

An Analysis Of Limited Face-to-Face Learning at Sma Negeri 1 Bonehau

Analisis Pembelajaran Tatap Muka Terbatas di SMA Negeri 1 Bonehau

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Abstract	Article Information								
<p>Limited face-to-face learning referred to classroom-based instruction conducted with certain restrictions. SMA Negeri 1 Bonehau was one of the schools that implemented limited face-to-face learning during the Covid-19 pandemic. The purpose of this study was to identify the implementation, teaching strategies used by educators, challenges encountered, and the impacts of limited face-to-face learning at SMA Negeri 1 Bonehau. A qualitative approach was employed in this research. The research subjects consisted of the vice principal for curriculum affairs, teachers, and students. Data were collected through in-depth interviews, observations, and documentation. The data were analyzed using the Miles and Huberman analysis model, which included data reduction, data display, and conclusion drawing. The findings showed that the implementation of limited face-to-face learning at SMA Negeri 1 Bonehau was in accordance with the official guidelines for classroom learning during the Covid-19 pandemic. Teachers prepared lesson summaries to be delivered to students. The challenges encountered included restricted instructional time, uneven internet access, limited availability of textbooks, difficulties in monitoring students' compliance with physical distancing, and the large number of assignments students were required to complete.</p>	<p>Keywords: Covid 19; learning; limited face to face</p>								
<p>Pembelajaran tatap muka terbatas adalah pembelajaran yang dilakukan di kelas namun dengan batasan-batasan tertentu. SMA Negeri 1 Bonehau adalah salah satu sekolah yang menerapkan PTMT di masa pandemi Covid-19. Tujuan penelitian untuk mengetahui pelaksanaan, strategi mengajar pendidik, kendala, dan dampak pembelajaran tatap muka terbatas oleh pihak sekolah di SMA Negeri 1 Bonehau. Pendekatan yang digunakan dalam penelitian ini adalah kualitatif. Subjek penelitian meliputi wakil kepala sekolah urusan kurikulum, pendidik, dan peserta didik. Data penelitian dikumpulkan melalui wawancara mendalam, observasi, dan dokumentasi. Data penelitian dianalisis menggunakan metode analisis Miles dan Huberman yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Penelitian ini menunjukkan bahwa pelaksanaan pembelajaran tatap muka terbatas di SMA Negeri 1 Bonehau sesuai dengan panduan penyelenggaraan pembelajaran tatap muka di masa pandemi covid-19. Pendidik menyusun rangkuman materi pelajaran untuk diajarkan kepada peserta didik. Kendala yang dihadapi terkait pembatasan durasi belajar, layanan internet tidak merata, keterbatasan buku paket, pendidik sulit mengontrol peserta didik yang tidak menjaga jarak, dan banyaknya tugas yang harus dikerjakan peserta didik.</p>	<p>Kata kunci: Covid 19; pembelajaran, tatap muka terbatas</p> <p>History</p> <table data-bbox="1040 1413 1409 1514"> <tr> <td>Manuscript received</td> <td>: 19/09/2025</td> </tr> <tr> <td>Revised</td> <td>: 22/10/2025</td> </tr> <tr> <td>Accepted</td> <td>: 25/10/2025</td> </tr> <tr> <td>Published</td> <td>: 31/10/2025</td> </tr> </table>	Manuscript received	: 19/09/2025	Revised	: 22/10/2025	Accepted	: 25/10/2025	Published	: 31/10/2025
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A. INTRODUCTION

The outbreak of Covid-19 in Indonesia led to the closure of schools across various regions. Schools were shut down to minimize the risk of Covid-19 transmission. The government, through the Ministry of Education and Culture, introduced the “learning from home” (*Belajar dari Rumah* or BDR) policy as an alternative to ensure that students continued to exercise their right to education. This policy was implemented through distance learning (*Pembelajaran Jarak Jauh* or PJJ) by utilizing online communication platforms, commonly referred to as online learning (Kemendikbud, 2021). According to Rizal *et al.*, (2021) the government not only introduced the BDR policy but also implemented physical distancing, social distancing, and restrictions on community activities (*Pemberlakuan Pembatasan Kegiatan Masyarakat* or PPKM). Schools located in areas under PPKM levels 1, 2, and 3 were allowed to conduct limited face-to-face learning. This policy was outlined in the Joint Decree of Four Ministers – the Minister of Education and Culture, the Minister of Religious Affairs, the Minister of Health, and the Minister of Home Affairs – which provided guidelines for implementation learning activities during the Coronavirus Disease 2019 (Covid-19) pandemic (Kemendikbud, 2021). The policy on limited face-to-face learning was established based on the consideration that online learning was less effective and due to the declining number of Covid-19 cases (Wahyuni & Saparuddin, 2022). SMA Negeri 1 Bonehau was one of the schools that implemented limited face-to-face learning during the Covid-19 pandemic. SMA Negeri 1 Bonehau was selected as the case study unit because it represented an educational context in a rural area characterized by limited infrastructure and learning resources, thereby allowing for the examination of how educational policies were implemented under conditions of structural constraints.

