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LECTURERS AND STUDENTS' RECEPTION OF FACE-TO-FACE LEARNING IN THE NEW NORMAL PERIOD

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ABSTRACT

This study aims to describe the acceptance of lecturers and students towards the implementation of face-to-face learning during the new normal period, to analyze the reasons for choosing learning methods, as well as their acceptance and expectations of face-to-face learning. Data collection was carried out through structured interviews using Google Forms with 15 lecturers and 35 students from the Department of Social Sciences FKIP ULM. The results showed that most lecturers preferred online learning (84%), while students were almost balanced between online (54%) and offline (46%) methods. The majority of lecturers choose online learning because of the pandemic, while some students prefer face-to-face because it is considered effective. The study recommends implementing the hybrid learning model while adhering to health protocols and infrastructure requirements according to the Circular Letter of the Director General of Higher Education, Ministry of Education and Culture Number 4 of 2021.

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PRELIMINARY

Acceptance (reception) of lecturers and students for the implementation of PTM during the new normal period received various responses. Some hope that learning will be carried out online, but some hope that it will be face-to-face and what is quite interesting is that it is balanced, which in this study is termed blended learning models. Face-to-face learning is felt to be more effective because it can meet directly between students and lecturers. Lecturers can guide directly to students, especially practical courses. Students can ask questions directly to the lecturer without having to struggle 'against' the signal and the heavy quota burden that students must prepare. However, face-to-face learning is not without risk. At the start of PTM implementation, <https://mediaindonesia.com>, 18/1/2022; <https://republica.co.id/September> 23, 2021). The reception of lecturers and students towards the implementation of PTM is relevant to study in order to understand the acceptance (reception) of lecturers and students towards PTM which took place during the new normal period. New normal is a change in behavior to continue carrying out normal activities with the addition of implementing health protocols to prevent transmission of Covid-19. In simple terms, this new normal only continues the habits that were carried out during the implementation of the regional quarantine (Sitorus, 2020).

The implementation of PTM during the new normal in tertiary institutions was partially successful, but not a few failed due to positive confirmation of Covid-19 for students and lecturers after the implementation of learning. The reception of lecturers and students towards the implementation of PTM was partly running, but not a few also refused, requiring learning to be carried out online. Online learning for some lecturers seems ineffective, although a small number have been able to design effective online learning. Blended learning models may be a solution when the facts show that not all PTM implementations are successful in practice. There are many obstacles faced both related to the implementation of health protocols (prokes), the availability of online learning facilities and infrastructure (Syaharuddin, et al.,

Studies related to online learning before and during the pandemic, both on campus and at school, have been carried out by many researchers (Adijaya, N., 2018; Syaharuddin et al., 2021; Handayani, L., 2020; Firman, F., & Rahayu, S., 2020; Marbun, P., 2021), as well as the effectiveness of implementing PTM in schools and campuses (Syaharuddin, et al., 2022; Johan, H., Helendra, H., & Hadarah, H., 2021). However, studies on lecturer and student receptions for PTM during the new normal period have not been carried out much, therefore this study aims to: (1) describe lecturer and student receptions related to face-to-face learning implementation plans during the new normal period; (2) analyzing the reasons why lecturers

and students choose learning methods (online or offline) in the new normal period; (3) describe the acceptance (reception) and expectations of lecturers and students regarding learning in the new normal period. The three objectives are expected to provide an overview of how lecturers and students accept the implementation of PTM in tertiary institutions in the new normal period.

This research is based on the argument that the implementation of PTM on campus during the new normal period not only brings joy to some students and lecturers who already miss the campus and meet their friends, but also needs to pay attention to health protocols that must be implemented in a disciplined manner. besides applying the blended learning model. Health protocols must be the main target in implementing PTM on campus to avoid the wider spread of Covid-19. Second, the application of the blended learning model must be an alternative learning amidst a pandemic. This is considering the effectiveness of learning with technology that was carried out during the pandemic, although some felt it was less than optimal.

