

SCHOOL READINESS IN DEALING POST-COVID-19 PANDEMIC CONDITION AT JUNIOR HIGH SCHOOLS IN BATUDA GORONTALO

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Abstract: This research is about school readiness in dealing with the post-covid-19 pandemic in junior high schools in Batudaa sub-district, Gorontalo district which aims to determine: (1) School readiness in managing health services, (2) School readiness in managing facilities and infrastructure, (3) School readiness in post-pandemic learning, and (4) School readiness in human resource management. This research method uses a quantitative approach with the type of research that is descriptive explanatory. Data collection techniques using questionnaires (questionnaires), interviews, and documentation. Data analysis techniques used are descriptive analysis techniques using percentage formulations. The results showed that: (1) School readiness in managing health services was in the ready category, (2) school readiness in managing facilities and infrastructure in the fairly ready category, (3) School readiness in learning management was in the ready category, (4) School readiness in human resource management is in the fairly ready category. For this reason, it is recommended: (1) Principals are expected to improve school readiness in managing health services and managing facilities and infrastructure in order to meet health protocol standards for face-to-face teaching and learning, (2) Educators and education staff are expected to be more creative and innovative in developing learning good post-pandemic, (3) Educators and education staff are expected to improve their abilities in the fields of technology, information and communication to be better prepared in good teaching and learning activities in the digital era, (4) Other researchers are expected to deepen this research, especially on aspects -aspects that have not been studied by researchers

Keywords: *School Readiness, Human Recourse, Educators*

INTRODUCTION

School readiness in the implementation of face-to-face learning after the pandemic must meet requirements such as affordable health facilities and meet the needs of the pandemic era, providing sanitation, implementing mandatory masks, preparing hand washing facilities and providing hand sanitizers in every place that is affordable to children. Another factor that must receive attention to be further improved is the readiness factor of facilities and infrastructure which is very important in the implementation of learning that must meet post-pandemic learning standards. This readiness will later be seen in the effectiveness of learning implementation and evaluation of student learning outcomes. Learning and student learning outcomes are the main targets of every learning strategy used, including

learning strategies that switch from online to offline. Therefore, human resource readiness is also needed, related to considerations of the availability and plan of the human resource support system. Educators are required to be more innovative in terms of post-pandemic learning readiness because students also still need to adapt.

Schools that are declared ready are schools that have filled out a checklist through the Dapodik application, including: (1) ensuring the availability of sanitation facilities, such as clean toilets, hand washing stations with soap with running water, masks, body temperature measuring devices (thermoguns), hand sanitizers, and disinfectants; (2) able to reach health service facilities, such as puskesmas, hospitals, and clinics; (3) mapping residents of education units who have certain medical conditions (congenital / comorbid diseases), data on residents' access to schools, travel history data of residents of education units; and (4) make an agreement with the school committee regarding the readiness of face-to-face learning. Responding to the importance of understanding the condition of school readiness in carrying out face-to-face learning, the Policy Research Center conducted a study to find out how schools that have carried out face-to-face learning implement health protocols. The study was conducted from August to November last year.

If the pattern or form of implementation is implemented in schools with the strict implementation of *the Covid-19* health protocol, then there are consequences that must be enforced in accordance with *Covid-19* health procedures including schools must provide hand washing stations, carry out *physical distancing*, conduct health checks before entering school, wear masks and others. Thus, schools must synergize between teachers, parents, and health teams. The following are some things that everyone needs to do including teachers, students, and anyone who wants to enter the school environment and while at school, namely: (1) Wear a mask when in the school environment, (2) Wash hands with clean water and soap or hand sanitizer, (3) Apply cough etiquette, namely covering the nose and mouth with a tissue and immediately throwing it in the trash, (4) Maintain a minimum *distance (physical distancing)* of 1-2 meters with other people.

