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Evaluation of the Limited and Gradual Face-to-Face Learning Activity Post the COVID-19 Pandemic at the Faculty of Social Sciences and Law, State University of Surabaya

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Abstract

This study aimed to evaluate the limited and gradual face-to-face learning activities at the Faculty of Social Sciences and Law, the Surabaya State University (Unesa), after the Covid-19 pandemic. The Covid-19 pandemic has impacted all sectors of life, including the education sector. After implementing learning using distance methods online for several months, the Faculty of Social Sciences and Law, Unesa, held limited and gradual face-to-face learning activities during the post-pandemic transition period. This study is intended to evaluate these activities. The research method used is descriptive. The analytical framework uses policy evaluation using evaluation criteria which include 1) Effectiveness; 2) Efficiency; 3) Adequacy; 4) Equity; 5) Responsiveness; 6) Appropriateness. The results of this study show that most students consider the implementation of limited and gradual face-to-face learning to be good enough and able to create a conducive learning atmosphere and increase student enthusiasm for learning. However, several things, primarily related to the limited and gradual availability of facilities and infrastructure to support face-to-face lecture activities, need to be considered. Several supporting facilities and infrastructure that need to be added include a portable microphone or Bluetooth headset to support hybrid learning, spare masks, and hand washing soap refills at the sink. One of the limitations of the research is the subjectivity of the researcher. This study relies heavily on the researcher's interpretation of the meaning implied in the interviews; therefore, the possibility of bias remains.

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Keywords: Evaluation, the Limited and Gradual Face-to-Face Learning Activity, COVID-19

Abstrak

Tujuan dari penelitian ini adalah untuk mengevaluasi pelaksanaan kegiatan Perkuliahan Tatap Muka Terbatas dan Bertahap di Fakultas Ilmu Sosial dan Hukum Universitas Negeri Surabaya pasca pandemic Covid-19. Pandemi Covid-19 telah membawa dampak pada seluruh sektor kehidupan, diantaranya sektor pendidikan. Setelah melakukan pembelajaran dengan metode jarak jauh (PJJ) secara daring selama beberapa bulan, Fakultas Ilmu Sosial dan Hukum Unesa menyelenggarakan kegiatan perkuliahan tatap muka terbatas dan bertahap pada masa transisi pasca pandemic. Penelitian ini ditujukan untuk mengevaluasi kegiatan tersebut. Metode penelitian yang digunakan adalah deskriptif. Kerangka analisis yang digunakan adalah teori evaluasi kebijakan dengan menggunakan kriteria evaluasi meliputi; 1) Efektivitas; 2) Efisiensi; 3) Kecukupan; 4) Perataan; 5) Responsivitas; 6) Ketepatan. Hasil dari penelitian ini menunjukkan bahwa sebagian besar mahasiswa menganggap pelaksanaan perkuliahan tatap muka terbatas dan bertahap sudah cukup baik dan mampu menciptakan suasana belajar yang kondusif serta meningkatkan semangat belajar mahasiswa. Namun beberapa hal khususnya terkait ketersediaan sarana dan prasarana penunjang kegiatan perkuliahan tatap muka terbatas dan bertahap perlu untuk diperhatikan. Beberapa sarana dan prasarana penunjang yang perlu ditambahkan antara lain adalah mikrofon portable atau Bluetooth headset untuk menunjang hybrid learning, masker cadangan, serta isi ulang sabun cuci tangan di wastafel. Salah satu keterbatasan penelitian adalah subjektivitas peneliti. Studi ini sangat bergantung pada interpretasi peneliti tentang makna yang ditunjukkan dalam wawancara; oleh karena itu, kemungkinan bias tetap ada.

Kata Kunci: Evaluasi, Pembelajaran Tatap Muka Terbatas dan Bertahap, COVID-19

INTRODUCTION

The presence of the COVID-19 pandemic has had an impact on all sectors of human life, including the education sector. It has been several months since educational institutions have had to conduct distance learning online. To prevent the transmission of the COVID-19 virus in learning places, the health protocol is the most important thing to do. In the Guidebook for Implementation of Learning in the COVID-19 Pandemic Period compiled by four ministers, it is stated that face-to-face learning is carried out through two phases, namely the transition period and the new normal period. Face-to-face learning in educational units in the green zone is carried out by determining priorities based on higher education levels first and taking into account the ability of students to apply health protocols and maintain physical distancing in carrying out face-to-face learning in educational units (Kemendikbud, 2020).

