.S., Destine, K.Z., Hutagalung, J. F. (2022). Analysis of Obstacles on Limited Face-To-Face Learning During The Covid-19 Pandemic Junior High School In Medan. *Tarbiyah: Jurnal Ilmiah Kependidikan*. 11(1), 18-28.

This is an open access article under the CC-BY License

(<https://creativecommons.org/licenses/by/4.0/>)



Introduction

Since 2 years ago, to be precise in 2020, where the world was shocked by a disease pandemic that greatly affected our daily lives and also had a broad social and economic impact in Indonesia (Tandi & Limbong, 2021). Various ways have been carried out in tackling the problem of the spread of the Covid-19 virus which affects our life system, especially in the world of education. In Indonesia itself, educational activities are closed in schools to prevent the spread of the Covid-19 pandemic. The government and related institutions must present alternative educational processes for students and students who cannot carry out the educational process at educational institutions. Schools and educational institutions are starting to change their learning strategy from face to face to online learning or distance learning (Anugrahana, 2020).

Learning that switches from face-to-face learning to online (distance) learning has a huge impact on the world of education in Indonesia. These impacts can be in the form of positive impacts and negative impacts. In addition, this online learning also has pros and cons in its implementation. Generally, what is often discussed in the midst of Indonesian education today is the negative or contra impact of implementing online learning (Tanuwijaya & Tambunan, 2021).

One of the studies that shows that the Covid-19 pandemic has a negative impact on learning is research conducted by those who suggest that the weakness of online learning is the lack of student involvement in the learning process. This lack of participation of students occurs due to several factors, namely obstacles in the network to access online classes,

limited facilities and others (Anugrahana, 2020).

Because of some of the problems above, a solution is needed to overcome these problems. Now we have started to enter the new normal period from the pandemic that has hit us for a long time. The government immediately provides direction to each educational institution and school to restore a passive state of education in the implementation of the learning process to an active learning state or atmosphere. This is done by changing the learning system that was previously carried out online or online into limited face-to-face learning, with great hopes that the learning carried out provides a meaningful experience for students (Putri & Wulansari, 2021).

The solution that is currently being implemented in the world of education is to run a limited face-to-face learning process. Limited face-to-face learning is the occurrence of learning interactions carried out by educators and students at the same time and place with restrictions on the number of students being reduced to 50% (shifting). So learning activities are divided into 2 times, namely in the morning and in the afternoon, with a maximum number of students at each time a maximum of 50% and also a reduction in learning hours from each subject according to the provisions of each educational unit.

Although this Limited Face-to-face Learning is a solution to current educational problems, there are still obstacles or obstacles and advantages in its implementation (Husna & Sugito, 2022). One of the advantages of limited face-to-face learning is that it is a solution in restoring the state of education in Indonesia, providing a

meaningful learning experience, students can fully focus on the teacher, making it easier for teachers to monitor classes, and making it easier for teachers to conduct assessments (Liku et al., 2021).

Meanwhile, according to research conducted by (Tanuwijaya & Limbong, 2021) describes that there are several obstacles that must be faced when implementing limited face-to-face learning, namely, being vulnerable to Covid-19 transmission, not achieving learning hours due to short learning times and limited face-to-face learning being carried out in shifts, the learning method used is less effective, of course, it will affect the delivery of learning materials, the limited facilities and infrastructure in implementing limited face-to-face learning such as learning media which is still minimal.

Another opinion was expressed by Mustakim et al., (2021) that the obstacles faced during limited face-to-face learning in schools, namely, the readiness of the school and teachers in restarting face-to-face learning, this could be related to the planning or design of learning activities to be carried out in the school. class. On the other hand, Mustakim et al., (2021) explains that limited face-to-face learning is quite effective for restoring education in Indonesia, where the results of his research show that there is an interpretation of improving student learning outcomes after limited face-to-face learning is carried out.

This research contradicts the research conducted by Assiddiqi & Soeryanto (2021) that the online learning process in the Mechanical Engineering Department of UNESA has an impact on the self-ability of students who will experience Learning Loss. The pattern of learning that turns into online learning

causes the loss of emotional bonds so that learning becomes meaningless.

Therefore, from this background, this study aims to see the obstacles or obstacles faced during face-to-face learning are limited, so that improvements can then be made for the school or as input or reference for readers regarding limited face-to-face learning.

