

## The Transition of Limited Face-to-Face Learning After Covid-19 Pandemic at Islamic Private Junior High Schools Pontianak

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### ABSTRACT

The article aimed to analyze the limited face-to-face learning strategy during the Covid-19 pandemic at Islamic Private Junior High Schools Pontianak. With the limited implementation of face-to-face learning, schools were required to design learning strategies that in accordance with the conditions of learning implementation during the Covid-19 pandemic. As has been applied at this school from the results of this study, both in the school environment, teaching and learning activities and the availability of various health protocol facilities as a strategy for implementing face-to-face learning during the pandemic. The research used descriptive qualitative with data collection techniques included observation, interviews and documentation. The limitations of face-to-face learning at Islamic Private Junior High Schools Pontianak were the number of years of study at school, the lack of interaction and the implementation of assessments which had better transformation. Meanwhile, Islamic Private Junior High Schools Pontianak had merely once a week for learning implementation, so schools must maximize learning strategies.

**Keywords:** *Limited Face-to-Face Learning, Learning After Covid 19, Transition Learning Online*

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## INTRODUCTION

World nowadays is facing the virus with rapid transmission rate. Hence, this lethal virus still can be treated. The name of the virus is Covid-19. Covid-19 was the pandemic first reported from Wuhan, China. This pandemic is the infectious disease and can be treated with Case Fatality Rate (CFR) was 4%(Hasanah et al., 2020, p. 61). This coronavirus has begun in the beginning of December 2019 to abnormal pneumonia patience and yet did not begin in Indonesia. The researchers from Wuhan Institute of Virology had identified this new coronavirus as Novel Coronavirus 2019 or nCoV2019, well known as Covid-19 (Coronavirus Disease 19). This disease had rapid transmission, even infected in several months to Indonesia (Kahfi, 2020, h. 139).

Regarding this issue, people experienced panic which affected several aspects beside health. This was because people were afraid of being infected by Covid-19. Moreover, Indonesia government had released some policies to protect people from Covid-19 spreadness. These policies were meant to central government and regional government in regard to prevent Covid-19 spreadness. The policies of social distancing, work from home and lockdown had applied after emergency status of corona in Indonesia, as it happened in beginning of 2020. In this moment, Indonesia had urged to act quickly. One of affected aspects was education field.

According to Jamilah (2020, p. 239), as Covid-19 infected the world, education fields from higher education, secondary and primary schools, until boarding schools had closed. It had shifted change from face-to-face to online learning. This was to prevent crowded activities (Kamza et al., 2021, p. 3300). In another side, online learning implementation invited pros and cons and enable such new issues by the parents and students (Angie et al., 2021, p. 856; Basir, et al., 2021; Fathurrahman, 2021). However, online learning had slowly adapted through several strategies after challenges face by teachers and students. Government had released policies related to limited face-to-face learning in context of each regional. Furthermore, West Kalimantan was in Level 2 so Islamic Private Junior High Schools Pontianak implemented limited face-to-face learning. One of those schools were Islamic Private Islamic Private Junior High Schools Pontianak. Therefore, in Januari 2022, the regional of Community Activities Restrictions Enforcement (PPKM) Level 1 to 3 has urged to implement limited face-to-face learning. In this context, Islamic Private Junior High Schools Pontianak had allowed to implement face-to-face learning. There were such differences in implementing face-to-face learning before pandemic. Face-to-face learning implementation required such conditions, like the numbers of students and teachers, and time estimation of learning in school. Regardless the situation, it was inappropriate to eliminate education process for the long term. Farell et al., (2021, p. 1186) stated that although the world still overcome Covid-19 pandemic, education was the basic right of students. Education will improve people to be better, in physical and spiritual context (Saputro & Wijayanti, 2021, p. 52).