During the COVID-19 epidemic, teaching and learning activities must continue so that the golden generation does not fall behind in learning and continues to study for the advancement of the next generation as the spearhead of the nation's growth in the future (Pujiasih, 2020). As a result, despite the COVID-19 epidemic, all parties must work together to generate a generation of

individuals that exhibit positive conduct and are dependable in competing locally, regionally, nationally, and even worldwide (Tenten, 2021). Online learning at home should ideally still be able to satisfy students' learning requirements to develop abilities and interests based on their educational level (Shaleh & Ode Anhusadar, 2021). However, if this continues, it will, undoubtedly, have a bad influence on students. As a result, Nadiem stressed that if educators in schools have received vaccines, restricted face-to-face learning does not have to wait until July 2021. "In July 2021, there will be no limited face-to-face learning policy." From now on, face-to-face learning will be limited. "Now that the instructors have been vaccinated, schools with vaccinated teachers must immediately comply with health procedures and hold face-to-face meetings," Nadiem said during the conference on Tuesday (30/3/2021). Since January 2021, 22 percent of education units have conducted limited face-to-face learning, with decisions made by regional governments (Nadiem in Kompas.com 31/03/2021 07:17 WIB).

Since Surabaya joined the green zone, various educational institutions, including the Universitas Negeri Surabaya, have begun to experiment with limited and Gradual face-to-face learning. Referring to the letter No. 4 of 2021 released by the Ministry of Education, Culture,

Research, and Technology on the Implementation of Face-to-Face Academic Learning in 2021 and 2022 (Penyelenggaraan Pembelajaran Tatap Muka Tahun Akademik 2021/2022, 2022), Then, on September 15, 2021, through the Surabaya City Government's Disaster Management and Community Protection Agency, Universitas Negeri Surabaya submitted an application for a Permit for Limited and Gradual Face-to-Face Learning with number B/44661/UN.38.I/HM.04.02/2021 and received a letter from BPBPM Surabaya City Number 443.2/11938/436.84/2021 regarding the granting of a guideline permit for the implementation of Limited and Gradual Face-to-Face Learning.

Based on the letter, Unesa will start implementing Limited and Gradual Face-To-Face Learning in the odd semester of 2021/2022. Where based on the rector's circular number B/45374/UN38/HK.01.01/2021 has explained about limited and gradual face-to-face learning activities for students. In the limited and gradual face-to-face learning activities, the campus has been well prepared. Several faculties have also coordinated with each other to organize this activity. One of them is the Faculty of Social Sciences and Law which has also been well prepared. As an illustration, the number of study programs at the Faculty of Social Sciences and Law, Unesa, is eight, with 4,271 active students, 112 lecturers, and 38 students. It is necessary to pay attention to some details so that the limited and Gradual face-to-face learning can facilitate the needs of students and lecturers without violating the provisions set by the Surabaya City Government COVID 19 Task Force.

Therefore, before implementing Limited and Gradual Face-To-Face Learning activities, in accordance with the recommendations from the Surabaya City Disaster Management and Community Protection Agency, the Surabaya City 2019 Coronavirus Disease Task Force Team and the Unesa Mitigation and Crisis Center Unit carried out an assessment and identification of risks for Limited and Gradual Face-To-Face Learning activities. The Faculty of Social Sciences and Law Unesa recruited several students who were willing to participate in Limited and Gradual Face-To-Face Learning activities based on the results of risk identification and assessment through the distribution of forms accompanied by letters of willingness and approval from parents and guardians focusing on students residing in Greater Surabaya. From the results of the distribution of the form, it was found that at the Faculty of Social Sciences and Law Unesa, there were 230 students who filled out the form and were willing to take part in the Limited and Gradual Face-To-Face Learning activity, the details of which can be seen in Table 1.1 below.