Research Method

Research Approach

This research is a non-implementative research type, namely the analytical method. The research strategy is a case study in Class VII Junior High School 27 Medan. This study uses a quantitative approach to describe and analyze student responses to limited face-to-face learning, and what obstacles students face against limited face-to-face learning, with the methodology shown in Figure 1.

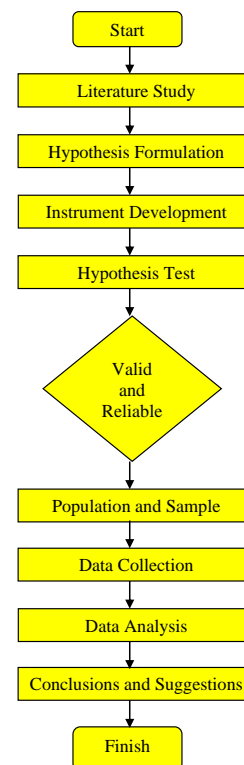


Figure 1. Research Methodology Schematic

Data Types and Sources

The study used an instrument in the form of a questionnaire that would be given to students directly and provided four answer choices based on a Likert scale and structured interviews. The research questionnaire was prepared using a literature study and then obtained indicators or sub-indicators and then arranged into a grid of research instruments. Each indicator is translated into a statement that is negative and positive. The developed grid will be tested for validity and reliability. Previously, the instrument had been validated by one expert (expert judgment).

Then the questionnaires that have passed the validity and reliability tests are used to retrieve research data. The research data were analyzed using descriptive statistical analysis with percentages and inferential statistical analysis with multiple linear regression to test the hypothesis.

Meanwhile, structured interviews were given several open-ended questions which allowed for the development of questions from the answers given by respondents, so that interviews could be conducted in depth to obtain information. The interviews focused on the five main respondents who were students who were active in the classroom. Interviews were conducted by researchers online via WhatsApp and Google Meet. In addition, the researcher also conducted a literature study in the form of searching from various kinds of literature, whether books, articles, websites, and so on that were relevant or in accordance with the problems of limited face-to-face learning constraints.

Population and Samples

The population of this study were seventh grade students of Junior High School 27 Medan, while the sample/subject of this study were 25 students of grades VII-8 Junior High School 27 Medan which consisted of 11 boys and 14 girls, with an average age of 12 years.

Sampling Technique

Research sampling according to Arikunto (in Pravitarsari et al., 2021) is if the subject is less than 100 then all are taken, if the subject is large or more than 100 it can be taken 10-15% or 20-25% or more. Some considerations of sampling are the ability of researchers of time, effort, and funds, the narrowness of the subject's observation area, because it involves the amount of data, and the ease of distributing questionnaires because the number has already been determined.

The sampling technique in this study used a simple random sampling technique. Every member of the population has an equal chance of being selected. Data is then collected from the largest possible percentage of this random subset. So the number of samples used in this study were 25 students of class VII Junior High School 27 Medan.

Data Analysis Technique

Descriptive Analysis

This analysis is a description or explanation using a table. The data were grouped and analyzed based on the answers to the questionnaires obtained from the respondents' responses using data tabulation. In this analysis will be explained how the actual condition of each variable. The process of this analysis is as follows:

1. Data Verification

That is re-checking the questionnaire that has been filled out by the respondent to ensure whether all statements have been completely answered by the respondent.

2. Measurement Scale

The measurement scale used is the Likert scale, which is used to measure learning support facilities, class management, student activity and student concentration from a student to limited face-to-face learning. To reduce the impact of bias and the occurrence of data convergence during analysis, the scale used is Very Often (SS) with a score of (4), Often (S) with a score of (3), Sometimes (KD) with a score of (2), and Never (TP) with a score (1).

3. Variables in Research

The independent variables in this study are learning support facilities (X_1), class management (X_2), student activity (X_3), student concentration (X_4), student understanding (X_5) while the dependent variable is the implementation of face-to-face learning (Y).

4. Calculating Respondent's Answer Value

The number of respondents is 25 people with the largest measurement scale is 4 and the smallest measurement scale is 1, so that the cumulative number is $25 \times 4 = 100$ with the smallest cumulative number $25 \times 1 = 25$. The largest percentage value is $(100:100) \times 100\% = 100\%$. While the smallest percentage value is $(25:100) \times 100\% = 25\%$. The range value is $100\% - 25\% = 75\%$. If the range value is divided by 4 measurement scales, it will get a presentation interval value of 18.75%.