This limited face-to-face learning urged schools and teachers to design learning strategies because there were such limitations. Learning strategies are the teachers' effort to improve students' abilities in cognitive, affective, and skills (Azizi, 2021, p. 3). Furthermore, Yudasmaru & Purnami (2015, p. 2) stated that learning implementation plays role as interaction place to exchange information. Although it was limited face-to-face learning, teachers and students need the learning (Ramadhan et al., 2022). Through the limitations, the teachers had urged to implement such effective learning strategies. Islamic Private Junior High Schools Pontianak applied face-to-face learning strategies with Islamic characteristic. The spiritual value was the primary aspect despite the changes of limited face-to-face learning. It needs to know what are strategies before discuss it any further. Learning strategies are the sequence of activities through method and learning sources. In the context of limited face-to-face learning implementation, teachers were commanded to revise their normal learning strategies to be appropriate in limited face-to-face learning. Teachers have to design effective learning strategies in implementing limited learning strategies. Teaching-learning activities during pandemic enabled differences before and after. Teaching activities during pandemic was much different from normal teaching activities. Susanti et al. (2020, p. 54) described that teachers play essential role in learning implementation. Furthermore, R. Amelia et al., (2021, p. 200) also stated that teachers play role as role

model, guider, leader, and planner. In implementing activities during pandemic, teachers have to revise their learning strategies such as learning method which enabled time limitation so teachers were suggested to revise the method.

Recent study had conducted by Nissa & Haryanto (2020) with the topic about the implementation of face-to-face learning during Covid-19 pandemic. The findings reported that the implementation started with designing the lesson plan that appropriate to Covid-19 condition, then divided the shift for learning process. In implementing limited face-to-face learning, teachers exposed to several challenges. It will allow the ineffectiveness of learning and students' less motivation during limited face-to-face learning when there were no effective and efficient learning strategies. Two years of online learning made students had already enjoyed the online learning. Hence, it did not mean teachers cannot solve those challenges. Teachers of Islamic Private Junior High Schools had already well prepared the learning strategies. One of those strategies was teachers combined the similar learning materials in one meeting because time limitation made teachers designed such strategy to present the material so the material did not leave behind. According to Mariyani & Alfansyur (2020, p. 3), teachers play crucial role to design learning based on students' needs.

The process of changing face-to-face learning is limited at the private Islamic junior high school in Pontianak city, there are differences ranging from the learning system using smartphones with applications that have been made by each school, in terms of health protocols private junior high schools in Pontianak city hold a SWAB test every 1 month. Furthermore, observation in Islamic Private Junior High Schools Pontianak reported that each lesson merely conducted once a week and in limited time. Therefore, schools prepared good health protocol where they prepared hand sanitizer for students and students were required to wear mask in the classroom. Regarding the readiness, plan and implementation of face-to-face learning in Islamic Private Junior High Schools Pontianak, the researchers interested to conduct this study because most schools, students, teachers, and parents play important role in implementing limited face-to-face learning.

## **METHOD**

This study was conducted through qualitative method, with the form of oral and written descriptive data and informants' behaviour. Moreover, the findings presented in oral and written sentences that had been generalized (Ahmadi et al., 2021, p. 3). This study was conducted to several Islamic Private Junior High Schools Pontianak, West Kalimantan. It conducted on April to July 2022, while research period was determined with the school. The population in this study was academic stakeholders of Islamic Private Junior High Schools Pontianak. The sample is 10 teachers and principals through random sampling.

Technique used in this study were observation, interview, and important documents. There were data collection technique in this study. First, collecting data through observation. Observation is data collection technique through observe the situation or condition that happened as the way it is Dahlia (2020, p. 15). Second, data collection technique through interview. Interview is the complementary of reliable data collection than observation technique (A. Amelia & Hermaya Aditiya Nur Karsa, 2019, p. 14). Then, data collection technique through documentation. Documentation is data collection technique through important documents, including photograph, pictures, or archives. Sariani (2020) claimed documentation completes two techniques mentioned above. This study located in Islamic Private Junior High Schools Pontianak. This study

involved 10 informants through random sampling. Therefore, the researchers conducted the open observation. This was to observe the implementation of learning strategies in Islamic Private Junior High Schools Pontianak. In this study, the researchers conducted analysis during conducting the study. The stages of the analysis were data reduction, display data and conclusion.

## **RESULT AND DISCUSSION**

### **The Process of Online Learning Time System toward Limited Face-to-Face System in Islamic Private Junior High Schools Pontianak**

Online learning system process would influence education aspect and teacher-students' interaction. (Setiawan & Komalasari, 2020) stated that presence of social situation between teacher and students play essential role in learning. Hence, since March 2020, education field was conducting online learning. Distance learning had already disabled. 100% of the policy that did not meet the curriculum objectives were included to Presidential Regulation by Ministry of Education and Culture Year 2020 Number 4 about Coronavirus Disease Emergency Education.