Table 1. Results of completing limited and gradual face-to-face lecture preparation forms at the faculty of social sciences and law.

No.	Study Program	Number of Students Willing to Participate in Limited and Gradual Face-To-Face Learning
1.	Pancasila and civic education	24
2.	History Education	46
3.	Geography Education	19
4.	Social science education	28
5.	Sociology	31
6.	Communication	11
7.	Public Administration	19
8.	Law	52
Total		230

Source: Research Documentation 2021

From a total of 230 students who are willing to attend limited and gradual face-to-face lectures at the Faculty of Social Sciences and Law Unesa, it can be identified that the distribution of students in each study program at FISH comes from three provinces and cities, namely Surabaya City, Gresik Regency, and Sidoarjo Regency. The details can be seen in Table 1.2 below.

Table 2. District/City distribution of students participating in Limited and Gradual Face-To-Face Learning

No.	Home Town	Number of Students Willing to Participate in Limited and Gradual Face-To-Face Learning
1.	Surabaya	109
2.	Sidoarjo	90
3.	Gresik	31
Total		230

Source: Research Documentation 2021

However, in its implementation, of course, there are still some obstacles that need to be evaluated for the success of the program going forward. As in the availability of learning facilities and infrastructure that must be really considered because this will later be a supporting factor in the success of face-to-face learning, it is limited and gradual. When it comes to the number of participants in Limited and Gradual Face-To-Face Learning at the Faculty of Social Sciences and Law, Unesa, there are two study programs that contribute the most participants, namely the Law Study Program and the History Education Study Program. According to the response letter published on September 18, 2021 by the Surabaya City Disaster Management and Community Protection Agency, each face-to-face lecture session is limited to gradually reduce

the number of participants to a maximum of 15 students in each room. Thus, in the S1 History Education Study Program and the S1 Law Study Program, the number of students willing to participate in limited and sequential face-to-face learning activities exceeds the maximum number of students allowed to participate in limited and sequential face-to-face learning activities. Assuming that the same number of students will be employed in several courses or learning sessions, the availability of learning facilities and infrastructure must be addressed in order for the Limited and Gradual Face-to-Face Lectures at Unesa to be effective. Aside from these concerns, the goal of this study is to evaluate the implementation of limited and gradual face-to-face lectures at Unesa's Faculty of Social Sciences and Law through case studies on the availability of learning facilities and infrastructure, so that this program can run more smoothly in the future.

METHOD

1. Research Sites

This research was conducted at the Faculty of Social Sciences and Law since the Faculty of Social Sciences and Law is one of the faculties with a considerable number of students, particularly in the class of 2021. With so many students at the Faculty of Social and Law, both those at the thesis stage and those who have just begun in 2021, this class desperately needs supervision and direction for the seventh and eighth semesters. Meanwhile, new students continue to require introduction and assistance, as well as direction from the lecturer; as a result, face-to-face lectures become extremely crucial.

2. Research Approach

A qualitative approach is used in this study. The researcher is the key instrument in qualitative research, which is based on the philosophy of postpositivism and is used to examine the condition of natural objects. The data collection technique is triangulation, the data analysis is inductive or qualitative, and the results of qualitative research emphasize meaning rather than generalizations (Sugiyono, 2017).

3. Research Type

This study falls under the category of descriptive research. Descriptive research is a sort of study that aims to offer a comprehensive picture of a social environment or to investigate and clarify a phenomenon or social reality. Among the phenomena being examined, the difficulty is to find a number of variables relevant to the problem and the unit under research. According to Nazir in his book *Research methods*, the descriptive method is a method of examining the status of a human group, a subject, a set of conditions, a system of thought, or a class of events in the present. The purpose of this descriptive research is to make a systematic description, picture, or painting of the phenomena being investigated as well as the relationships

among them. The purpose of descriptive research is to produce an accurate picture of a group, describe the mechanism of a process or relationship, provide a complete picture either in verbal or numerical form, present basic information about a relationship, create a set of categories, and classify research subjects. This method also describes a set of stages or processes, as well as a way to store contradictory information about the research subject.