RESEARCH METHODS

This research uses a qualitative approach with descriptive methods. Data collection through structured interviews using the Google Forms platform. The subjects of this study were lecturers and students from study programs within the Social Sciences Department of FKIP ULM, which totaled six study programs, namely History, Civics, Economics, Sociology, Geography and Social Studies. There are 15 lecturers and 35 students. Sampling method through stratified random sampling. Observations were not carried out in this study, considering that it was still a pandemic. Data analysis was carried out by following the Miles & Huberman model. Data analysis starts from data reduction, data presentation and data verification or conclusions. Data validity through source and technique triangulation and member checks.

RESEARCH RESULTS AND DISCUSSION

The reception (acceptance) of lecturers and students in the Social Sciences Education Department of FKIP ULM towards the implementation of PTM on campus there were various responses regarding the choice of lecture form or method to their expectations for the implementation of PTM so that it could run as expected.

Table 1. Learning during the pandemic according to lecturers within the Social Sciences Education Department

Question	Forms of Learning		Total Respondents
	On line	Offline	
Lecturer's choice regarding current learning methods	16 respondents (84 %)	3 respondents (16 %)	19

Source: Processed Data (2022)

The Covid-19 pandemic has influenced lecturers in making decisions regarding the form or method of learning chosen. Table 2 illustrates that most of the lecturers (16 respondents) chose the online learning method. The reason for the lecturer choosing the online learning method as the data illustrated in Table 2 is that there are concerns about being infected with the Covid-19 virus besides being a government regulation, especially the Ministry of Education and Culture regarding working from home (BDR). Besides that, there is still low awareness of students doing vaccines and there are still limited facilities and infrastructure on campus related to the spread of Covid-19. Infrastructure is a must for implementing PTM on campus (Anam, C., 2021).

Table 2. Reasons for lecturers choosing online learning methods in implementing PTM

Respondents	Transcript of Interview Results	Interpretation
RD1	Not ready for offline learning; there are still students who have not been vaccinated, they are still safe online	Availability of infrastructure related to PROKES/some students have not been vaccinated
RD2, RD3, RD8, RD14, RD18, RD19	Healthier, safer and reduces the risk of transmission of Covid-19	Risk of transmission of Covid-19
RD4	Aside from the fact that it's still a pandemic and some students haven't had vaccines, even though PTM is currently allowed with a maximum of 50% of the number of students, I'm still maximizing online learning because there are only a few meetings left.	Availability of infrastructure related to PROKES/students not yet vaccinated
RD6, RD9	Learning is more flexible and can be done anywhere	Flexibility of learning from the aspect of time and place
RD7	Makes it possible to study or teach from anywhere in the world. This means no need to commute from one place to another, or follow a strict schedule.	Flexibility of learning from the aspect of time and place
RD12, RD13	Because of the implementation of PPKM and the rules and policies of the leadership	Government regulations regarding BDR
RD15	Because as educators, in addition to maintaining health protocols, they can also be more flexible in carrying out various kinds of duties as educators	The risk of Covid-19 transmission and the flexibility of learning from the aspect of time and place

Respondents	Transcript of Interview Results	Interpretation
RD17	Conditions are still uncertain and offline learning requires careful management so that it does not become a new Covid transmission cluster	Availability of infrastructure related to PROKES/students not yet vaccinated and the risk of Covid-19 transmission

Source: Processed Data (2022)

Some lecturers still choose offline learning or PTM for several reasons as illustrated in Table 3 below.

Table 3. Reasons for lecturers choosing offline learning methods in implementing PTM

Respondents	Transcript of Interview Results	Interpretation
RD 5	The learning process requires direct interaction	Learning through direct interaction is more effective
RD 10	Because the purpose of learning can be implemented properly	Learning through direct interaction is more effective
RD 16	Via offline, you get to know the character of students more directly.	Learning through direct interaction is more effective and more familiar with the character of students

Source: Processed Data (2022)

Even though most of the lecturers chose online learning, there were three respondents who stated that learning using the offline method was because learning was more effective and it was easier to get to know student characters. Online learning is felt to be less than optimal during the new normal (Sabiq and Ahmad Fikri, 2020). The following will describe how the reception (acceptance) and expectations of lecturers regarding the implementation of PTM.