With the description of the percentage as follows:

- Minimum score = $1 \times 25\% = 25\%$
- Maximum score = $4 \times 25\% = 100\%$
- Range = $100\% - 25\% = 75\%$
-

So that the classification of the percentage assessment by Fitria & Ariva (2018) is obtained in Table 1.

Score Percentage	Qualification
>81,25%-100%	Very good
>62,50-81,25%	Good
>43,75%-62,50%	Enough
25%-43,75%	Not good

The hypothesis chart of this study as shown in Figure 2:

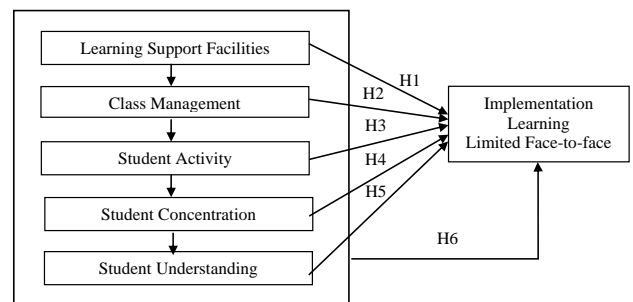


Figure 2. Hypothesis Chart

Based on Figure 2, the formulation of this research hypothesis is:

- H_{01} : There is no effect of supporting facilities barriers on learning.
- H_{a1} : There is an effect of supporting facilities barriers on learning.
- H_{02} : There is no effect of class management barriers on learning.
- H_{a2} : There is an effect of class management barriers on learning.
- H_{03} : There is no effect of factors inhibiting student activity on learning.
- H_{a3} : There is an effect of factors inhibiting student activity on learning.
- H_{04} : There is no effect of factors inhibiting student concentration on learning.

- Ha₄: There is an effect of factors inhibiting student concentration on learning.
- H₀₅: There is no effect of the barriers to students' understanding on learning.
- Ha₅: There is an effect of the barriers to students' understanding on learning.
- H₀₆: There is no effect between student barriers (learning support facilities, class management, student activity, and student concentration) on learning.
- Ha₆: There is an effect between student barriers (learning support facilities, class management, student activity, and student concentration) on learning.

Results and Discussion

The results of research on the obstacles experienced by students during limited face-to-face learning are summarized in the following Table 2.

Table 2. Classification of Aspect Indicator Scores Into Interval

Aspect	(%)	Category
I (Supporting Facilities Learning)	53.5	Enough
II (Class Management)	72	Good
III (Student Activity)	24	Not good
IV (Student Concentration)	32	Not good
V (Student Understanding)	26.4	Not good

From Table 2 obtained, it can be said that:

- Ha₁, Ha₂, Ha₃, Ha₄, Ha₅ can be accepted
- Ha₆ is accepted as a conclusion, namely that there is a simultaneous influence between student barriers (learning support facilities, class management, student activity, and student concentration) on the limited face-to-face learning implementation process.

The research results based on its aspects, showed on Table 3.

Table 3. Questionnaires Calculation Results

Aspect	Total Score Calculation	N (Overall Score)	Average	Standard Deviation	Mean Score
Learning Support Facilities	372	100	93	1.44	53.5%
Class management	352	100	88	2.56	72%
Student activity	339	100	84.75	0.37	24%
Student Concentration	309	100	77.25	1	32%
Student Understanding	306	100	76.5	0.81	26.4%

A. Aspects of Learning Support Facilities During the Limited Face-to-Face Process

Based on the Table 3, the results of the questionnaire for aspect I (Learning Support Facilities) can be seen, that there is a percentage of 53.5%, where this aspect can be categorized as "enough" in the limited face-to-face learning process at Junior High School 27 Medan. Limited

face-to-face learning is a limitation on the number of students in one class, so it is necessary to regulate the number with a rotation system and a capacity of 50% of the normal number of students, parental approval, implementation of strict health protocols, education personnel have carried out vaccinations, as well as supporting facilities and infrastructure implementation of health protocols is available.

In addition, there is a need for planning to meet supporting facilities for limited face-to-face learning. The above also agrees with what was expressed by Ananda & Banurea (2017), that there are two important things that must be done when planning the need for educational facilities and infrastructure, namely (1) analyzing the needs of existing facilities and infrastructure, (2) projecting facilities and infrastructure needed in the future. This planning can be done with regular meetings.