Post-Pandemic Health Service Readiness

The Ministry of Education, Ministry of Health, Ministry of Religion, and Ministry of Home Affairs in 2020 have issued policies regarding the implementation of offline or face-to-face learning three times. On June 15, 2020, the government has allowed schools to carry out teaching and learning activities offline with the approval of the government and the community and educational institutions in the green zone area. On August 7, 2020, the government also added a permit to expand face-to-face teaching and learning activities and allowed schools to conduct offline learning for the yellow zone area with a record that it was deemed safe and of course received approval from government agencies and the local community. Then on November 20, the government again decided to relax the opening of schools with the requirement that it no longer be in accordance with the covid-19 spread zone, but to give authority to the government and the local community to schools that are ready to carry out teaching

and learning activities offline with the requirement that it must be through the consent of the parents of students.

There are several things that must be prepared by the school or other institutions before carrying out learning activities in the current conditions, namely: (1) Providing sanitation, such as clean toilets, and hand washing facilities that are covered with running water and soap or hand sanitizer), and disinfectants; (2) able to reach health service facilities, such as puskesmas, hospitals, and clinics; (3) mapping residents of education units who have certain medical conditions (congenital / comorbid diseases), data on residents' access to schools, travel history data of residents of education units; and (4) make an agreement with the school committee regarding the readiness of face-to-face learning.

Health Protocols for the Learning and Teaching Process. Health protocols for teachers, students, and all school staff after face-to-face teaching and learning activities at school are resumed, namely: (1) School cleaners must clean the classroom and spray disinfectant throughout the room, either before or after teaching and learning activities, (2) Every teacher, student, and other staff in the school is required to wear a mask while in the school environment, (3) Students sit in chairs that have been numbered according to absences with a distance of 1 meter between students, (4) The duration of teaching and learning activities must not exceed the time specified by the government, (5) The number of students in the classroom should not exceed one-third of the number of students in the actual class, (6) Sports and extracurricular activities are recommended to be temporarily eliminated, (7) Students bring their own provisions and are required to wash their hands first before eating during recess, (8) Eating and drinking at rest time should only be at their respective tables.

Readiness of Post-Pandemic School Facilities and Infrastructure

Educational facilities are equipment and equipment used directly to support the educational process. Educational infrastructure is an indirect support of the educational process. Educational Facilities and Infrastructure are used to carry out educational activities and supporting activities. Facilities and infrastructure cannot be ignored in the educational process because without facilities and infrastructure, the implementation of education will not run well.(Kompri.K, 2014b)

Facilities and infrastructure need to be managed to help the teaching and learning process smoothly. Management of facilities and infrastructure can be interpreted as organizational activities ranging from needs planning, procurement, storage and distribution, utilization, maintenance of land and buildings, school equipment and furniture and according to their designation.(Nurbiati, 2015)

School Readiness to Face Post-Pandemic Learning

According to the Head of the Expert Team of the Task Force for the Acceleration of Handling COVID-19 Wiku Adisasmita, new normal learning is the learning of behavior change to continue carrying out activities normally but with the addition of implementing health protocols to prevent the transmission of Covid-19. Learning the new normal is the learning of a new normal life, meaning that the life we live is normal but with a new lifestyle pattern, the new lifestyle is related to the implementation of health protocols such as physical distancing, diligent hand washing with soap or

hand sanitizer, wearing masks, and a nutritious diet. This will happen in all aspects of people's lives in Indonesia, education will not be separated from this New Normal period. The permits granted to schools to carry out the learning process in the classroom must meet the criteria for safe zones (green zones) so that school openings can be carried out periodically in accordance with the recommendations of the Covid-19 Handling Acceleration Group in each region, either at the district/city level or the sub-district level so that schools that meet these criteria must ensure the availability of infrastructure and implement health protocols in their school environment according to with recommendations from the center. (Suprijono, 2020)

Human Resource Management Readiness

Human Resource Management there are several opinions according to experts: According to human resource management has a different view, human resource management is the science and art of managing relationships and work tasks so that it can effectively and efficiently help achieve the goals of the company, employees. and people. According to human resource management are policies and practices to meet the needs or aspects of employees, including managerial positions, recruitment or recruitment, screening, training, remuneration and performance monitoring. (Hasibuan, 2019) (Dessler, 2010)