4. Informant

Purposive sampling was used to identify informants in the study, who were thought to have knowledge on the evaluation of the implementation of restricted and gradual face-to-face lectures for students residing in the Gresik district of Sidoarjo Surabaya. In this study, the informants are: 1. final guidance students and 2. new students. 2. The faculty of social sciences and law's academic community.

5. Research Focus

The purpose of this study is to assess the implementation of face-to-face and restricted lectures at the State University of Surabaya's Faculty of Social Sciences and Law. Based on Dunn's policy assessment theory, the evaluation process is carried out using six criteria: effectiveness, efficiency, sufficiency, equity, responsiveness, and correctness. (2017).

Effectiveness criteria that explain the technical rationality to achieve the expected results from the implementation of the policy a measurement seen from the standpoint of a product, service, or monetary value 2. Efficiency criteria, which can be interpreted as the amount of effort required in order to produce a certain level of effectiveness. 3. Criteria for adequacy can be regarded as the achievement of goals that are considered sufficient to satisfy needs. 4. Equalization criteria can be achieved when a policy is said to be effective, efficient, and sufficient if the benefits derived from the policy objectives are evenly distributed. 5. Responsiveness criteria, which can be interpreted as a response to the target of public policy for its implementation. 6. Criteria for accuracy that explain the suitability of the results in light of the benefits received from the implementation of the policy.

6. Data Collection

Data collection techniques used by researchers include: 1. interviews Interviews were conducted with students who were involved in limited and gradual face-to-face lectures. 2. Observation Observation is done by carefully observing or reviewing directly the implementation of limited and gradual face-to-face lectures. 3. Literature Study A literature study was conducted by collecting the required library data. For example, previously prepared data on Limited and Gradual Face-To-Face Learning activity reports; regulations pertaining to Limited and Gradual Face-To-Face Learning; and books and articles on Limited and Gradual Face-To-Face Learning.

7. Data Analysis Technique

A data analysis technique is one that is used to help researchers reach conclusions by collecting data in a systematic manner. To analyze the data, this study uses an interactive model from Miles and Huberman. The process of analyzing qualitative data is carried out in an interactive way and runs continuously until it is complete. The steps used to analyze the data with the interactive model are as follows: 1. Data reduction is the process of reducing the amount of data obtained by researchers by summarizing, selecting, and focusing it on things that are in accordance with the research objectives. To reduce data, at this stage it can sort, categorize, and make abstracts from field notes, interviews, and documentation. 2. Presentation of Data. After the data is reduced, the presentation of the data is carried out. The data is presented in the form of Interview Notes, Field Notes, and Documentation Notes. Then the data presented is coded to make it easier to organize the data. so that researchers can analyze data easily and quickly. 3. Conclusion, Withdrawal or verification—drawing conclusions from verification is the last stage in data analysis with an interactive model. At the data collection stage, researchers draw conclusions from data that has been reduced and presented with strong evidence. The conclusion is the answer to the problem formulation and a list of questions that have been presented by the researcher.

RESULTS AND DISCUSSION

After nearly two years, Unesa has introduced Study from Home, with numerous kinds of learning techniques, both synchronously through various virtual meeting platforms such as Virtual Learning Unesa (Vinesa), Google Classroom, and eventually in September 2021 Unesa in particular. The Faculty of Social Sciences and Law began experimenting with limited and gradual face-to-face learning. The basis for the implementation of the face-to-face lectures refers to the Joint Decree of the Minister of Education and Culture, Minister of Religion, Minister of Health, and Minister of Home Affairs in November 2020 regarding Guidelines for Implementation of Learning in Odd Semesters of the Academic Year and Academic Year 2021/2022 during the COVID Pandemic Period (19) (Kemendikbud No. 3/KB/2020). In addition, seeing the sloping number of cases of COVID-19 transmission accompanied by national vaccination achievements has convinced various educational institutions, especially Unesa, to start implementing face-to-face learning and lectures.