According to Wahyuni & Saparuddin (2022), schools were required to prepare facilities to comply with health protocols and obtain permission from local authorities before conducting limited face-to-face learning. The number of students attending classes was restricted to a maximum of 50% per classroom, and parental consent letters were mandatory. According to Kemendikbud (2021), for schools in districts under PPKM level 3, the minimum requirement for administering the second dose of the Covid-19 vaccine was 40%. Given these regulations on limited face-to-face learning, it is important to conduct an analysis of its implementation at SMA Negeri 1 Bonehau.

Limited face-to-face learning refers to classroom instruction carried out under certain restrictions. Learning itself is defined as a systematically organized activity aimed at providing education and training to students within a learning environment (Suwece *et al.*, 2021). According to Kemendikbud (2021), the implementation of limited face-to-face learning in high schools was required to comply with strict health protocols. Classrooms were arranged to maintain a minimum distance of 1.5 meters between desks, with no more than 18 students per class. Schools were given the authority to regulate the schedule of learning activities, while ensuring the health and safety of all school members. Mandatory measures included the use of proper face masks, regular handwashing or hand sanitizing, maintaining physical distance, and practicing appropriate cough and sneeze etiquette. All individuals present at school were required to be in good health, and those with comorbidities were expected to ensure medical stability. Students and staff were encouraged to bring their own food and beverages, as school canteens were temporarily closed and only reopened later under strict protocols. Sports and extracurricular activities, as well as non-learning activities, were suspended during the transition period and could only resume afterward with strict adherence to health measures. Off-campus learning

activities were permitted provided that all participants complied with established health protocols.

Blending limited face-to-face learning with online learning (blended learning) was one of the strategies used by teachers to achieve learning objectives, although this approach could only be applied in areas with internet access. In practice, teachers divided learning materials into two parts: materials delivered online and materials delivered during limited face-to-face sessions. This meant that teachers no longer delivered all materials in class, but instead focused on more complex or practical content (Suwece & Kusuma, 2021). Research by Masnur et al. (2021) revealed several challenges in implementing limited face-to-face learning, including: (a) schools had not yet determined a curriculum specifically for the pandemic period; (b) insufficient parental involvement; (c) lack of monitoring and evaluation mechanisms; (d) students removing masks and failing to maintain distance during breaks; (e) lesson plans containing condensed content, yet teachers only presenting key points during instruction; (f) practical activities that were difficult to conduct; (g) limited use of innovative teaching models and media; (h) insufficient parental support during online learning; and (i) lack of reflection and evaluation of limited face-to-face learning by schools.

The implementation of limited face-to-face learning had significant impacts on both teachers and students. For teachers, the challenges included a tendency to focus on completing the curriculum, difficulties in managing lessons due to shorter durations, and an inability to meet the required teaching hours. For students, the impacts included reduced social interaction, complaints about excessive assignments, feelings of stress and boredom, and teacher-dominated instruction (Onde et al., 2021). Limited face-to-face learning also led to a decline in students' academic performance, which in turn affected their overall competencies (Tanuwijaya & Tambunan, 2021). Since limited face-to-face learning differed from regular classroom instruction, it required monitoring and evaluation of both academic outcomes and lesson plans. Key aspects to evaluate included schedules, school attendance days, student group arrangements, disinfection routines, and overall school hygiene. Lesson plan evaluations were carried out to ensure that learning objectives could be achieved by reducing content coverage and focusing only on essential material (Mubarok, 2022).

