



To link to this article: <https://doi.org/10.26740/jpsi.v6n2.p75-83>

## STRATEGIC MANAGEMENT OF THE FACULTY OF SOCIAL SCIENCES AND LAW, STATE UNIVERSITY OF SURABAYA, IN IMPROVING THE QUALITY OF EDUCATION DURING THE COVID-19 PANDEMIC

**Eva Hany Fanida**

Public Administration Department, Faculty of Social Sciences and Law, State University of Surabaya  
[evafanida@unesa.ac.id](mailto:evafanida@unesa.ac.id)

**Meirinawati**

Public Administration Department, Faculty of Social Sciences and Law, State University of Surabaya  
[meirinawati@unesa.ac.id](mailto:meirinawati@unesa.ac.id)

### Abstract

This study aims to describe the efforts of the Faculty of Social Sciences and Law (FISH) of the State University of Surabaya (Unesa) in improving the quality of education during the Covid-19 pandemic within the framework of strategic management theory. This research was motivated by the fact that during the pandemic, lectures at universities switched to online and required students and lecturers to make quick adaptations that have the potential to impact the quality of education. This study uses a qualitative descriptive method. The focus of the research covers the strategic management process, which includes the phases of environmental observation, strategy formulation, strategy implementation, and evaluation. The research subjects were determined purposively by involving the heads of faculties, departments, and study programs within the FISH Unesa environment. The data analysis technique flow through data collection, data display, data reduction, and concluding. The results showed that the SWOT method was used in the environmental observation phase, specifically identifying the strengths and weaknesses of the institution's internal environment and identifying opportunities and threats to the institution's external factors. At the strategy formulation stage, a lecture strategy was set with the name Limited and Gradual Face-to-Face Lectures (PTMTB). This stage is carried out by preparing the room and health protocols. The implementation of this strategy was carried out starting with a survey via Google Form to students. Not all study programs hold PTMTB depending on the number of students who fill out the Google Form. The faculty carry out the evaluation stage with the Covid-19 Task Force. Based on the findings, several points can be suggested. The institution should make training plans for educational staff to increase competence, increase awareness of education staff to prioritize providing services for the community and increase lecturers number so that the ideal ratio between lecturers and students is met.

**Keywords:** strategic management, coronavirus disease (Covid-19), quality of education

Corresponding author(s): Eva Hany Fanida, Email: [evafanida@unesa.ac.id](mailto:evafanida@unesa.ac.id)

**Article history:** Received, 16 December 2021; Revised, 8 May 2022; Accepted, 11 May 2022.

To cite this article: Fanida, E. H., & Meirinawati. (2022). Strategic Management of the Faculty of Social Sciences and Law, State University of Surabaya in Improving the Quality of Education during the Covid-19 Pandemic. *JPSI (Journal of Public Sector Innovations)*, 6(2), 75–83. <https://doi.org/10.26740/jpsi.v6n2.p75-83>

## INTRODUCTION

At a time when the Covid-19 outbreak had spread very quickly throughout the world, the Indonesian government took firm steps to limit community activities outside the home through Government Regulation Number 21 of 2020 concerning Large-Scale Social Restrictions (PSBB) issued on March 31, 2020. With this PSBB policy, restrictions on community activities are carried out which include stopping face-to-face activities at schools, workplaces, and limiting religious activities, as well as in public places that cause crowds. The PSBB has ended, but cases of the spread of COVID-19 have again experienced a spike.

The government also issued a new policy called the Enforcement of Restrictions on Community Activities (RCA) which has been in effect since January 11, 2021. Initially this Community Activities Restrictions Enforcement (CARE) was only implemented in seven provinces in Java-Bali because it has high mobility and contributes the largest number of positive Covid-19 cases compared to other regions. In the implementation of the Java-Bali CARE, office activities are limited to 75% with the implementation of strict health protocols, teaching and learning activities are also carried out online, places of worship may be opened with a maximum capacity of 50%, then the essential sector can operate 100% with restrictions on operating hours and visitor capacity. Meanwhile, restaurant visitors are limited by 25% to eat or drink on the spot, and operating hours for shopping centers are limited to 19.00. Furthermore, The government issued a policy called Emergency CARE which will be implemented starting from June 2, 2021, which will be implemented in 48 regencies/cities with a level 4 pandemic situation and 74 regencies/cities with a level 3 pandemic situation on the islands of Java and Bali. This emergency CARE is periodically extended according to the conditions of each area. With the implementation of CARE which is always extended, it certainly affects the sustainability of many sectors, one of which is the education sector.