Table 4. Lecturers' reception and expectations of the implementation of face-to-face learning (PTM)

Respondents	Transcript of Interview Results	Interpretation
RD1	Offline learning can be done but is limited, and there are prepared facilities and infrastructure	Availability of infrastructure related to PROKES
RD2	Online learning is packaged properly by the teacher so it is not monotonous. Based on the student center, but still under the supervision and evaluation of the teacher so that it is in accordance with what is the learning objective	Learning strategies (approaches, models, methods, media, sources and evaluation) are varied and challenging
RD4, RD5	Learning can be done in a hybrid manner as a form of effort to implement health protocols.	Learning is done in a hybrid/blended way
RD6	So that learning is interspersed with offline so students don't get bored studying online and can interact directly with lecturers and other students	-Learning is done in a hybrid/blended way -Communication
RD7	Clarity of assignments in online learning to increase student participation	Learning strategies (approaches, models, methods, media, sources and evaluation) are varied and challenging

Respondents	Transcript of Interview Results	Interpretation
RD14, RD16	So that the implementation of PTM is planned, carried out, properly evaluated and in accordance with the Covid-19 Prokes	Availability of infrastructure related to PROKES/some students have not been vaccinated
RD15	Use innovative learning media and learning strategies that can make students passionate about giving material	Learning strategies (approaches, models, methods, media, sources and evaluation) are varied and challenging
RD9, RD17, RD19	The best learning for now is blended, with offline sessions focused on mastering student abilities that cannot be trained in online sessions so that they can complement each other	Learning is done in a hybrid/blended way
RD18	Learning is varied and not monotonous so as not to reduce students' interest and motivation to learn	Learning strategies (approaches, models, methods, media, sources and evaluation) are varied and challenging

Source: Processed Data (2022)

Table 4 describes the reception (acceptance) and lecturers' expectations of the implementation of PTM, there are at least three things, namely first, various and challenging learning strategies (approaches, models, methods, media, sources and evaluation) are needed. Second, learning should be done using blended learning models. Third, the availability of infrastructure related to Prokes-Covid-19 and some students have not been vaccinated. Face-to-face learning in the new normal era requires discipline in carrying out the Covid-19 Prokes (Prokes-Covid-19). Nissa, et al., 2020) so as not to increase the number of confirmed Covid-19.

Table 5. Choice of new normal learning forms/methods according to students

Question	Forms of Learning		Total
	On line	Offline	
Student choices regarding current learning methods	21 respondents (49%)	22 respondents (51 %)	43 respondents

Source: Processed Data (2022)

Table 5 illustrates that the choice of learning forms/methods chosen by students is almost balanced between online (45%) and offline (51%). The reasons for students choosing online learning based on Table 6 can be explained that the majority of students are worried about being infected with Covid-19; live frugally without paying for boarding; and flexible in learning. In the midst of the Covid-19 pandemic, its relation to the implementation of PTM is limited, it is necessary to adapt to a new life (new normal life) in learning. It requires active involvement and stakeholder participation in facilitating this, so that both students and parents will feel safe and comfortable in following the learning process (Fitriansyah, F., 2022).