Human resources play a strategic role in the organization. The success of the organization is determined by the management of human resources. states that the quality of human resources will determine the success of an organization. One of his achievements is that the capacity of human resource management is intended to improve employee performance. (Manulang, 2004)

According to "Human resource management is a science as a method to effectively and efficiently manage the relationships and roles of resources (work) owned by individuals. Unite the community, employees and society as much as possible. According to "Human resource management is a system that aims to influence the attitudes, behavior and performance of employees in order to make the best contribution to organizational goals. reaching the company". (Ricardianto, 2018) (Suparyadi, 2015)

The purpose of this study is about school readiness in facing the post-Covid-19 pandemic in junior high schools throughout Batudaa sub-district, Gorontalo regency which aims to find out: (1) School readiness in health service management, (2) School readiness in managing facilities and infrastructure, (3) School readiness in post-pandemic learning, and (4) School readiness in human resource management.

METHODS

This research was carried out at the Junior High School in Batudaa District, Gorontalo Regency. The approach used in this study is a quantitative approach with a type of research, namely descriptive explanators.

The population in this study was all teachers in junior high schools throughout Batudaa District, namely SMPN 1 Batudaa as many as 24 teachers, SMPN 2 Batudaa as many as 11 teachers, and SMP Muhammadiyah Batudaa as many as 16 teachers.

Related to data analysis used is a percentage (%) with the following steps:

Calculate the percentage (%) frequency of respondents' achievements, with the following formulation:

$$\text{Pr} \frac{f}{n} \times 100\% \text{ (Sugiyono, 2015)}$$

Information:

Pr = Percentage

F = Frequency of respondents' answers

n = Number of respondents' answers

100% = Fixed number

RESEARCH RESULTS

School Readiness in Healthcare Management

Based on school readiness indicators in the management of health services, it is divided into seven points of statement, namely: 1) Schools have clean and decent toilets equipped with soap, 2) Schools provide clean water as needed, 3) Schools provide trash cans and pay attention to the cleanliness of trash cans, 4) Schools implement mandatory mask areas for masks, 5) Provide health standard masks at least 1/3 of the number of students (as a reserve), 6) All school residents are required to be vaccinated and 7) Have a list of educators and education personnel who have and have not been vaccinated against COVID19.

Table 4. 1. Summary of Percentage of School Kesi Apan Indicator Scores in Health Service Management

No.	Statement	Score	Ideal Score	Percentage	Category
1	The school has clean toilets and deserves to be equipped with soap	203	255	80%	Just Ready
2	Schools provide clean water as needed	214	255	84%	Ready
3	The school provides trash cans and pays attention to the cleanliness of the bins	203	255	80%	Just Ready
4	Schools implement mandatory mask areas	192	255	75%	Just Ready

5	Provide health standard masks of at least 1/3 of the number of students (as a backup)	187	255	73%	Just Ready
6	All school residents are required to be vaccinated	247	255	97%	Well Prepared
7	Have a list of educators and education personnel who have and have not been vaccinated against COVID-19	247	255	97%	Well Prepared
Average		213	255	84 %	Ready

Source: Processed Primary Data, 2022

Table 4. 1 summary of the percentage of scores on the statement that schools have clean and decent toilets equipped with soap in the category of quite ready with a percentage of 80%, schools provide clean water as needed in the ready category with a percentage of 84%, schools provide trash cans and pay attention to the cleanliness of trash cans in the category of sufficiently ready with a percentage of 80%, Schools implement mandatory mask areas in the category of sufficiently ready with a percentage of 75%, providing health standard masks of at least 1/3 of the number of students (as a reserve) in the category of being sufficiently ready with a percentage of 73%, all school residents are required to vaccinate in the very ready category with a percentage of 97%, have a list of educators and education personnel who have and have not vaccinated against COVID-19 in the very ready category with a percentage of 97%.