Accordingly, the purpose of this study is to investigate the implementation, teaching strategies employed by teachers, challenges faced, and the impacts of limited face-to-face learning at SMA Negeri 1 Bonehau.

B. METHOD

This study was a qualitative research employing a case study design. It was conducted from May to June 2022 at SMA Negeri 1 Bonehau, Bonehau Subdistrict, Mamuju Regency, West Sulawesi. Data were collected through observations, interviews, and documentation. The research informants consisted of the vice principal for curriculum affairs, three teachers, and eight students. The validity of the data was examined through credibility, transferability, dependability, and confirmability checks.

The validity of the data in this study was obtained through data source triangulation, methodological triangulation, and prolonged engagement in the field. Data source triangulation was carried out by comparing information obtained from three groups of informants, namely the vice principal for curriculum affairs, teachers, and students, regarding the implementation of limited face-to-face learning (PTMT), the learning strategies applied by teachers, challenges encountered during implementation, school-based evaluation mechanisms, and the perceived

impacts on students. Methodological triangulation was conducted by comparing the results of classroom observations, in-depth interviews, and school documents (including PTMT schedules, classroom arrangements, and evaluation reports). Prolonged engagement was undertaken by spending several weeks in the school environment, allowing the researcher to observe the consistency of instructional practices, teacher and student adaptation behaviors, and to ensure the stability and reliability of the collected data. The verification stage was conducted by requesting the vice principal for curriculum affairs to review the research findings to confirm alignment between the data and actual school conditions.

Data analysis was carried out in stages corresponding to the field context. In the data reduction stage, the researcher selected and categorized the results of interviews, observations, and documentation into key thematic areas, namely: PTMT implementation strategies, teachers' instructional strategies, challenges encountered, and the impacts of PTMT on students. The data display stage involved constructing comparative matrices across informant groups to identify similarities and differences in perspectives. The conclusion-drawing stage was conducted by interpreting emerging patterns and relating them to the school's rural context, resource limitations, and educational policy requirements during the pandemic. Thus, the analysis not only described the situation but also explained the relationship between PTMT policy and its practical implementation at SMA Negeri 1 Bonehau

C. RESULTS AND DISCUSSION

The implementation of limited face-to-face learning can take various forms, such as a combination of in-person and online learning conducted simultaneously, a combination of in-person and live broadcast sessions, a combination of in-person and asynchronous online learning, face-to-face learning with two shifts per class, face-to-face learning with one shift per grade level, or alternating face-to-face sessions (Ministry of Education and Culture, 2021). Under this limited face-to-face learning system, the number of students attending class differed from the number of students present before the Covid-19 pandemic. Both the number of students and the duration of learning sessions were reduced (Bahrodin *et al.*, 2021).

1. Implementation of Limited Face-to-Face Learning in Accordance with Guidelines

In January 2021, limited face-to-face learning was implemented on the condition that both students and parents signed a consent letter agreeing to participate. For parents who did not approve, the school did not impose restrictions. However, all parents agreed. Students were divided into study groups: Grade X attended on Mondays and Thursdays, Grade XI on Tuesdays and Fridays, and Grade XII on Wednesdays and Saturdays. Only three subjects were taught per day, and class capacity was limited to 50%.

Planning for the implementation of limited face-to-face learning included arranging student seating with a distance of 1–1.5 meters, disinfecting classrooms, providing thermometers, setting up handwashing facilities, preparing lesson plans (RPP), arranging learning media such as PowerPoint and textbooks, as well as enforcing health protocols such as wearing masks, washing hands, temperature checks, and maintaining physical distance. Both teachers and students were required to receive the Covid-19 vaccination. Students were also expected to prepare their own learning materials. Research by Onde *et al.*, (2021) emphasized that teachers should divide students into groups, arrange teaching schedules with three sessions per week, organize seating layouts, prepare materials suitable to the shortened duration, and ensure compliance with health protocols.

According to Magdalena *et al.*, (2020), evaluation is a process carried out to provide assessment based on certain criteria. The evaluation of the implementation of limited face-to-face learning at SMA Negeri 1 Bonehau was conducted once a month through meetings involving the principal and teachers. These evaluations were held either at the beginning or at the end of the month. The primary focus of the evaluation was the number of positive Covid-19 cases; if the number was considered to be decreasing, the school would ease the restrictions on limited face-to-face learning, and vice versa. During the implementation of limited face-to-face learning, evaluations were conducted by assigning tasks to students, administering daily and semester tests, and monitoring student attendance. At the end of each completed chapter, teachers administered daily tests. The implementation of limited face-to-face learning had both positive and negative impacts.