Table 6. Reasons for students choosing online learning methods/forms in implementing PTM

Respondents	Transcript of Interview Results	Interpretation
RM3, RM24, RM28	Online learning is more economical in terms of cost, especially for overseas students because they do not have to pay for rent for a house/boarding house and other living expenses.	Economical
RM7, RM11, RM26, RM29, RM30, RM31, RM34, RM35, RM36,	Because the Covid 19 pandemic has not ended and many students have not received vaccines, apart from limited quotas in several areas.	-The dangers of Covid-19. -Vaccine
RM8	Due to distance constraints if I have to go to campus, because I'm in my hometown.	Distance
RM14	Because they have not received permission from their parents	Parental permission
RM15, RM37	Because it's more flexible. While studying online, I feel comfortable with wifi at home. Save energy and mind.	-Flexible -Save energy and mind
RM17	Because it still depends on the lecturer (who is still learning online) and the responsibility because it is nearing the end of the semester.	Following the will of the lecturer (online)
RM18	If it allows offline learning, it can only be done by a few people and the time for learning is also limited.	-Limit the number of people -Restricted study time
RM20	Because it's easier and more practical	Easy and practical
RM29	Because it facilitates communication between friends and lecturers, especially the delivery of teaching materials	Communication
RM38	Because it makes it easier for students not to come to campus and can be more on time in lectures and makes it easier to carry out assignments given by lecturers. Online lectures provide a lot of student experience in technology adaptation	-On time (on time) -Easy to complete the task -Technology adaptation

Source: Processed Data (2022)

The reasons for students choosing offline learning or face-to-face learning (PTM), are shown in Table 6 below.

Table 6. Reasons for students choosing offline learning methods in implementing PTM

Respondents	Transcript of Interview Results	Interpretation
RM1, RM23	In my opinion, offline lessons are easier because you can meet face-to-face with lecturers so they are more effective.	Direct interaction is more effective
RM2	I chose offline learning because it is easier to understand the material from learning and is more focused on receiving lecture material	Understand the material and be more focused
RM4	Because it is more effective in explaining material from lecturers, because if online there must be an unstable network	More effective direct interaction and network problems

Respondents	Transcript of Interview Results	Interpretation
RM5, RM6	Because with offline learning, I am more able to be active in learning such as during discussions. As well as easier to understand the material.	-More direct interaction -Effective -Easy to discuss
RM9, RM10, RM16	Because in my opinion it is more effective in producing learning, be it interaction or delivery of material and easy to understand the material	Direct interaction is more effective
RM21, RM22	With offline learning, students can take part in learning directly without using quotas that are usually used online. In addition, students can practice their soft skills with direct/offline learning.	-Interact with friends -expensive quota
RM12, RM13, RM19, RM25, RM27	Because in order to be able to interact well between lecturers and students. Because most of this online learning period students are rarely able to understand or focus on learning to be bad or broken.	Interaction with friends and lecturers
RM40	In my opinion, both of these methods can be applied at this time considering the conditions in handling the pandemic are getting better.	Blended Learning Models
RM33, RM41, RM42, RM39	Because besides being easy to understand the material, I can also communicate directly with the lecturer and so can my friends	- Understand the material -Communicate with lecturers and fellow friends
RM43	Because the material presented can be digested properly, whereas in online learning there are always obstacles, for example a limited network, or an internet quota package that is not sufficient to take part in online learning	- Understand the material -Online learning constraints

Source: Processed Data (2022)

Based on Table6 it can be explained that the reason students choose offline learning (PTM) is the majority because it is easier to interact and communicate with lecturers and their friends; besides that it is easier to understand the material. Several other reasons include that there are many obstacles in online learning, such as limited quotas. Besides quotas, networks are among the determining factors in online learning (Syaharuddin et al., 2021; Syaharuddin et al., 2022). The acceptance (reception) and student expectations in the implementation of PTM are as illustrated in Table 8 below.