Based on the opinion of Pattanang et al. (2021) there are three solutions that can be done by the school so that face-to-face learning can be carried out, namely, accelerating the vaccination of educators and education personnel in schools, increasing the immunity of students, teachers and employees by providing nutritious food or in the form of vitamins, schools encourage the government to carry out collaboration with scientists to find a cure for COVID-19.

By accelerating the implementation of vaccinations for educators and education personnel in schools. we hope that the transmission of covid-19 can be controlled, if the transmission of Covid-19 can be controlled, then the planning for the implementation of face-to-face learning has been optimal. Eating healthy and nutritious food will strengthen the immune system so that the spread of COVID-19 will decrease (Pattanang et al., 2021)

The learning system carried out pays attention to health protocols and formulates learning activity plans and infrastructure to support the implementation of learning. The implementation of limited face-to-face learning must be carried out with careful

planning, fairly directed implementation, and routinely evaluating face-to-face learning activities by minimizing the obstacles experienced during limited face-to-face learning activities (Onde et al., 2021).

B. Aspects of Class Management During the Limited Face-to-Face Process

Based on the Table 2, the results of the questionnaire for aspect II (Class Management) can be seen, that there is a percentage of 72%, where this aspect can be categorized as "good" in the limited face-to-face learning process at Junior High School 27 Medan. Therefore, in connection with the importance of classroom management in supporting the limited face-to-face learning process, teachers are required to manage classes both in person and online properly which will affect student learning success.

Effective classroom management in learning is where teachers are able to manage and utilize a short time in delivering material so that students can understand what is expected. The management of this limited face-to-face learning class is carried out online and offline. Online and offline systems require teachers to be more creative so that students don't get bored and become enthusiastic about learning and doing their job (Wati et al., 2021).

Teachers' skill in fostering students' engagement and limiting disruptive behavior is important for maintaining a safe, productive, and effective learning environment. Inability to manage challenging classroom behaviors contributes to a host of adverse effects including, increased teacher stress, decreased job satisfaction (Klassen & Chiu, 2010; Smith & Ingersoll,

2004), and negative effects on student learning (Prahani & Cheng, 2020). Conversely, teachers who effectively manage their classrooms (a) report higher levels of job satisfaction, (b) are less likely to experience burnout, and (c) their students are more likely to make academic progress (Sutherland & Wehby, 2001).

C. Aspects of Student Activity During the Face-to-Face Learning Process Limited

Based on the Table 3, the results of the questionnaire for aspect III (Student Activity) can be seen, that there is a percentage of 24%, where this aspect can be categorized as "not good" in the limited face-to-face learning process at Junior High School 27 Medan. To find out the decrease in student activity during limited face-to-face learning alternately, you must first know what factors make student activity in the class decrease (Prahani & Cheng, 2020). By knowing information related to the factors that affect the decline in student activity, the teacher can improve the way of delivering learning materials so that students play an active role in the learning process (Yuzulia, 2021).

The lack of assistance resulted in the enthusiasm and activeness of students during learning, especially in science learning where the material cannot be accepted only with concepts. However, there must also be an explanation and proof through experiment, observation, or practicum (Izzah et al., 2022).

Student learning activity is important during the learning process face-to-face alternately, of course, must include some indicators are as follows: 1) Students are active in ask questions, 2) Engage in activities discussion, 3) Active

in asking, 4) Active in answering question. In a state that occurred during the COVID-19 pandemic, teachers are required to can provide a good quality of learning for student.

Ways that can be done by teachers in improve student learning activities are: 1) At the beginning teacher learning conducts short discussions, 2) Using appropriate learning methods, 3) Provide learning motivation, 4) Analyze student learning difficulties, 5) Using strategies appropriate learning. So that it doesn't have a significant impact on student learning development (Novitra, 2022).

D. Aspects of Student Concentration During the Face-to-Face Learning Process

Based on the Table 3, the results of the questionnaire for aspect IV (Student Concentration) can be seen, that there is a percentage of 32%, where this aspect can be categorized as "not good" in the limited face-to-face learning process at Junior High School 27 Medan. By applying the limited face-to-face learning, students will find it difficult to build concentration, especially in science learning students need more concentration or direct treatment in understanding the lessons taught by the teacher, because there are several obstacles when participating in learning, ranging from time reduction, even discomfort, wearing a mask, which results in student concentration when participating in learning (Wati et al., 2020).