Higher education is one of the levels of education that has also been affected by the pandemic. Since March 2020 various universities have implemented online or online lectures, including the State University of Surabaya, one of which is at the Faculty of Social Sciences and Law (FSSL). There are many complaints from students regarding online lectures. Students experience complaints of high costs because they have to prepare internet fees and also have to face various problems because of the unstable Internet network. This is as conveyed by Indra (FSSL student):

*"We have to increase the cost for the internet, every time we go to college, not to mention that sometimes there are troubles, for example it is difficult to enter the zoom and sometimes the slow signal often goes out on its own in the link when attending lectures".*

Seeing these complaints, FSSL is also trying to make a strategy so that the learning process can be well received by students even though it is online. Based on the problems above, the authors are also interested in researching how the strategic management of the Faculty of Social Sciences and Law, State University of Surabaya in an effort to improve the quality of education during the Covid-19 pandemic.

Strategy according to Glueck (2000) is a unified, broad and integrated plan that links an organization's strategic advantages with environmental challenges designed to ensure that the main objectives can be achieved. Meanwhile, according to Hariadi (2005), strategic management is a process designed systematically by management to formulate strategies, execute strategies and evaluate strategies in order to provide the best values for all customers to realize the organization's vision. According to Hunger and Wheelen (2003), the strategic management process consists of:

1. Environmental Observation  
In environmental observation, it is divided into two analyzes, namely external analysis and internal analysis. External analysis consists of variables (opportunities and threats) that are outside the organization. While the internal analysis consists of the variables (strengths and weaknesses) that exist within the organization.
2. Strategy Formulation  
Strategy formulation is the development of long-term plans for effective management based on an analysis of environmental opportunities and threats, and looking at the company's strengths and weaknesses. The strategy formulation process includes formulating the company's mission, determining achievable goals, developing strategies, and implementing policy guidelines.
3. Strategy Implementation  
Strategy implementation is the process by which management puts its strategies and policies into action through the development of programs, budgets, and procedures.
4. Evaluation and Control  
Evaluation and control is the process of monitoring and measuring performance results that are monitored and the actual performance is then compared with the desired performance.

Based on the background described, the purpose of this study is to describe the strategic management of the Faculty of Social Sciences and Law, State University of Surabaya in an effort to improve the quality of education during the Covid-19 pandemic.

## METHODS

The type of research used in this research is descriptive research with a qualitative approach. Descriptive research method is defined as a problem solving procedure investigated by describing, identifying, or describing the state of the research subject/object (a person, institution, community and others) at the present time based on the facts that appear or as they are (Nawawi, 1998).

The location of this research is in the Faculty of Social Sciences and Law, State University of Surabaya. There is also the focus of this research using the strategic management process theory according to Hunger and Wheelen (2003:9-20). The function of the research focus is as a research limitation so that the information collected does not get out of the topic of discussion and can facilitate researchers in processing the information or data obtained.