Based on the summary of the percentage of indicator scores, there is the lowest percentage, which is 73% in the indicators of schools providing health standard masks of at least 1/3 of the number of students (as a reserve). So that researchers conduct interviews as a support for information. Based on the summary of the percentage of indicator scores, there is the lowest percentage, which is 73% in the indicators of schools providing health standard masks of at least 1/3 of the number of students (as a reserve). So that researchers conduct interviews as a support for information. Based on the results of the researcher's interview with the Principal of SMPN 1 Batudaa:

"Schools do not always provide masks because the students themselves are required to wear masks from home, if someone is still recalcitrant not to bring then the teacher who finds this will give masks to the students." (KS/W/AL/24.05.2022)

The results of research on post-pandemic face-to-face readiness show that readiness in health management by forming a school health team is in the high category or ready with a percentage of 73%. This result explains that the readiness of school health management in the post-pandemic period

includes socialization activities and the implementation of health protocols to all school residents, both educators, education staff, students, and other school residents. (Sapphira, 2021)

School readiness in managing health services in the post-pandemic period is carried out by implementing strict health protocols to prevent the transmission of COVID-19 in the school environment. Students are required to wear masks or *faceshields* during academic activities at school. In addition, the application of social distancing in the learning process is also applied to reduce the possibility of spreading the virus during the teaching and learning process (Adawiyah, 2021). In terms of post-pandemic health management, every school must ensure the availability of hand soap, clean water in every handwashing facility using soap (CPTS). Schools must also be prepared to provide mandatory areas for wearing masks, usually in the form of banners, posters and banners, and spare masks. In addition, schools must ensure the readiness of clean and proper toilets and handwashing facilities with running water, as well as the cleanliness of the environment such as floors, tables, chairs, handrails, doors, toilets, educational tools, computers, air conditioning ventilation and other facilities

School Readiness in The Management of Facilities and Infrastructure

Table 4. 2 Summary of Percentage of School Facilities and Infrastructure Readiness Indicators in Facing Post-Pandemic COVID-19 Conditions at Batudaa Junior High School

No.	Statement	Score	Ideal Score	Percentage	Category
1	School Provides seating and desks in class with a distance of 1.5 meters	198	255	78%	Just Ready
2	Have a place to wash hands with soap with running water available at least 1 unit per class	201	255	79%	Just Ready
3	Have a Thermogun (Body temperature meter) of at least 2 units for 200 students or at least 2 units per school	209	255	82%	Ready
4	The school provides a hand sanitizer in every classroom	190	255	75%	Just Ready
5	Schools provide Disinfectants	186	255	73%	Just Ready
6	There is an isolation room for anticipation of residents of the education unit whose body temperature is above normal along with information signs	163	255	64%	Less Prepared
7	Have a decent and clean UKS room	193	255	76%	Just Ready

No.	Statement	Score	Ideal Score	Percentage	Category
8	UKS there are medicines in the form of vitamins, paracetamol, eucalyptus oil and others	201	255	79%	Just Ready
Average		193	255	76%	Just Ready

Source: Processed Primary Data, 2022

Table 4. 2 summary of the percentage of scores in the school statement providing seats and tables in the classroom with a distance of 1.5 meters, there is a sufficiently ready category with a percentage of 78%, having a handwashing place with soap with running water is available at least 1 unit of each class, there is a sufficiently ready category with a percentage of 79%, having a Thermogun (body temperature meter) of at least 2 units for 200 students or at least 2 units of each school in the ready category with a percentage of 82%, the school provides hand sanitizers in each class in the category of being quite ready with a percentage of 75%, the school provides disinfectants in the category of sufficiently ready with a percentage of 73%, there is an isolation room for the anticipation of residents of the education unit whose body temperature is above normal along with information marks in the category of not ready with a percentage of 64%, has a decent and clean UKS room in the category of quite ready with a percentage of 76%, UKS there are medicines in the form of vitamins, paracetamol, eucalyptus oil and others in the category of quite ready with a percentage of 79%.