Nonetheless, distance learning allowed several problems, including boredom that lead to students' less concentration (Abdullah, 2021, p. 30). Distance learning acts as an alternative technology-based system to provide the interaction of teachers and students (Mulianti, 2020, p. 5). Regarding the issues, the government made a policy of limited face-to-face learning. The government made this policy with full consideration. Considering the advantages and disadvantages, especially academics and educators, online learning process was ineffective solution in maximize learning process. According to Marta (2018, p. 79), limited face-to-face learning will be categorize as successful or effective with percentage 70% if the students improve their self confidence in learning. Through the transition, Islamic Private Junior High Schools Pontianak had already manifested it. The transition process of learning time system in several Islamic Private Junior High Schools Pontianak were set according to students' study duration. Although there were such challenges to complete the learning material, the policy considered as appropriate effort to avoid the decreasing of education during online learning (Ramadhan, Iwan., Jaya T N., Firmansyah, E, Alkahfy, R., 2021).

In the beginning of pandemic, Islamic Private Junior High Schools Pontianak conducted online learning system. In the implementation, teachers used several applications to support the learning activities. There were applications like Whatsapp, Google Meet, Zoom Meet and Google Classroom. Nonetheless, the most used application was Google Classroom because it was effective and easy to use so it resulted in low internet data. This issue must bring attention for teachers. The use of media or application influence students' learning outcomes. Hariyanto et al. (2020, p. 4) claimed teachers must created fun learning environment and attractive media to support students' successful learning outcomes.

In a limited face-to-face learning system, the school provides a semi-full schedule to students, this is done to avoid crowds, and keep a distance from both students and teachers, the schedule was originally 40 minutes per hour, became 30 minutes per hour, and there was no rest time.

During learning process, teachers arranged such strategies to make students active and understand the materials for each lesson. In the same line with Saragih et al. (2021, p. 2446), they defined that teachers have to stimulate students through innovative learning in order to involve students' activeness. One of those strategies was teachers gave comprehensive assignments and time based on the difficulty level. In addition, teachers have to consider the students who rely most on internet. It therefore needed students' self confidence and such efforts (Surur et al., 2018, p. 15). Face-to-face learning were conducted after three years of online learning during pandemic. There were such changes during the learning implementation or other activities (Ramadhan, Iwan., 2022). Face-to-face learning during pandemic in Yellow Zone showed the changes by the schools, such as applying health protocol and reducing time lesson. Each efforts had their own disadvantages. In the beginning of limited face-to-face learning in Islamic Private Junior High Schools Pontianak, time lesson was divided into 2 sessions and half of students for each class. For first session, it started on 07.00 AM to 09.15 AM and continued to second session on 09.15 AM to 11.20 AM.

Figure 1 Face-to-face learning limited to distanced students and uses health protocols, and smartphones.



In the implementation of limited face-to-face learning, based on observations, students are given distance to sit in chairs and continue to use health protocols, as well as teaching and learning activities using smartphones containing applications that have been prepared by the school. This is done to avoid excessive contact after the COVID-19 pandemic. Nowadays, Islamic Private Junior High Schools Pontianak were no longer using sessions. However, all students had normal schedules. The use of learning

steps was as same as before the Covid-19 pandemic spread, namely before the beginning of the material, the students recited Al-Quran for one page and continued by learning material provided by the teacher. Then, the teacher asked questions and gave assignments. Nevertheless, the difference was the time-limitation. During the learning process, the meeting was only once a week containing 80 minutes in a meeting. Regardless of the issue, the teacher in Islamic Private Junior High Schools Pontianak had been prepared and planned for limited face-to-face learning. It is because of the crucial role of teachers in learning. Hence, one of the purposes was to encourage students' independent learning (Widodo et al., 2021, p. 3903). It relates to a statement from (Nur, 2021) that the limited face-to-face learning encountered some challenges of limited time and space in schools. However, limited face-to-face learning made less problems from *online* learning.