Unesa, of course, made several considerations regarding the implementation of limited and gradual face-to-face learning due to the ongoing pandemic. Given these 18 things, the safety and health of students, educators, education staff, families, and communities remain a top priority. Therefore, Unesa applies several basic principles

during the implementation of Limited and Gradual Face-To-Face Learning, which include:

- 1) Prioritizing the safety and health of students, lecturers, and staff Lecturers, staff, and students who wish to take part in limited and sequential face-to-face learning must have received at least the first dose of COVID-19 vaccination.
- 2) Considering the implementation of health protocols, both regarding distance regulation and the provision of related infrastructure facilities, as well as other external factors such as the Surabaya City Government's policy regarding the COVID-19 pandemic.
- 3) Considering the capacity and feasibility of the room (laboratory, workshop, or studio space, which is available both in number and in area).
- 4) Evaluate the readiness of the infrastructure through the UNESA Crisis Center Mitigation Unit.
- 5) Considering the needs of students to get to know the campus and lecturers as well as completing studies on time.
- 6) Considering the characteristics of the course, the number of lecturers, students, and teaching staff.
- 7) Considering the burden of activities on lecturers, students, and teaching staff
- 8) Considering student fees
- 9) Obtain approval from the parent/guardian of the student.

The implementation of limited and gradual face-to-face lectures at the Faculty of Social Sciences and Law is specifically supervised directly by the Chancellor of the State University of Surabaya; technically, the implementation is also assisted by the Dean and Deputy Dean for Academic Affairs, the Deputy Dean for General Affairs and Finance, and the Deputy Dean for Student Affairs and Alumni. All Heads of Study Programs within the Faculty of Social Sciences and Law are involved in class division and course determination for Limited and Gradual Face-To-Face Learning and Virtual. The analytical knife used in this study refers to the theory put forward by William Dunn, which consists of 6 dimensions to measure and evaluate a policy. Researchers have described and attempted to operationalize what things can meet the criteria and represent each element in it based on these dimensions. The study and operationalization of the theoretical concept were then poured into interview guidelines, which the researchers then used to collect data related to the object of research.

Effectiveness

Based on the results of interviews for the dimensions of effectiveness in the facilities and infrastructure section that most support Limited and Gradual Face-To-Face Learning

activities, it can be concluded that most of the facilities, facilities, and infrastructure available at the Faculty of Social Sciences and Law are considered to have greatly supported Limited And Gradual Face-To-Face Learning. Class conditions are designed according to health protocols where the distance between one seat and another is able to provide comfort for students during teaching and learning activities. In addition, the availability of projector screens, wifi networks, sinks, and hand soap are also considered very supportive of limited and gradual face-to-face learning activities.

Another factor that can be used to determine the level of effectiveness of the limited and gradual implementation of face-to-face lectures is how often students use the supporting facilities and infrastructure. The presence of facilities and infrastructure to support limited and gradual face-to-face learning activities is very important because in the COVID-19 pandemic situation, the need for the use of learning facilities and infrastructure is definitely very different from the normal situation (before the COVID-19 pandemic). The findings of interviews on the frequency of use of facilities and infrastructure enabling Limited and Gradual Face-To-Face Learning activities, such as sinks, temperature gauges, and portable cameras for lecture activities with the hybrid learning model, revealed a wide range of outcomes. There are some Limited and Gradual Face-To-Face Learning participants who make frequent use of the available support resources, but there are also other students who make seldom use of these facilities.

The effectiveness of the implementation of limited and gradual face-to-face learning activities can also be seen from how many obstacles occur during the activity. The fewer obstacles that occur, the higher the level of effectiveness. Although it is undeniable that in every activity there must be obstacles, both minor and major obstacles. From the results of observations and interviews in the field, there are still some obstacles that occur. Specifically related to technical constraints and supporting equipment for limited and gradual face-to-face learning activities, especially for lectures held virtually. Because the concept of Limited and Gradual Face-to-Face Learning organized by Unesa refers to a hybrid learning model, the rights of students who attend lectures virtually during Limited and Individual Face-to-Face Learning must also be considered so that they get the same benefits and experiences as students who attend lectures directly through Limited and Gradual Face-to-Face Learning, (Hasanah et al., 2022).

In addition to technical obstacles in the form of the completeness of supporting equipment for online or online lectures, problems related to schedules and other supporting facilities and infrastructure were also found during interviews with several informants. In addition to the availability of hybrid lecture support equipment, it turns out that the availability of health protocol facilities and infrastructure is also often forgotten to be replaced.