Based on the summary of the percentage of indicator scores, there is the lowest percentage, namely 64% in the indicators, there is an isolation room for the anticipation of residents of the education unit whose body temperature is above normal along with information signs. So that researchers conduct interviews as a support for information.

Based on the results of the researcher's interview with the Principal of SMPN 1 Batudaa:

"The isolation room itself does not yet exist but the school provides UKS with existing medicines. The school also has a picket teacher schedule who stands guard in front of the school to measure the student's body temperature, if anyone whose body temperature is above 37 degrees then the student can study at home is not allowed to study at school to avoid transmission of the virus." (KS/W/AL/24.05.2022)

Based on school readiness indicators in the management of facilities and infrastructure to face the aftermath of the COVID-19 pandemic, it is divided into eight statements, namely: 1) schools provide seats and tables in class with a distance of 1.5 meters, 2) have handwashing stations with soap with running water available at least 1 unit per class, 3) have a Thermogun (Body temperature meter) of at

least 2 units for 200 students or at least 2 units per school⁴) schools provide handsanitizers in each grade
 5) the school provides disinfectants 6) there is an isolation room for the anticipation of residents of the education unit whose body temperature is above normal along with information signs, 7) has a decent and clean UKS room, and 8) UKS has medicines in the form of vitamins, paracetamol, eucalyptus oil and others.

Based on the summary of the percentage of indicator scores, there is the lowest percentage, namely 64% in the indicators, there is an isolation room for the anticipation of residents of the education unit whose body temperature is above normal along with information signs. So that researchers conduct interviews as a support for information.

Based on the results of the researcher's interview with the Guru of SMPN 2 Batudaa:

"If there are students who are sick, we provide a temporary UKS room but the school has also appealed to students if anyone feels sick, they can study at home by including a permit not to enter school" (G/W/FF/24.05.2022)

The role of the school health unit (UKS/M) during the pandemic is as a health education center and is included in the frontline to overcome the spread of the COVID-19 outbreak. In the post-pandemic period, school UKS has several additional roles such as identifying needs based on the COVID-19 prevention readiness checklist in the education unit in carrying out face-to-face learning, and mapping across programs and sectors that can support UKS activities, especially life behaviors. clean and healthy (PHBS) and COVID-19 prevention in schools. In the management of school UKS during the pandemic, UKS at least has a room and a health team as well as medicines for first aid to students who experience health problems in sekolah.

School Readiness in Post-Pandemic Learning Management

Based on school readiness indicators in post-pandemic learning, it is divided into five statements, namely: 1) educators prepare a good learning system, 2) educators prepare learning media that are interesting for students, 3) learning schedules are carried out according to each educational unit, 4) educators prepare learning tools, and 5) educators prepare teaching materials before starting KBM. Based on the summary of the percentage of indicator scores, there is the lowest percentage, which is 89% in the indicators of educators preparing learning media that are interesting to students. So that researchers conduct interviews as a support for information.

Table 4. 3. Summary of The Percentage of School Readiness Indicator Scores in Post-Pandemic Learning at Batudaa Junior High School

No.	Statement	Score	Ideal Score	Percentage	Category
1	Educators prepare a good learning system	229	255	90%	Ready

No.	Statement	Score	Ideal Score	Percentage	Category
2	Educators prepare interesting learning media for students	226	255	89%	Ready
3	The learning schedule is carried out according to each educational unit	236	255	92%	Well Prepared
4	Educators set up learning tools	231	255	90%	Ready
5	Educators prepare teaching materials before starting KBM	229	255	90%	Ready
Average		230	255	90%	Ready

Source: Processed Primary Data, 2022

Table 4.23 summarizes the percentage of scores in the statement of educators preparing a good learning system in the ready category with a percentage of 90%, educators prepare learning media that are interesting for students in the ready category with a percentage of 89%, learning schedules are carried out according to each educational unit in the very ready category with a percentage of 92%, educators prepare learning tools in the ready category with a percentage of 90%, educators prepare teaching materials before starting KBM in the ready category with a percentage of 90%.