In particular, positive feelings, can be found associated with attention, concentration, involvement, and persistence in learning activities. Conversely, if students experience negative feelings such as boredom, it is

known to be reduced cognitive resources so that it has a negative impact on student performance and student academic achievement. Concentration of student learning, is closely related to the feelings of students. In teaching and learning activities, it concentrates on the emotional valence and energy level of students as two important measures of concentration (Izzah et al., 2022). Teachers are required to be able to increase students' concentration when participating in learning, using appropriate approaches and models and learning methods (Barus, 2021).

E. Aspects of Student Understanding During Face-to-Face Learning Processes

Based on the Table 3, the results of the questionnaire for aspect V (Student Understanding) can be seen, that there is a percentage of 26.4%, where this aspect can be categorized as "not good" in the limited face-to-face learning process at Junior High School 27 Medan. Increasing students' understanding of science also needs to be considered so that later it does not cause a decline in student achievement. The implementation of limited face-to-face learning to improve students' competence in knowledge in the pandemic era is quite effective. This can be seen from the increase in student success in doing the tasks given to them (Pratama & Mulyati, 2020).

The measure of success used is that the tasks given to students can be completed as they should, that is, many students are able doing assignments with relatively timely, correct results, and increasing students' awareness to live more safely and comfortably, so that they are less likely to be exposed to the virus.

To improve students' understanding of knowledge, obstacles that arise during limited face-to-face learning can be resolved wisely, evaluations continue to be carried out, and limited face-to-face learning in the pandemic era is quite effective in increasing students' understanding of knowledge (Purnami, 2020).

Conclusion

The Covid-19 pandemic has greatly affected the learning system in Indonesia. The application of limited face-to-face learning turns out to have obstacles in several aspects. Based on the results of the research and discussion above, it is concluded that there are five aspects that are reviewed to see the obstacles or obstacles faced during limited face-to-face learning. These aspects can be seen in learning support facilities during the limited face-to-face process, limited classroom management during the limited face-to-face process, limited student activity during the limited face-to-face process, limited student concentration during the limited face-to-face process, and limited understanding of students during the limited face-to-face process.

References

- Ananda, R & Banurea, O.K. (2017). *Manajemen Sarana Prasarana*. Medan: CV. Widya Puspita
- Anugrahana, A. (2020). Hambatan, Solusi Dan Harapan: Pembelajaran Daring Selama Masa Pandemi Covid-19 Oleh Guru Sekolah Dasar. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*. 10(3), 282-289.
- Assiddiqi, D. R. & Soeryanto. (2021). Peluang Menurunnya Capaian Hasil Belajar (Learning Loss) Dan Alternatif Solusinya: Kajian Kasus