Table 8. Student reception and expectations in implementing PTM

Respondents	Transcript of Interview Results	Interpretation
RM1, RM9, RM14, RM29, RM32, RM37	If the pandemic is not over, then online learning is better to reduce the spread of the Covid-19 virus	PTM is carried out if it is free from Covid-19 -Reducing the spread of Covid-19
RM2, RM3, RM11, RM24, RM39, RM41,	In order to increase creativity through the use of available technology so that online learning is more interesting, for example audio-visual media	Creative in the use of technology
RM4, RM10, RM12, RM13, RM16, RM22, RM25, RM34, RM40, RM42	So that learning is carried out through hybrid learning, namely 50% offline and 50% online	<i>Hybrid learning models</i>
RM5	Learning that prioritizes problem solving	<i>Problem based learning models</i>
RM6, RM8, RM19, RM21	Reducing the time for learning activities, complying with health protocols, administering vaccines	-Reduce study time - Comply with Prokes -Vaccine
RM7, RM31, RM38	Online learning by utilizing various media, such as e-learning, zoom, and WA groups so that students can adapt to technology	Optimum use of online media
RM15	So that there are not many assignments and online webinars at the same time because they distract from learning focus	Reducing tasks
RM17	So that learning emphasizes more on independence	Learning independence
RM18	Online learning can be used as the right solution for pandemic situations. So that students can continue to learn by continuing to interact with one another. In addition, our education system must be ready to transform online learning for both students and educators.	-Online learning a solution -Communication through online media
RM20	To be more consistent in learning.	Consistent learning
RM22, RM23	Because the pandemic condition has not recovered 100%, it is best if offline learning is held in a limited and rotational manner.	PTMs are limited
RM26	In the midst of the Covid-19 pandemic, our education system must be ready to take the leap to transform online learning for students and teachers. Build creativity, hone student skills, and improve self-quality with this change.	-Transformation of online learning -Build creativity and information technology skills
RM27	Increase literacy and assignments for students.	Literacy
RM28, RM30, RM35	Studying online in this time of Covid-19 is the best for now.	Online learning
RM33	It's better to study online, because now technology has advanced.	Advanced technology
RM36	So that online learning uses e-learning provided by the campus, because students already understand its use.	Learning through e-learning (LMS)

Source: Processed Data (2022)

Table 8 illustrates that the majority of students hope that learning during the pandemic will be carried out using hybrid learning models, namely 50% PTM and 50% online or online (in a network). Hybrid learning models for institutions can overcome classroom limitations; for lecturers to use free time to research and do community service; for students who study while working are very helpful (Isman, M., 2016). The table also illustrates that the creativity of lecturers in using technology for learning is very necessary so that it is not boring. A variety of methods is needed in online learning so that learning is not boring (Alfonsius, A., 2021). Among the media tools that can be used are WhatsApp (WA), telegram, Instagram, zoom applications or other media as learning media (Atsani, KLGMZ, 2020). One among aThe popular application used during the pandemic is Google Classroom, which is very useful for managing classes online. So that the combination of online and offline can be a good learning management system (Johan, H., Hendra, H., & Hadarah, H., 2021). However, students also feel it is important that the Covid-19 Prokes be implemented strictly during PTM implementation to reduce the spread of Covid-19. Discipline in carrying out the Covid-19 Health Program is the key to success in implementing PTM (Rahmiati Aulia, et al., 2022). Table 9 below presents data sourced from online media regarding the implementation of PTM at various campuses in Indonesia.

Table 9 Online media news regarding the implementation of face-to-face learning (PTM)

No	Online Media Sources	News content	Discourse	Media Scope
1	https://covid19.ulm.ac.id/wp-content/uploads/Kampus-Siaga-Covid-19.pdf . 2020. (Accessed 16 February 2022)	The Campus Alert Program for Epidemic Events is a program that is carried out holistically, comprehensively and continuously. This program is actually a community health program that is carried out continuously but with an intensity according to the situation.	Campus-Alert-Covid-19	Local
2	https://covid19.ulm.ac.id/2021 . (Accessed February 16, 2022)	The Potential and Risks of ULM Student Mobility During PTM During the Covid-19 Pandemic, namely: 1. The implementation of PTM ULM will cause local, regional and national mobility. 2. If PTM is carried out simultaneously, there will be national mobility of 3,959 students, regional mobility of 30,311 students and local mobility of 31,597 ULM students. 3. The potential for student mobility has a high risk of producing imported cases, student clusters/campus clusters, and transmission in the community. 4. The risk of transmission does not only occur in the cities of Banjarmasin and Banjarbaru, but also in the hometowns of students when they return regularly in the form of regional mobility or even return for semester holidays. This risk is magnified by the spread of the Delta variant and	Potential and Risks of ULM Student Mobility During PTM During the Covid-19 Pandemic	Local