Based on the summary of the percentage of indicator scores, there is the lowest percentage, which is 89% in the indicators of educators preparing learning media that are interesting to students. So that researchers conduct interviews as a support for information.

Based on the results of the researcher's interview with the principal of SMP Muhammadiyah Batudaa:

"I myself always remind educators to always present interesting learning media to students but it all comes back to each educator how to package learning so as not to get bored." (KS/W/PP/24.05.2022)

Learning in the post-pandemic period has certain learning models which are modifications of the pre-pandemic learning model, one of which is *the blended learning* model. The media used include Whatsapp, email, Google Classroom, or other learning media applications recommended by the Ministry of Education and Culture. Teachers upload learning media in the form of modules, tutorials, videos, practice questions, student worksheets to the media that has been determined or agreed upon together then provide explanations for questions submitted by students and check and evaluate the process of online learning or studying at home to get feedback on the learning results (Pratama and Mulyati, 2020).

School Readiness in Human Resource Management

Based on school readiness indicators in human resource management in the post-COVID-19 pandemic, it is divided into five statements, namely: 1) educators use internet technology as a learning resource in learning, 2) educators are able to operate computers / laptops in learning, 3) Educators are able to access learning videos as learning resources, 4) Educators are able to manage applications or websites as learning resources, and 5) Educators are able to master applications Microsoft office.

Table 4. 4. Summary of Percentage of School Readiness Indicator Scores in Human Resource Management at Batudaa Junior High School

No.	Statement	Score	Ideal Score	Percentage	Category
1	Educators use internet technology as a learning resource in learning	191	255	80%	Just Ready
2	Educators are able to operate computers / laptops in learning	187	255	73%	Just Ready
3	Educators are able to access learning videos as a learning resource	187	255	73%	Just Ready
4	Educators are able to manage applications or websites as learning resources	179	255	70%	Less Prepared
5	Educators are able to master Microsoft office applications	175	255	69%	Less Prepared
Average		184	255	73%	Just Ready

Source: Processed Primary Data, 2022

Table 4.29 summary of the percentage of scores in the statement of educators utilizing internet technology as a learning resource in learning is in the category of being quite ready with a percentage of 80%, Educators are able to operate computers / laptops in learning there are in the category of being quite ready with a percentage of 73%, educators are able to access learning videos as learning resources are in the category of being quite ready with a percentage of 73%, educators are able to manage applications or websites as Learning resources are in the category of underprepared with a percentage of 70%, educators are able to master Microsoft office applications are in the category of underprepared with a percentage of 69%.

Based on the summary of the percentage of indicator scores, there is the lowest percentage, which is 69% in the indicators that educators are able to master Microsoft office applications. So that researchers conduct interviews as a support for information

Based on the summary of the percentage of indicator scores, there is the lowest percentage, which is 69% in the indicators that educators are able to master Microsoft office applications. So that researchers conduct interviews as a support for information.

Based on the results of a researcher's interview with the principal of Muhammadiyah Batudaa Junior High School:

"only a teacher uses the internet because of the limitations of the internet, and still doesn't understand the internet. (KS/W/PP/24.05.2022)