One of the inputs to the obstacles faced by students is the provision of spare masks and the spraying of disinfectants on a regular basis shortly after the Limited and Gradual Face-To-Face Learning activity. Although the number of informants who stated that there were no obstacles during limited and gradual face-to-face learning was higher than the number who said there were obstacles, the inputs submitted by the informants must still be considered and accommodated in the future.

An activity will be said to be effective if the objectives of the activity can be achieved. In addition to achieving the goals of the campus, the needs and desires of the students also need to be considered so that the benefits obtained can be felt by both parties. Through the points of student expectations regarding the implementation of limited and gradual face-to-face learning activities, it will be known to what extent students receive benefits from these activities. Regardless of the constraints that have been stated in the previous dimension points, most of the students felt that the implementation of limited and gradual face-to-face learning was in line with their expectations.

Efficiency

The level of efficiency can be measured by how many resources are used or the effort expended to organize limited and gradual face-to-face learning activities. This can be measured by the residence of students participating in limited and sequential face-to-face learning activities. Students who live near campus are prioritized for participation in limited and gradual face-to-face learning activities. Aside from being an effort to minimize student mobility, the decision is also related to the efficiency of the implementation of limited and gradual face-to-face learning. The results of interviews conducted by several informants showed that most of the students who took part in limited and gradual face-to-face learning came from the areas of Surabaya, Gresik, and Sidoarjo. So it can be concluded that the student domicile indicator is sufficient to support limited and gradual face-to-face learning activities in order to create efficiency.

Then, from a financial standpoint, perhaps the deployment of restricted and progressive face-to-face learning is not particularly beneficial for students and parents because additional expenditures must be expected. However, in terms of advantages and attainment of learning objectives, the adoption of restricted and progressive face-to-face learning may be stated to be relatively efficient if the aims to be accomplished are considered from both the institution's and the student's perspectives. The primary goal of introducing restricted and personalized face-to-face learning is to revitalize the academic climate and establish a welcoming learning environment for students, (Singh et al., 2021).

The efficiency level of the implementation of limited and gradual face-to-face learning can also be seen from the many activities carried out by students apart from attending lectures face-to-face on campus. With the increasing number of activities carried out by students, the costs incurred to come to campus will be reduced because they will be shared with other matters being carried out. From the results of interviews conducted with several informants, it can be seen that most students also carry out other activities when going to campus, (Widodo et al., 2020).

Adequacy

The first thing that must be ensured when the lecture returns to conventional methods, namely face-to-face at a time when the spread of COVID-19 can still occur, is to ensure that health protocols are actually implemented and that facilities and infrastructure are available that are able to prevent the transmission of COVID-19. Because these facilities and infrastructure will later become tools used by all students in Limited and Gradual Face-To-Face Learning activities continuously in their daily lives. If not paid special attention to, it will cause crowds and excessive physical contact.

Based on the results of interviews for the dimensions of the function of supporting infrastructure facilities for limited and gradual face-to-face learning as a means to prevent the spread of COVID-19, it can be concluded that most of the facilities, facilities and infrastructure available at the Faculty of Social Sciences and Law are considered sufficient to prevent crowds and excessive physical contact in limited and gradual face-to-face learning activities. However, the awareness of the students themselves not to crowd around the facilities and infrastructure provided needs to be improved and followed up again.

In the dimension of adequacy, it is also necessary to pay attention to the function of supporting facilities and infrastructure for limited and gradual face-to-face learning as a medium for assisting the teaching and learning process. Where facilities and infrastructure can be said to be the supporting components that most support the success of the teaching and learning process, if the facilities provided are complete and adequate and can function properly, then the limited and gradual face-to-face learning activity will run optimally. In the environment around the Faculty of Social Sciences and Law itself, the supporting facilities and infrastructure for limited and gradual face-to-face learning have been functioning properly, thus helping in the implementation of these activities. However, it's just not maximizing the spread of the internet network in several places. because, so far, it has only focused on certain points and not all of them.