2. Teaching Strategies During Limited Face-to-Face Learning

During limited face-to-face learning period, teachers primarily delivered summarized learning materials. After providing brief explanations, teachers assigned students various tasks. Suwece and Kusuma (2021) highlighted that during limited face-to-face learning, teachers no longer delivered materials comprehensively but focused on difficult or essential topics. At SMA Negeri 1 Bonehau, the most frequently used media were whiteboards, textbooks, and PowerPoint slides. Teachers prepared summarized lessons based on learning objectives, which were then taught to students. Afterward, tasks were assigned, including portfolio work, exercises, and summaries. The media most often used were PowerPoint, whiteboards, textbooks, and LCD projectors.

3. Challenges in Limited Face-to-Face Learning

Based on the research findings, the challenges encountered during the implementation of limited face-to-face learning included restricted learning duration, unequal internet access, insufficient textbooks, difficulties for teachers in controlling students who did not maintain physical distancing due to the large school area, and the excessive number of assignments given to students.

3.1 Restricted learning duration

For teachers, the limited duration affected the quantity of learning material delivered. Materials that should have been presented comprehensively became difficult to cover. For students, the reduction in teaching and learning time caused difficulties in understanding the subject matter. The abundance of material combined with limited time required teachers to innovate in order to achieve learning objectives. This aligns with the statement of Tanuwijaya & Tambunan (2021) that, in implementing limited face-to-face learning, teachers must innovate in delivering learning materials by utilizing instructional media. The following is an excerpt from an interview with a student. The class time is reduced, so there are still materials that I have not fully understood.

3.2 Unequal internet access

Research conducted by Suwece & Kusuma (2021) stated that one of the strategies used by teachers to achieve learning objectives during limited face-to-face learning was to combine it with online learning. However, this strategy could only be implemented in areas with adequate internet access. The limited internet service in Bonehau prevented SMA Negeri 1 Bonehau from integrating face-to-face learning with online learning, requiring teachers to work harder during in-person sessions to achieve learning goals. Limited internet access also restricted students'

learning resources. The internet facilities are not evenly distributed. If internet facilities are not evenly distributed, then online learning cannot be applied.

3.3 Insufficient textbooks for students

The lack of internet services in Bonehau forced both teachers and students to rely on textbooks as their main learning resources. Textbooks are one of the printed teaching materials that play an important role for both teachers and students. For teachers, textbooks can save time during lessons, as teachers can direct students to read the material without having to explain everything in detail. Another role of textbooks is that they support teachers as facilitators, making learning more effective. For students, textbooks enable independent learning, allow them to study anywhere, to learn at their own pace, to follow the sequence of topics as preferred, and to develop into more self-reliant learners (Magdalena et al., 2020). One of the obstacles in limited face-to-face learning is the lack of student textbooks.

3.4 Teachers' difficulty in controlling students who do not maintain physical distancing due to the large school area

SMA Negeri 1 Bonehau implemented a 15-minute recess period. During recess, most students removed their masks and did not maintain physical distance. The wide area of SMA Negeri 1 Bonehau made it difficult for teachers to control students who failed to comply with health protocols. This is consistent with the Ministry of Education and Culture (2021), which stated that the challenges of limited face-to-face learning included the restricted duration of teaching and the difficulty in supervising students, particularly during recess. Although students were aware of the health protocols that must be followed within the school environment, some still failed to comply, such as maintaining distance from others (Lathifa et al., 2021). The obstacles during limited face-to-face learning are the unequal internet access in Bonehau, which prevents the school from combining online and offline learning. The large school area makes it difficult for teachers to control students who do not comply with health protocols during recess, and there is also a shortage of textbooks.

3.5 Students having to complete too many assignments

The implementation of limited face-to-face learning at SMA Negeri 1 Bonehau without integration with online learning led to all teachers assigning tasks to students, resulting in an excessive workload. This was done to achieve learning objectives for materials that were not covered during class. Research findings revealed that not all students could study with their parents at home, which made them feel burdened with assignments they had to complete on their own. Parents with lower educational backgrounds struggled to understand current learning materials, which were different from those of the past. Additionally, parents who were busy working had limited time to assist their children, and those who were the sole breadwinners often felt burdened when helping their children study (Prihatin, 2021). During limited face-to-face learning, there were so many assignments because every subject had tasks, so I felt overwhelmed.