No	Online Media Sources	News content	Discourse	Media Scope
		possibly other, more dangerous new mutations of the virus.		
3	https://edukasi.kompas.com/read/2021/09/10/130808071/6 . September 10, 2021 (Retrieved February 16, 2022)	The Ministry of Education and Culture continues to encourage students and students to participate in limited face-to-face learning (PTM) during the Covid-19 pandemic. Even though it was delayed due to a surge in positive cases of Covid-19 some time ago, currently a number of PTs are continuing to improve to return to conducting Limited PTMs. The campus continues to prioritize health protocols by limiting students participating in limited PTM.	These Campuses Plan to Hold PTM Limited	6 National
4	https://www.kemdikbud.go.id/main/blog/2021/09/kampus-terus-ber-prepared-tatap-muka-terlimited-protokol-kesehatan-tetap-utama . September 24, 2021. (Accessed 16 February 2022)	Universities are again holding Limited PTM in the odd semester of the 2021/2022 academic year. PTM Limited which is carried out with strict health protocols is also combined with online learning (hybrid). Various health protocols such as sanitation facilities in the campus area, reducing closed gathering places and creating crowds, wearing masks and maintaining distance, limiting room capacity to a maximum of 50 percent, and ensuring students outside the area are in good health and have carried out a 14-day self-quarantine or swab test, provision of temporary isolation rooms and support for emergency measures for the academic community on campus.	Campus Continues to Prepare Limited Face-to-Face, Health Protocol Remains Main	National
5	https://kabar24.bisnis.com/read/2021/09/24/10924/79/1446441/ . 24 September 2021 (Retrieved 16 February 2022)	Region III Higher Education Service Institute (LLDikti), states the requirements that need to be fulfilled by educational institutions wishing to conduct limited PTM as follows: Planning Stage: (1) PT can carry out preparations for the implementation of PTM according to the PPKM level according to the Instruction of the Minister of Home Affairs regarding PPKM. (2) PTs are only allowed to organize curricular activities through learning, research, and community service. (3) PTs are ready to implement health protocols. (4) PTs form a Covid-19 handling task force at PTs to compile and implement health protocol SOPs. Implementation Stage: (1) Report on the implementation of learning to the Covid-19 handling Task Force on a regular basis. (2) Perform testing and tracing periodically. Monitoring Stage: PT enforces health protocol SOPs and conducts periodic monitoring and evaluation of the implementation of health protocol enforcement SOPs.	Campus Requirements May Do Face-to-Face Learning	National
6	https://www.cnbcindonesia.com/news/20211007191654-4-282265/ . 07 October 2021. (Retrieved 16 February 2022)	PTs are again holding Limited PTMs in the odd semester of the 2021/2022 academic year. PTM Limited which is carried out with strict health protocols is also combined with online learning (hybrid), and adjusted to the PPKM guidelines that apply in their respective regions. The government emphasizes that PTs must carry out a number of stages starting from preparation,	Campus Starting PTM, Here Are A Number Of Requirements That Must Be Fulfilled	National