In this study, the research subjects were determined using the purposive sampling technique. This technique is a sampling technique that is adapted to the research objectives (Nawawi, 1998). The sample size is not in question as in Accidental Sampling. The difference is that the sample limitation only takes a sample unit that is in accordance with the research objectives. In other words, the sample units that were contacted were adjusted to certain specified criteria. Based on this, the informants or resource persons used in this study include:

1. Deputy Dean for Academic Affairs FISH Unesa
2. Deputy Dean for General Affairs and Finance FISH Unesa
3. The Task Force Coordinator
4. The Head of Unesa K3
5. Head of the Department of Public Administration
6. Head of the Geography Education Department
7. Lecturer at FISH Unesa

Sources of data used in this study are divided into two groups, namely primary data and secondary data. Primary data is the main source of data obtained directly from field research through interviews with informants who understand the research topic being studied. Secondary data is a source of data obtained through official records or documentation that supports primary data. There are also data collection techniques used in this study, namely:

1. Interviews, conducted in the form of questions that have been outlined or will appear spontaneously later, so that data can be obtained completely and maximally
2. Observation, through direct observation at the research location related to the Unesa FSSL strategy management in learning during the Covid-19 pandemic
3. Documentation studies, through written materials (secondary data) in the form of government regulations, rector's decree, faculty policies, report materials and other relevant archives.

In analyzing the research data, it refers to the qualitative data analysis technique described by Miles and Huberman (1992) which includes data collection, data display, data reduction, and drawing conclusions (drawing/verifying).

## RESULTS AND DISCUSSION

Surabaya State University is a public university in Surabaya which was established on 19 December 1964. Currently, Unesa has seven faculties. The seven faculties are located on the Ketintang Campus with four faculties, namely the Faculty of Social Sciences and Law, the Faculty of Economics, the Faculty of Engineering and the Faculty of Mathematics and Natural Sciences, and three faculties are located on the Lidah Wetan campus, namely the Faculty of Sports Science, the Faculty of Education and the Faculty of Languages. and Art.

The Faculty of Social Sciences and Law (FSSL) Unesa was established in 1964 which was originally named the Faculty of Social Sciences Education (FSSE). There are six departments and eight study programs at FSSL Unesa, namely: the Department of Public Administration, there is an Bachelor Degree of Study Program of Public Administration Sciences; Department of Geography, there are Bachelor Degree of Study Program of Geography Education and Bachelor Degree of Education Social Sciences; The Department of Social Sciences includes the Bachelor Degree of Study Program of Sociology and the Bachelor Degree of Study Program of Communication Sciences; The Department of Pancasila Moral Education and Civics includes the Bachelor Degree of Study Program of Pancasila and Civics Education; and the Department of History has a Bachelor Degree of Study Program of History Education Study Program.

Currently, there are 112 lecturers at FSSL Unesa in eight study programs. For the smooth process of activities at FSSL Unesa, currently there are 38 teaching staff (education staffs). Some of the students were assigned to take care of operations in each department

and some were assigned to take care of operations at the faculty level.

### Discussion

The Covid-19 pandemic has had a very significant impact on the learning system in all universities, including FSSL Unesa. This also requires the faculty to be able to create the right strategy so that the lecture process can be carried out properly and optimally. In order to see the strategic management, the strategy management process theory from Hunger and Wheelen is used which consists of environmental observation, strategy formulation, strategy implementation, and evaluation.

### Environmental Observation

Environmental observations in this case are the internal and external environment. The discussion of the internal environment is based on the strengths and weaknesses that exist in the Unesa FSSL agency. Meanwhile, in the external environment, it will explain what opportunities and threats exist that will affect the Unesa FSSL agency.

In the internal environment, the strengths of FSSL Unesa can be seen based on the existing organizational structure. The organizational structure at FSSL Unesa consists of a Dean assisted by 3 Deputy Deans, namely the Deputy Dean for Academic Affairs, the Deputy Dean for General Affairs and Finance, and the Deputy Dean for Student Affairs and Alumni. The available human resources are 114 lecturers and 38 education staffs. The existing main task and function both at the structural level and at the functional level are in accordance with the portion and are in accordance with the organizational structure at FSSL Unesa. Employees also work in accordance with the existing main task and function. This is reinforced by a statement from Mrs. Indah Prabawati as the Deputy Dean for General Affairs and Finance which stated that:

*"Each of the staff already knows what their job is, they understand their respective positions, and it is hoped that they can provide good service not only for students, but also for the community. They also understand their respective duties and responsibilities."*