### **The Assessment Process of Learning Outcomes**

An assessment process refers to the teachers' attempt to assess students' learning outcomes. There were several assessment forms implemented by teachers. Furthermore, it needs to know the definition of assessment. Assessment is an activity of collecting, conducting analysis, and interpreting information obtained during the learning process and concluding the object or something (Tiara & Sari, 2019, p. 23). The assessment was conducted continuously to analyze the information that has been presented together with whole education programs, learning processes, and students in which to determine students' change levels during the lesson. In which, the learning produced students' behaviour changes due to teachers-students interaction in their learning environments (Adri et al., 2021, p. 112). Therefore, the students' learning outcomes were not only on written forms but the manifestation. Besides, at SMP Mujahidin Pontianak, the researchers found that the students' behaviour changed and was categorized as good due to the students showing the behaviour of greeting, smiling, and religious values. Nevertheless, it becomes crucial for researchers to find out the assessment process of learning outcomes created by the school. Hence, the teacher who constantly interacts with students and creates the assessment form were required to find how to conduct the assessment. According to (Apriana et al., 2020), the fundamental purpose of the assessment was to design, to determine the learning model by students' needs, and to know the students' abilities. It is in line with a statement from Rahmawati (2019) that the purpose of education was to develop students' knowledge aspects, behaviours, and skills. A study also claimed that evaluation from teachers and schools was used to examine students' strengths and weaknesses in all lessons in the classroom and school. At the end of the assessment process of learning outcomes, the result of the assessment and learning had to assist the teacher to learn better in identifying the learning strategy to be better in the future and to promote these schools to provide better learning facilities, that were called the evaluation or reflection (Ramadhan, 2021). The evaluation of learning outcomes conducted by educators and educational units includes several aspects, such as behaviour, observation, individual or group assignments, and attitudes that were used in various forms of evaluation tools. These aspects were in accordance with the students' characteristics of competence and students' levels of development that include of knowledge and abilities. According to the findings in implementing the classroom learning, the researchers found that the implementation of Islamic Private Junior High Schools Pontianak were conducted by each teacher. Hence, to gain better comprehension, it needs to know the proper meaning of evaluation.



As stated by Yuniartik et al. (2017, p. 149), the evaluation refers to the outcomes of an evaluation process that include of particular object's quality and it is related to its meaning and value. Besides, the implementation of the assessment refers to the ability of knowledge, attitudes, and skills as same as general evaluation. Hence, the process depended on each teacher and students' characters. However, attitude was one of the aspects developed by the teachers. Furthermore, social attitudes and mental attitudes were included in the attitude development because attitudes assessment is the assessment of students' attitudes in the classroom or outside the learning implementation which aims to determine students' mental and social attitudes' development according to basic competencies. It is in line with a statement from Natalia (2016, p. 2) that social attitude was fundamental for human social relationships. Moreover, the definition of mental attitudes refers to the attitude that stimulate someone to improve self-quality (Agussalim, 2019, p. 161). Moreover, Islamic Private Junior High Schools Pontianak tried to produce students who have good quality of social and mental attitudes including religious value. Regardless, the assessments were conducted based on the 2013 curriculum. According to Kurniawati (2021, p. 641), one aspect to notice by the teachers in conducting an assessment of the affective aspect (attitude) was the appropriateness of Curriculum 2013 and providing an assessment instrument based on certain elements.

Furthermore, through social attitudes, the teachers believe they can generate students' outcomes that had a responsible social personality, tolerance, politeness, mutual cooperation, and be able to interact effectively with social environments. Besides, Islamic Private Junior High Schools Pontianak had implemented the 2013 curriculum by respecting the social and spiritual attitudes. Hence, in the implementation, Islamic Private Junior High Schools Pontianak had already applied the Curriculum 2013 by respecting social and spiritual attitudes. It showed from the teacher taught the students to be polite to the elders and to care the youngsters. Fauziah & Zulfiati (2020, p. 851) stated that in the lesson that related to social symptoms and problems in society, teachers had a crucial role to develop students' social attitudes. The attitude that should be developed by students is not only a social attitudes but also a spiritual attitudes, especially in Islamic schools. According to Bin Mat Wajar & Hamzah (2020, p. 19) in rapid technology era, mental and ssociety plays a major role in human happiness. Therefore, education is a teachers' effort to prepare students and graduates to be able to face the real world. For spiritual attitudes, this school made religion as number one. It showed from how the students at the beginning of learning recite Al-Quran then perform Dhuha prayer. The activities were conducted because these schools believed that it was the basic attitude for people. It supported by Shunhaji (2019, p. 2) that the spiritual attitudes palyed an essential role for students to face society in the future. Moreover, Tamin (2015, p. 46) claimed that beside teachers teaching general lessons, they also had such heavy and difficult responsibility to introduce the students to Almighty God.