No	Online Media Sources	News content	Discourse	Media Scope
		implementation, to monitoring, as stated in the Circular Letter of the Director General of Higher Education, Ministry of Education and Culture, Ministry of Education and Culture Number 4 of 2021 concerning Implementation of Face-to-Face Learning for the 2021/2021 Academic Year.		
7	https://edukasi.okzone.com/read/2022.04-January-2022 (Retrieved 16 February 2022)	Acting Director General of Diktiristek Kemendikbudristek Nizam has conducted monitoring on several campuses to monitor 100% PTM preparations. According to him, the implementation of 100% PTM on campus will be carried out in stages according to the readiness of each PTM to adjust. Many PTs have prepared facilities according to health protocols. Like a thermo gun and also a place to wash hands. Apart from that, PT has also prepared an officer unit (Satgas) consisting of student elements so that they can monitor order in carrying out the health protocol.	Universities Prepare for PTM 100 Percent	National
8	https://banjarmasin.tribunnews.com/2022/01/13/ January 13, 2022 (Retrieved February 16, 2022)	PTM at the Islamic University of Kalimantan (Uniska) MAB will be held in March 2022. In this regard, the Faculty Leaders will make preparations to carry out PTM. The preparation that has been done is to make preparations, starting from the lecture classroom, to the practice room.	Uniska MAB Prepares PTM Early March 2022, This is the response of the Faculty Leaders	Local
9	https://edukasi.kompas.com/read/2021/11/08/164611971.8 November 08/11/2021 (Accessed 16 February 2022)	Several PTs have now started implementing Limited PTMs while still paying attention to health protocols and applicable conditions. The Directorate General of Diktiristek Kemendikbudristek has issued guidelines regarding the holding of Limited PTMs in the odd semester of the 2021/2022 academic year. These guidelines were issued through Circular Letter Number 4 of 2021 concerning Implementation of Face-to-Face Learning for the 2021/2022 Academic Year.	Take a peek at the implementation of face-to-face lectures in a number of universities	National
10	https://www.republika.co.id/berita/56g5x428/4 January 2022, (Accessed 16 February 2022)	According to Nizam, until now there has been no new cluster in PTs, the key is to be disciplined in implementing health protocols. Nizam stated, PTs can carry out PTM in stages according to the availability of supporting facilities and infrastructure in the campus environment. In addition, he said that the Covid-19 pandemic had brought lecturers and students closer to technology and encouraged campuses to present various innovations. He will try to accelerate the many PTs that were still not optimal during the pandemic.	Ministry of Education and Culture: Universities Are Ready to Implement Face-to-Face Learning	National

Source: Processed Data (2022)

Based on Table 9, it can be explained that the government through Kemendikbudristekdikti is seeking various facilities and infrastructure so that the implementation of PTM in tertiary institutions (PT) can run well. Besides that, during the implementation of PTM, it is hoped that they will be able to carry out Prokes-Covid 19

properly. Face-to-face learning during the new normal era requires high discipline in carrying out the Covid-19 Prokes (Prokes-Covid-19).Nissa, et al., 2020).

CONCLUSION

This research concludes that learning in tertiary institutions is expected during the new normal period, most of the lecturers (84%) want online learning, while students are almost balanced between online (54%) and offline (46%) learning methods. The reason lecturers chose online learning was because it was still in the Covid-19 Pandemic, while according to students because PTM was considered more effective. Reception (reception) and hThe hope of lecturers and students in implementing PTM during the Covid 19 pandemic is that learning is carried out using blended learning models while still paying attention to health protocols including the fulfillment of infrastructure facilities to facilitate the implementation of PTM.

The Covid-19 pandemic has opened the horizons of thinking for academics that learning by utilizing technology provides its own nuances and is relatively more effective in achieving learning goals. The pandemic is not only seen as a terrible epidemic but on the other hand in the world of education it has given a new nuance where digital literacy is getting better for educators in learning practices on campus.

This research has not examined the process of implementing PTM in PT, so it needs to be followed up by other researchers so that the study of PTM during the pandemic is more comprehensive. This study suggests that university and faculty leaders are expected to implement the PTM implementation stages based on the Circular Letter Director General of Higher Education Ministry of Education and Culture Number 4 of 2021 concerning Implementation of Face-to-Face Learning for the 2021/2021 Academic Year so that PTM can run as expected.

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