4. Positive Impacts of Limited Face-to-Face Learning

Based on the results of the research, the positive impacts of limited face-to-face learning at SMA Negeri 1 Bonehau are as follows:

4.1 Teachers and students are more disciplined regarding health protocols

During limited face-to-face learning, all school members were required to comply with health protocols while in the school environment. The rules regarding compliance with health protocols were conveyed by the Ministry of Education and Culture (Kemendikbud, 2021), stating that the behaviors that must be carried out while in the school environment include: 1) wearing a three-layer cloth mask or a disposable mask that must cover the nose and mouth down to the

chin. If the cloth mask becomes damp or wet, it must be replaced immediately or changed every 4 hours, 2) washing hands with soap and running water or using hand sanitizer, 3) always maintaining a distance of at least 1.5 meters from others and avoiding any physical contact, and 4) applying proper sneezing/coughing etiquette. These rules must be obeyed, thereby creating new habits applied at SMA Negeri 1 Bonehau. This condition caused both teachers and students to become more disciplined in complying with health protocols. Forming students' discipline in following health protocols because during limited face-to-face learning, students were required to apply health protocols. So, students started to get used to applying them and became disciplined.

4.2 Direct interaction occurs in learning

The implementation of learning activities returning to school allowed for interaction, as stated by Nengrum et al. (2021), that students were more enthusiastic about participating in learning because of the interaction between students and teachers. This is also in line with Kemendikbud (2021), which explained that limited face-to-face learning can restore positive interactions for all school members. The implementation of limited face-to-face learning since the issuance of the Decree of the Minister of Education and Culture, the Minister of Religious Affairs, the Minister of Health, and the Minister of Home Affairs Number 03/KB/2021; Number 384 of 2021; Number HK.01.08/Menkes/4242/2021; Number 440-717 of 2021 concerning guidelines for learning during the coronavirus disease 2019 (Covid-19) pandemic allowed students to return to learning at school and interact with teachers as well as fellow students. Students became enthusiastic about participating in limited face-to-face learning, making learning more enjoyable and meaningful (Arifin, 2021). Limited face-to-face learning is fun because I can return to study at school and meet many friends.

4.3 Teachers no longer need to teach at students' homes

At the beginning of the Covid-19 pandemic, learning at SMA Negeri 1 Bonehau was conducted at students' homes by grouping students into study groups based on their villages of residence. This strategy was referred to as home visits. Research conducted by Nirmala & Annuar (2020) stated that before carrying out home visits, teachers must form study groups based on students' residences, prepare a visitation schedule, contact parents regarding home learning, and prepare learning guidelines. The return of learning at school through face-to-face instruction provided a positive impact for teachers at SMA Negeri 1 Bonehau, as they no longer needed to travel to students' homes, which were often far away, and bear the personal costs of transportation. Teachers no longer have to teach at students' homes because we are now allowed to teach at school. Teachers no longer have to spend personal money traveling to students' homes in distant locations with difficult access.

4.4 Teachers are more creative and innovative in delivering teaching materials

The limited duration of teaching and the extensive learning material required teachers at SMA Negeri 1 Bonehau to be creative and innovative in delivering lessons in class. Teachers created material summaries arranged systematically according to learning objectives and presented them using PPT learning media. This was done to achieve learning objectives during limited face-to-face learning with shortened class durations. Research conducted by Tanuwijaya & Tambunan (2021) stated that the implementation of limited face-to-face learning required teachers to innovate in delivering learning materials using instructional media. Teachers and students are more disciplined in applying health protocols, students can return to learning at school and meet their friends, teachers no longer have to teach at students' homes, and teachers are more creative in delivering learning materials, for example, by presenting summarized material in the form of PPT.