- Pembelajaran Online Di Era Pandemi Covid-19 Di Jurusan Teknik Mesin UNESA. *JPTM*. 10(03), 47-54.
- Barus, V. (2021). Efektivitas Pembelajaran Jarak Jauh Terhadap Pembelajaran Matematika Siswa Pada Masa Pandemic Covid-19 Di SMP Budi Murni 2 Medan Tahun Ajaran 2020/2021. *Cartesius: Jurnal Pendidikan Matematika*. 4(2), 109-119.
- Husna, M., & Sugito, S. (2021). Eksplorasi Penerapan Pembelajaran Tatap Muka Terbatas pada Jenjang PAUD di Masa Kebiasaan Baru. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*. 6(3), 1846-1858.
- Izzah, F. N., Khofshoh, Y. A., Sholilah, Z., Nurningtias, Y., & Wakhidah, N. (2022). Analisis Faktor-Faktor Pemicu Turunnya Keaktifan Siswa Dalam Proses Pembelajaran Mata Pelajaran IPA Di Masa Pandemi. *Pensa E-Jurnal : Pendidikan Sains*. 10(1), 150-154.
- Klassen, R. M., & Chiu, M. M. (2010). Effects on teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress. *Journal of Educational Psychology*, 102(3), 741.
- Liku, E., Limbong, M., & Tambunan, W. (2021). Analisis Kemampuan Guru Dalam Perencanaan Pembelajaran PPKn Pada Tatap Muka Masa Pandemi Covid-19 di SMPN 2 Rantepao. *Jurnal Manajemen Pendidikan*. 10(2), 91-99.
- Mustakim, U. S., Dewi, R., Mulyasari, A., Juanto, A., & Kamali, A. S. (2021). Efektifitas Pembelajaran Tatap Muka Terbatas di Masa Pandemi Covid-19 (Studi Empiris Terhadap Mahasiswa di STKIP Syekh Manshur). *Al-Miskawaih: Jurnal Pendidikan Agama Islam*. 2(2), 171-178.
- Novitra, F. (2022). Networked-based Inquiry: An Effective Physics Learning in the New Normal COVID-19 Era in Indonesia. *International Journal of Instruction*, 15(2), 997-1016.
- Onde, M. K., Aswat, H., Sari, R. E., & Meliza, N. (2021). Analisis Pelaksanaan Pembelajaran Tatap Muka Terbatas (TMT) di masa New Normal terhadap Hasil Belajar Matematika di Sekolah Dasar. *Edukatif : Jurnal Ilmu Pendidikan*. 3(6), 4400-4406.
- Pattang, E., Limbong, M., Tambunan, W. (2021). Perencanaan Pembelajaran Tatap Muka di Masa Pandemi pada SMK Kristen Tagari. *Jurnal Manajemen Pendidikan*, 10 (2), 112- 120.
- Pravitasari, C., Wijoyo, S., & Wardhono, W. (2021). Analisis Faktor Hambatan Peserta Didik Terhadap Pelaksanaan Pembelajaran Daring (Studi Kasus: Kelas X Multimedia SMK National Media Center Malang). *Jurnal Pengembangan Teknologi Informasi Dan Ilmu Komputer*. 5(7), 3121-3130.
- Purnami. (2020). Dampak Lain Cara Belajar Tanpa Tatap Muka Terhadap Peningkatan Pengetahuan Siswa SD. *Jurnal Ilmiah: WUNY*. 2(2), 36-42.
- Putri, N. A. N., & Wulansari, B. Y. (2021, December). Analisis Kegiatan Pembelajaran Tatap Muka Pendidikan Anak Usia Dini Pasca Belajar Dari Rumah. *In Prosiding Seminar Nasional Unimus 4*, 674-681.
- Prahani, B. K., & Cheng, T. H. (2020). "New Normal" in Learning and Teaching. *Studies in Learning and Teaching*, 1(2), 63-65.
- Pratama, R. E., & Mulyati, S. (2020).

- Pembelajaran Daring dan Luring pada Masa Pandemi Covid-19. *Gagasan Pendidikan Indonesia*, 1(2), 49-59.
- Smith, T. M., & Ingersoll, R. M. (2004). What are the effects of induction and mentoring on beginning teacher turnover?. *American Educational Research Journal*, 41(3), 681-714.
- Sutherland, K. S., & Wehby, J. H. (2001). The effect of self-evaluation on teaching behavior in classrooms for students with emotional and behavioral disorders. *The Journal of Special Education*, 35(3), 161-171.
- Tandi, M., & Limbong, M. (2021). Evaluasi Hasil Belajar Siswa Sma Kristen Barana' Pada Pembelajaran Tatap Muka Di Masa New Normal. *Jurnal Manajemen Pendidikan*. 10(1), 13-20.
- Tanuwijaya, N. S., & Tambunan, W. (2021). Alternatif Solusi Model Pembelajaran Untuk Mengatasi Resiko Penurunan Capaian Belajar Dalam Pembelajaran Tatap Muka Terbatas Di Masa Pandemic Covid 19. *Jurnal Manajemen Pendidikan*. 10(2), 80-90.
- Wati, J. U., Rikza, O., & Rahmawati, A. D. (2021). Pengelolaan Kelas Pembelajaran Tatap Muka Terbatas Pada Masa Pandemi Di Kelas VII G MTS Negeri 4 Ngawi. *Indonesian Journal Of Education and Learning Mathematic (IJELM)*. 2(1), 19-31.
- Wati, D. R., Miranti, M. G., Suhartiningsih, Purwidiani, N. (2022). Student's Perception of Learning in The New Normal Era of Covid-19. *Innovation of Vocational Technology Education*, 18(1), 1-11.
- Yuzulia, I. (2021). The challenges of online learning during pandemic: Students' voice. *Wanastra: Jurnal Bahasa Dan Sastra*, 13(1), 08-12.