Equity

In the dimension of equity, the main thing that

needs to be considered is justice in obtaining learning rights for all students. Because this limited and gradual face-to-face learning activity is one of the first experiments carried out in the Faculty of Social Sciences and Law during this COVID-19 pandemic, the implementation of learning is carried out online and offline. In this offline implementation, the Faculty of Social Sciences and Law provides a quota of 15 people who live closest to the campus in each class or course. From the faculty's policy regarding the quota given to students to attend offline lectures, it is deemed unfair. Although all study programs within the Faculty of Social Sciences and Law have implemented limited and gradual face-to-face learning, it turns out that there are still some students who have not been able to take part in this activity even though they are domiciled in Surabaya.

Regarding the quota of students participating in offline learning, it is still small, so in the end, many students take online learning from home. Through this limited and gradual face-to-face learning activity, it is hoped that all students can benefit both offline and online. However, it turns out that there are still students who take online learning who have not received maximum benefits from the learning process. There are various obstacles faced by students who take online courses. The obstacles faced arose both from the facilities and from the teaching staff. As stated by one of the students of Communication Science batch 2021 who took part in limited and gradual face-to-face learning, he felt firsthand that his friends who were following online didn't seem to pay much attention. It can be seen that students who take online learning have obtained their learning rights, but most students who take online learning state that the facilities, facilities, and infrastructure available at the Faculty of Social Sciences and Law are considered less supportive of their learning activities from home. So they feel that their rights have not been fully fulfilled. Then, for the dimension of equity related to the fulfillment of academic services for students who have not had the opportunity for limited and gradual face-to-face learning, it can be concluded that students who have not had the opportunity to participate in these activities really need to be compensated or waived, but the compensation given should not be too loose and must be in accordance with the obstacles experienced by the student.

Responsiveness

Responsiveness for the responsiveness dimension can be seen from several things, one of which is the responsiveness of the teaching team or officers from the Faculty of Social Sciences and Law. In addition to the responsiveness of faculty officers and course lecturers, it is also necessary to pay attention to the responsiveness of students who take part in the limited and gradual face-to-face learning.

Furthermore, for the responsiveness dimension to the responsiveness of the supervisor or faculty officer, it can be concluded that the supervisor and officer have been able to respond quickly and responsively when obstacles occur during online and offline learning activities. This greatly affects the level of enthusiasm and effectiveness in teaching and learning activities. In addition, the responsiveness dimension can also be measured through the responsiveness given by students as participants in the limited and gradual face-to-face learning activity. One of the responses that can be known from students is a statement or approval from parents/guardians to attend face-to-face lectures. Shortly after the announcement that lectures would soon be transferred to a hybrid learning model through limited and phased face-to-face lectures, a total of 230 students filled out a willingness form, accompanied by a statement and approval from their parents/guardians.

Then, the responsiveness dimension can be seen from several things, one of which is intensive communication during limited and gradual face-to-face learning from the Faculty of Social Sciences and Law. Researchers see that intensive communication when limited and gradual face-to-face learning has been going well. Most of the instructors and officers have implemented intense communication with students. This can be seen by researchers when online and offline learning activities take place. Greetings, greetings and sharing together is what can improve relationships more intensely. Regarding the inspection of supporting facilities and infrastructure for limited and gradual face-to-face learning at the Faculty of Social Sciences and Law. Researchers conducted inspections of facilities and infrastructure as a support for limited and gradual face-to-face learning. The results of these inspections mostly showed that the existence of inspections of facilities and infrastructure was very much approved. This was done to be able to increase the fulfillment of facilities optimally.

Accuracy

In the dimension of accuracy, things that must be considered are related to obeying rules or regulations. This dimension can be seen from the limited and gradual face-to-face learning activities carried out in the Faculty of Social Sciences and Law in accordance with applicable regulations. From the data obtained from all respondents, it shows that the limited and gradual face-to-face learning activities carried out within the Faculty of Social Sciences and Law are in accordance with applicable regulations. From the statements of the informants obtained, it can be concluded that all activities carried out by students during limited and gradual face-to-face learning were in accordance with the rules and could be well controlled.