Moreover, the assessment of knowledge refers to the assessment that identified the students' weaknesses and strengths in the mastery of the teaching and learning implementation (Jeprianto et al., 2021, p. 17). Furthermore, (Purnami, 2020) stated that in comprehending the knowledge that provided by the teacher, each student obviously had such different ability. Therefore, it was unnecessary for teachers to label students who had minimal result for the assessment. However, it is better for teachers to adapt the learning process to the students' needs in order to make the student easily receive the knowledge. From the explanation above, it can be assumed that the knowledge

assessment is an assessment to determine students' proficiency which includes knowledge of facts, concepts, procedures, and reasoning from low to high levels. The finding from Hikmah's study (2018, p. 12) concluded that students' learning outcomes nowadays become the attention of the international community since there were such new issues in the learning process. Therefore, the implementation of the assessment was conducted carefully and specific ways so teachers can determine the method and assessment form for the students based on their characteristics of the existing competencies.

In the implementation of the knowledge assessment, teachers were expected to have provisions related to their students' knowledge. It is in line with the statement from (Mustika & Royanto, 2021, p. 308) that the learning experience that consists of cognitive, affective, and psychomotor domains was obtained by students. In this case, the techniques commonly used by Islamic Private Junior High Schools in Pontianak were written exams, oral exams, assignments, and portfolios. This is in line with the finding of Mrs. N (a teacher at the SMP Mujahidin Pontianak) who teaches an Integrated Social Studies lesson. The researchers found that the teacher conducted assignments, oral tests, and discussions in students' knowledge assessments. Meanwhile, Mrs. H (a teacher from SMP Islamiyah Pontianak) who teaches Mathematic conducted the assessment by asking questions and giving assignments. In addition, Mrs. H had a rule for her assessment such as teachers decrease the score when students submit the assignment late. Next, the conducted assessment process was students' skills assessment. Yulianti Rahayu et al. (2019, p. 9) stated that the assessment aims to obtain satisfactory learning outcomes. In this process, teachers require to implement such innovative, creative, and active learning. Furthermore, skills assessment was conducted by measuring the students' skills in applying their knowledge in certain assignment of different contexts. As supported by Kurniati et al. (2019, p. 308), skills assessment included the assessment of concrete and abstract aspects. Moreover, concrete relates to parsing, creating, and modifying activities. Meanwhile, abstract refers to reading, counting, writing, and so on. The assessment can be conducted using a variety of techniques, such as direct assessment, product assessment, and project assessment. The assessment absolutely aims to establish students' skills. As claimed by Lase (2019, p. 29), the development of students' skills process assessment has an indirect advantage on their academic and work. Hence, the researchers found at SMP Mujahidin Pontianak, Mrs. N also conducted a skill assessment by linking lessons to the students' abilities and creativities, for instance, in the lesson on integrated social studies, especially in economic theme, students were assigned to create such an independent business by using posters and media promo so that the profits from the sales were used for class cashflow. In this regard, Edy et al. (2020, p. 51) conducted a study in secondary schools and found the highest unemployment rate was often associated with high school graduates. Therefore, it is important for schools to promote Economics lessons to their students as implemented by the Integrated Social Studies teachers at SMP Islamiyah Pontianak.

### **Health Protocol Facilities**

The Indonesian Ministry of Health has released new rules as a prevention for people who would do outdoor activities. Several body conditions need to be considered as good health, wearing a mask, keep a distance, using hand sanitizer, or washing hands frequently when doing outside activities or physical activities. Hence, they were required to check/measure their body temperature with a thermometer



before enter the location and prohibited to touch face if it is not sterile (washing hands). A study from Krismiyati et al. (2021, p. 32) reported that the actions to prevent the spreadness of the Covid-19 virus were washing hand by soap and water regularly then perform the ethics when sneezing.

Besides, several health protocol facilities in Islamic Private Junior High Schools Pontianak were meant to keep the students' health. Bile & Tapo (2021, p. 42) commented that the schools had to maximize the preventive effort to protect the students. Islamic Private Junior High Schools Pontianak had already showed the effort. This also applied to all school residents who now had a big number of activities, especially those who had returned to schools, and had to get used to it. Furthermore, Saifulloh & Darwis (2020, p. 287) defined that the implementation of limited face-to-face learning during pandemic becomes the main focus in order to monitor all residents' health and safety. Also, Indonesia's Ministry of Health stated that the prevention of Covid 19 can be cconducted in the following ways: 1) Washing your hands with soap as often as possible. 2) Using a mask for people who have a cough or cold. 3) Eat a lot of vegetables and fruits. 4) It is advised not to consume raw meat. 5) Exercise hard work and adequate rest. 6) Be careful of contact with animals. 7) If you have cough, runny nose, or shortness of breath, go to a medical facility immediately. The researchers found that the school had implemented the health protocols well, such as providing thermometers and hand sanitizers in every class, students were required to wear masks, and washing hand in front of the school. Ardillah et al. (2021, p. 7) also commented that the school which conducted limited face-to-face learning during the pandemic had to meet the requirements for preventing the spreadness of Covid-19 virus.