Another strength is that communication that occurs between employees and employees, also between employees and leaders and between leaders and leaders goes well. Education staffs employees, for example, in carrying out new tasks, always communicate with their supervisors or superiors. The communication is familial, as expressed by Mrs. Indah Prabawati that:

*"If there are employees who feel they don't understand their work, they don't hesitate to ask their superiors. Even if there is something urgent, we always hold a meeting together to find a solution."*

Another strength lies in the performance culture of FSSL Unesa. Culture is the pattern of beliefs, expectations, and values shared by members of an organization. Organizational norms specifically define and define acceptable behavior for members from top management to operative employees. At FSSL Unesa currently enforces an Integrity Zone to guard FSSL so that it is free from corruption and as a clean bureaucratic area and prioritizes service. Mrs. Indah Prabawati revealed that in order to realize this culture, FSSL Unesa has an integrity zone team, namely a team that oversees FSSL Unesa to be an area free from corruption and as a clean and serving bureaucratic area.

The next strength lies in the resources consisting of human resources and facilities owned by FSSL Unesa. Mrs. Indah Prabawati stated that:

*"The strength in FSSL consists of human resources, facilities and finances. Human resources consist of 114 lecturers and 38 staff. For the facilities it has, there are lecture rooms, office spaces, dean's rooms, laboratories for each study program, library, canteen, parking lot, study center room, and professor's room"*.

The resources owned by FSSL Unesa, which in this case the available facilities are considered sufficient. Even lecturers can also be free to do their tasks without interference from other people, this is because each lecturer has their own room. Lecturers can also freely, for example, to conduct thesis guidance with students or other activities.

Despite having various strengths, FSSL Unesa also has several weaknesses. The biggest weakness of FSSL Unesa is in terms of human resources, in this case the existing employees. Employees do understand what has become their main task, but there are still weaknesses in existing performance. There are often complaints for the service of requests for making letters, for example, letters of assignment from the department to the faculty. This is because the employee who is responsible for making the assignment letter is not present at the office but is in a work from home (WFH) position. This is as expressed by Mrs. Ita Mardiana, Head of the Geography Education Department, namely:

*"Education staffs employees at the faculty are considered to be absent from work at home, so that when they are needed they cannot always be fulfilled immediately. Even if they are at home, they should still work."*

Another weakness in human resources, in this case FSSL Unesa still needs new lecturers, in order to meet the ideal ratio between lecturers and students, namely one lecturer to 30 students (1:30). There are still study programs whose adequacy ratio between lecturers and students is not yet ideal. Then for the education staff, it is considered sufficient in terms of the number of existing tendons. Only the competencies possessed by education staff need to be improved again, so that they can work better and fulfill the organizational culture created at FSSL Unesa.

Next on the external environment includes opportunities and threats that exist. In terms of opportunity, with the implementation of Limited and Gradual Face-to-Face Learning (LGFL) and if it is smooth in the implementation process, it can become a model for other faculties and even other universities if they want to hold Face-to-Face Learning. Another opportunity is to increase student learning outcomes through Face-to-Face Learning. This is as expressed by Mr. Sudarman as the Team work Coordinator as follows:

*“If these Limited and Gradual Face-to-Face Learning are successfully held, then other faculties or universities can participate. In addition, it is hoped that the results of student scores will increase.”*

The threat felt in the implementation of Limited and Gradual Face-to-Face Learning (LGFL) is the willingness of parents of students who live in Surabaya, Sidoarjo and Gresik to allow their sons and daughters to study face-to-face. In addition, there is a tendency for students to be more comfortable using online lectures. This is as stated by Mrs. Tjitjik Rahaju as the Head of the Department of Public Administration, which states that:

*“When the lectures were conducted online, students found it difficult to digest the material from the lecturers, so many students asked for Face-to-Face Learning. However, now that Unesa is starting to make efforts for Face-to-Face Learning, it turns out that there are not many students who want to study face-to-face. They already feel comfortable because, for example, they don't need a boarding house.”*

In addition, if the Limited and Gradual Face-to-Face Learning can be carried out, but suddenly there is a spike in Covid-19 cases again, it is possible that the Limited and Gradual Face-to-Face Learning can be terminated and the online lecture system resumed.