5. Negative Impacts of Limited Face-to-Face Learning

Meanwhile, the negative impacts of implementing limited face-to-face learning at SMA Negeri 1 Bonehau are as follows:

5.1 Learning is not optimal

The Covid-19 pandemic caused changes in school learning, such as restrictions on study hours. These restrictions led to condensed delivery of materials, making it difficult to achieve learning objectives (Morningrum et al., 2022). The reduction in class time limited the delivery of lessons, resulting in less effective learning. According to Onde et al. (2021), a negative impact of implementing limited face-to-face learning is that the shortened learning duration prevents teachers from fulfilling teaching hours. *Learning is not optimal because teaching time is limited, so the delivery of material is also restricted. As a result, students' understanding is limited.*

5.2 Reduced socialization

During the Covid-19 pandemic, students faced difficulties adjusting to new habits such as maintaining physical distance (Indriyani et al., 2021). Although returning to school allowed for positive interactions among school members, restrictions during limited face-to-face learning reduced socialization between teachers and students. This was due to shortened class durations and mandatory distancing rules. This is in line with Kemendikbud (2021), which stated that one of the mandatory behaviors in school environments was maintaining a minimum distance of 1.5 meters and avoiding physical contact of any kind. Socialization with students has decreased, resulting in limited social skills, and students also find it difficult to ask questions about lessons they do not understand.

5.3 Students feel burdened by too many assignments

During limited face-to-face learning, class hours were reduced. The reduction in lesson time led to fewer materials being taught, prompting teachers to assign tasks so that learning objectives could still be achieved. Each teacher assigned tasks for their subject, resulting in students having many assignments. Students considered the large volume of assignments burdensome. Research by Fauzi et al. (2021) showed that the negative impacts of limited face-to-face learning included complaints about heavy workloads, increased stress due to restrictions in the school environment, and teacher-dominated learning. This also aligns with Onde et al. (2021), who noted that limited face-to-face learning negatively affected students, including stress from excessive assignments and teachers' focus on completing the curriculum. The following is the result of an interview with a student. I feel burdened with so many assignments, especially when there are tasks that I do not fully understand.

5.4 Health protocols reduce students' learning interest

The implementation of limited face-to-face learning at school, while adhering to health protocols, led to a decline in students' learning interest. This lack of interest could be attributed to internal and external factors. Research conducted by Warif (2019) stated that internal factors originated within students, including physiological and psychological aspects. External factors came from outside the students, such as family, school environment, and living environment. Students' motivation to learn decreased during the pandemic. One of the reasons is the mandatory rule of wearing masks at school.

5.5 Students' learning outcomes declined

The research found a decline in student achievement at SMA Negeri 1 Bonehau. This decline was due to limited understanding caused by restricted class time and insufficient learning resources. This aligns with research by Satriani (2022), which stated that student learning outcomes are influenced by internal and external factors. Internal factors include physical and psychological aspects, while external factors include school, family, and community influences.

During limited face-to-face learning, particularly in biology, 50% of students scored below the minimum mastery criterion (KKM) in daily tests. Teachers then provided remedial opportunities. This is consistent with Tanuwijaya & Tambunan (2021), who noted that limited face-to-face learning led to a decrease in students' academic achievements. A decline in achievement would also lead to reduced student competencies. During limited face-to-face learning, students' achievement declined. In daily tests, 50% of students scored below the KKM, so they had to take remedial classes. Before the pandemic, fewer than 50% of students failed to reach the KKM in daily tests. This was caused by the ineffectiveness of learning.

D. CONCLUSION

The limited face-to-face learning at SMA Negeri 1 Bonehau is carried out in accordance with the guidelines for the was implemented of face-to-face learning during the coronavirus disease 2019 (Covid-19) pandemic. Educators prepared summarized learning materials to be taught to students. The challenges faced were related to facilities and infrastructure as well as human resources. The positive impacts of limited face-to-face learning included an increase in discipline related to health protocols, direct interaction in the learning process, the elimination of the need for teachers to visit students' homes, and educators becoming more creative and innovative. The negative impacts of limited face-to-face learning included less-than-optimal learning outcomes, reduced socialization, students feeling burdened with excessive assignments, decreased learning motivation due to strict health protocols among students, and a decline in students' learning outcomes. The evaluation of limited face-to-face learning was implemented in accordance with the guidelines for the implementation of face-to-face learning during the coronavirus disease 2019 (Covid-19) pandemic

E. ACKNOWLEDGEMENT

The author would like to express sincere gratitude to SMA Negeri 1 Bonehau for providing the necessary facilities and support throughout the implementation of this study.

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