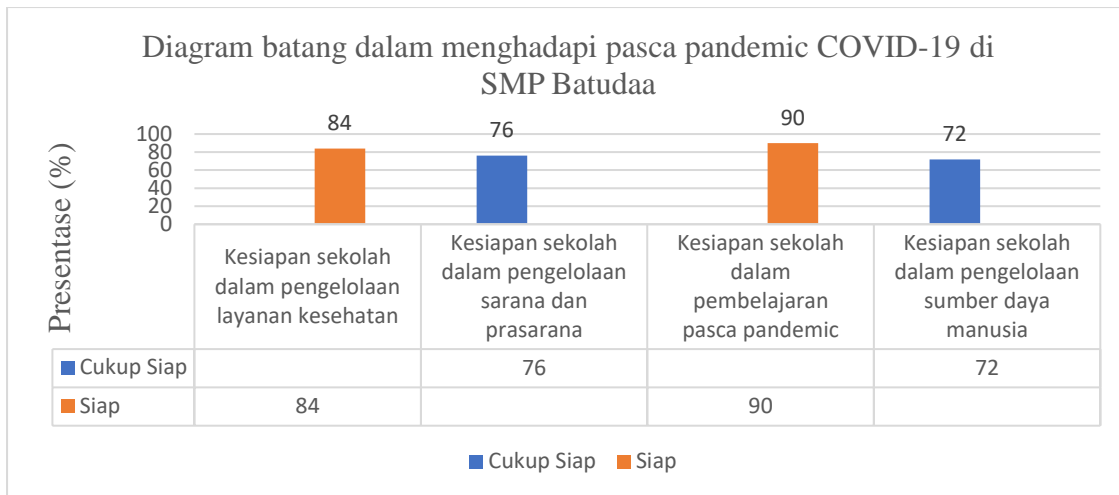
The school's readiness in human resource management at Batudaa Junior High School includes skills in utilizing the internet, operating a computer or laptop, accessing learning videos, and Microsoft Word in learning activities. Mastery of technology and the internet by educators is very important to support the learning process in the post-pandemic period, because most learning activities in the post-pandemic period use computer and internet technology in their implementation.

Table 4. 5. A summary of the overall school readiness indicator score in the face of the post-COVID-19 pandemic at Batudaa Junior High School can be illustrated in the bar chart below:

No.	Statement	Score	Ideal Score	Percentage	Category
1	School readiness in health care management	1493	1785	84%	Ready
2	School readiness in the management of facilities and infrastructure	1541	2040	76%	Just Ready
3	School readiness in post-pandemic learning	1152	1275	90%	Ready
4	School readiness in human resource management	919	1275	72%	Just Ready
Average		1276	1594	80%	Just Ready

Source: Processed Primary Data, 2022

Table 4.31 recapitulation of school readiness variables in facing the post-COVID-19 pandemic at Batudaa Junior High School shows that school readiness indicators in health service management in the ready category with a percentage of 84%, school readiness in the management of facilities and infrastructure in the category of sufficiently ready with a percentage of 76%, school readiness in post-pandemic learning in the ready category with a percentage of 90%, and school readiness in the management of human resources in the category quite ready with a percentage of 72%.



The recapitulation of all research results obtained shows that school readiness in facing the post-COVID-19 pandemic at Batudaa Junior High School category is quite ready with a percentage of 80%. With this percentage, it is hoped that all junior high schools in Batudaa will pay more attention to and further improve school readiness in the management of health services, school readiness in managing facilities and infrastructure, school readiness in post-pandemic learning, and school readiness in human resource management.

CONCLUSION

Based on the results of research and discussions that examine school readiness in facing the post-Covid-19 pandemic in junior high schools in Batudaa sub-district, Gorontalo regency, it can be concluded that: (1) School readiness in the management of health services in junior high schools throughout Batudaa sub-district is in the ready category. (2). School readiness in the management of facilities and infrastructure in junior high schools throughout Batudaa sub-district is in the category of being quite ready. (3) School readiness in the management of post-pandemic learning in junior high schools throughout Batudaa sub-district is in the ready category. (4) School readiness in managing human resources is in the category of being sufficiently prepared.

SUGGESTION

Based on the results of research that has been carried out by researcher, it is recommended to: (1) The Principal is expected to improve school readiness in the management of health services and the management of facilities and infrastructure in order to meet the health protocol standards of the face-to-face teaching and learning process. (2). Educators and education staff are expected to be more creative and innovative in developing good learning post-pandemic. (3). Educators and education staff are expected to improve their abilities in the fields of technology, information and communication to be better prepared for good teaching and learning activities in the digital era. (4) Other researchers are expected to be able to deepen this research in accordance with aspects that have not been studied by the researcher.

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