The face-to-face learning process that is limited and takes a long time shows that learning activities run safely and do not make students worry about participating in classroom learning (Zaman & Andriyanty, 2021). Some madrasas implement learning strategies by prioritizing health protocols that have been set by the government, in addition to strict supervision and temperature checks and antigen tests are carried out routinely on students and school equipment, this is done routinely.

Figure 2. Students when entering class are required to use a hand sanitizer



In the first stage, the madrasa gave an appeal to the students to continue implementing the post-pandemic health protocol, namely by maintaining health both when entering school and after school, the process of teaching and learning activities was carried out by not learning fully but only half the time. , this is to prevent re-spread. Learning is done by adopting several schools that have implemented limited face-to-face learning by utilizing existing technology (Pham & Ho, 2020). apart from modern learning, activities in post-pandemic schools have also begun to form the application of learning systems that prioritize technology, because not only the use of applications such as power points but also the use of unnecessary paper-based materials but only distributes material in the form of files sent to the whats group. classroom app, and can be learned by all students. This is the maximum process of utilizing technology in schools, this is also a safeguard to avoid the transmission of the Covid-19 virus in schools. Schools abroad have also used this system for a long time, and have succeeded in suppressing its spread (Vasileva et al., 2021).

Islamic boarding schools that prioritize religion also take advantage of this limited face-to-face learning process by strengthening religious material, so that they get closer to God. There are also madrasas that provide motivation by bringing in ustadz from outside the region so that they can increase their maximum strength to obey and be given the mandate to be given health and complete learning abilities at school. In pesantren, it is also more advanced and prioritized are teachings that are ordered or ordered by Kyai, (Maarif et al., 2022,) Syakier & Hanafiah, 2021).

The impact of this research is to provide an overview of the limitations of the face-to-face learning process after the COVID-19 pandemic, then offer innovations, especially the learning process that uses digital applications by utilizing applications that are free and easy to use, because previously there were still many learning systems that used conventional or traditional, Of course, this becomes creativity for teachers and makes students not monotonous and bored in learning, further strengthened by maintaining health protocols even though the pandemic is gone. The limitation of this research is that the process of collecting face-to-face data with informants is still not optimal because there are some schools that do not want to accept the face-to-face interview process.

Based on the research results obtained, further research is needed that leads to the development of digital learning processes for students, in this era of globalization and modernization, an innovative, creative and fun learning system is needed for students, especially after the pandemic.

## **CONCLUSION**

Based on the result and discussion above, it can be concluded that the implementation of face-to-face learning at Islamic Private Junior High Schools Pontianak was conducted with limitations. These limitations were found from the limited number of students and teachers to the limited study duration to learn at schools. Thus, in the implementation of limited face-to-face learning, the researchers found that the teachers changed the normal learning strategy to a limited face-to-face learning strategy. For example, in schools, teachers as educators had their own short-time learning strategies, so the learning process can be conducted effectively. However, the learning system had significant similarities with the previous system before Covid-19 pandemic. For instance, in the beginning of the classroom activity, the students recite one page of Al-Quran then continue with the teacher delivered the learning

material. Furthermore, the teacher asked questions and gave assignments to the students. However, the limited face-to-face learning only had one meeting per week and the duration was only 80 minutes for one meeting. Thus, to deal with the issue, the assessments were expected to change student behaviour, develop students' religious values, respect, honesty, discipline, caring (tolerance, mutual cooperation), polite, responsible, and optimistic behaviour, as well as effective use of society and nature. Furthermore, according to the observation and interview, the researchers found that the strategies used for face-to-face learning were limited. For instance, in delivering the material, the teachers deliver all of the same material in the book in one meeting because the teacher worried there were materials that were left behind due to time limitations. In addition, the researcher found that the school's strategy in health protocols was excellent. For instance, the school prepared hand sanitizers in each class for students, then the students were also required to wear masks while at the school.

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