Options and choices for limited and gradual face-to-face learning in the future, in the dimension of accuracy, are things that must be considered with options and

choices for limited and gradual face-to-face learning in the future, namely carrying out learning activities offline, which is with many considerations, especially for new students and final year students. New students desperately need more adaptation and introduction, while final year students do more guidance and really need more intense assistance and direction. Most of the students were very enthusiastic about doing limited and gradual face-to-face learning because it was felt that they were very, very helpful in helping the spirit of learning and making it easier to understand the material when the lecturer delivered the material. And the absence of internet network constraints, in other words, the implementation of limited and gradual face-to-face learning is right on target because the benefits can be felt directly by students.

The next dimension of accuracy that is considered is related to whether the facilities and infrastructure that support limited and gradual face-to-face learning activities on the FISH campus have been placed in the appropriate place or not. Because the placement of facilities and infrastructure that is not appropriate can lead to less-than-optimal results in preventing the transmission of the COVID-19 pandemic. Therefore, the layout of supporting facilities and infrastructure for limited and gradual face-to-face learning is also important. Based on the results of data obtained from respondents, most of the facilities and infrastructure supporting limited and gradual face-to-face learning activities at FISH have been placed in appropriate places, (Harish B. BapatMs. Snehal Y.Hole, 2020) this can be seen as the presence of hand washing equipment in the area before entering the room, the existence of slogans, appeals and information related to health protocols.

CONCLUSION

Broadly speaking, the implementation of limited and gradual face-to-face lectures at the Faculty of Social Sciences and Law has been carried out in accordance with applicable regulations and pays attention to health aspects in the form of implementing very strict health protocols. The research data analysis process is carried out using the policy evaluation theory of William Dunn, which consists of several dimensions including the effectiveness dimension, efficiency dimension, adequacy dimension, equity dimension, responsiveness dimension, and accuracy dimension. The achievement of each of these dimensions has not been fully met because there are several inhibiting factors and challenges both externally and internally. For example, for the effectiveness dimension, constraints occur because there are obstacles or difficulties for teachers in adapting learning that is applied in a hybrid way. The online delivery of material in class has not been very effective considering that there are still problems in terms of adjusting the equipment used and the network is less stable. As for the efficiency dimension,

based on the observations of researchers, the availability of facilities and infrastructure to support limited and gradual face-to-face learning activities is considered quite efficient considering the ideal ratio of the number of facilities and infrastructure to limited and gradual face-to-face learning participants. However, from the participant's point of view, the limited and gradual face-to-face learning activity was deemed not very efficient because only a few courses were given offline in class. This was not worth the cost they spent for accommodation needs while participating in limited and gradual face-to-face learning on campus. Then for the equalization dimension. Most of the participants felt that the implementation of limited and gradual face-to-face learning had not been carried out evenly because there were several students living in Surabaya, Gresik, and Sidoarjo who had not been able to take part in limited and gradual face-to-face learning. For the dimension of adequacy, several shortcomings were still found related to the availability of facilities and infrastructure to support limited and gradual face-to-face learning activities, including the availability of soap in the sink, which often ran out, and the unavailability of spare masks for students. The last dimension is the dimension of responsiveness and the dimension of accuracy. For the dimension of accuracy, the results of the study indicate that the implementation of limited and gradual face-to-face learning activities has been carried out in accordance with applicable regulations and is considered to be on target because limited and gradual face-to-face learning participants are still focused on students around Greater Surabaya. (Surabaya, Gresik, Sidoarjo), considering that efforts to prevent the transmission of COVID-19 must still be carried out. As for the responsiveness dimension, it is still lacking, especially the responsiveness of educators and staff from the faculty if there are obstacles that occur.

Suggestion

The suggestions that researchers can give include: first, conduct regular inspections of the facilities and infrastructure supporting limited and gradual face-to-face learning activities, especially hand washing facilities, soap, temperature gauges, and hand sanitizers, as well as learning facilities, such as cameras and wifi networks, so that obstacles during the implementation of limited and gradual face-to-face learning can be minimized. Second provide spare masks placed in each class in case student masks are damaged. Third, increase the number of classes or courses held face-to-face gradually while taking into account the feasibility, safety, and health protocols. that occur.

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