**Strategy Formulation**

The second indicator in Hunger and Wheelen's Theory is strategy formulation. Strategy formulation is

the development of long-term plans for effective management based on an analysis of environmental opportunities and threats, and looking at the strengths and weaknesses of the organization.

Based on the results of a coordination meeting between the leadership of the State University of Surabaya and the Unesa Senate on September 16, 2021, Unesa also tried to carry out Face-to-Face Learning called Limited and Gradual Face-to-Face Learning (LGFL) which could start on 20 September 2021. In response to this, based on the statement of Mr. Sudarman as the coordinator of team work, the strategy formulation carried out by FSSL Unesa is to create a Google Form for students who live in Greater Surabaya, in this case Surabaya, Sidoarjo and Gresik. The Google Form contains the student's willingness to attend LGFL lectures, as well as attaching a letter of permission from parents to attend LGFL lectures. The student must also meet the requirements of having received the Covid-19 vaccine, both the first and second vaccines. Through the Google Form, the following data is obtained:

Table 1. Number of Students Willingness to Join Limited and Gradual Face-to-Face Learning (LGFL)

Study program	Number of Students
Civis Education	24
History Education	46
Geography Education	19
Social Studies Education	28
Sociology	31
Communication Studies	11
Public Administration	19
Legal Studies	52
<b>Total</b>	<b>230</b>

Source: Unesa FSSL data, 2021

Based on the data above, it can be said that the students who are most interested in participating in the Limited and Gradual Face-to-Face Learning (LGFL) come from the Legal Studies Program with a total of 52 students.

Another thing that FSSL Unesa does in preparing LGFL is to prepare all the facilities needed. Through observation, it can be seen that in every building there has been a sink used for washing hands. There is even a hand sanitizer in every room. There are also signs on health protocols (prokes) for how to wash hands, wear masks, keep a distance and stay away from crowds. Temperature checking tools are also available at various corners of FSSL Unesa.



Figure 1. Sink and Health Protocol Signage



Source: Processed Data (2021)

Figure 2. Thermometer



Source: Processed Data (2021)

Classrooms are also prepared for LGFL. Each room is provided with a camera and amplifier for hybrid lectures. Mrs. Indah Prabawati stated that:

“For LGFL FSSL has prepared a lecture room for a maximum of 15 people, signboards, provides a sink, hand sanitizer, masks, and disinfectants. There is also a LGFL task force team at the faculty level consisting of lecturers, staff and students, as well as making Minutes for the implementation of LGFL and

monitored by the university's SMCC team. 15 people based on 25% of the capacity and FSSL policy, a maximum of 15 people for college”.

Based on this statement, information was obtained that the implementation of the LGFL was also monitored by the University-level Crisis Center Mitigation Unit (SMCC). In fact, before the classrooms were used for LGFL lectures, the classrooms were checked for feasibility by the SMCC team and Occupational Health and Safety (OHS) members in the faculty and representatives from Division II. Determination of room capacity for LGFL students is carried out based on guidelines on health procedures and forms from the SMCC unit. This capacity is determined from the amount of 25% of the room capacity, not based on the number of students but on the percentage. Then each seat is given a distance of 1.5 m from the front and back as well as from the left and right sides. If the classroom is suitable for Face-to-Face Learning, then the classroom is affixed with a feasibility sticker. The eligibility sticker will show the maximum number of each classroom. In addition, FSSL also formed a LGFL task force team in the faculty consisting of lecturers, education staff and students. His job is to monitor the implementation of LGFL activities.

Figure 3. Classroom for LGFL



Source: Processed data (2021)

**Strategy Implementation**

The third indicator in Hunger and Wheelen's theory of strategy implementation is strategy implementation, namely the process by which management puts its strategies and policies into action through the development of programs, budgets, and procedures. This stage is carried out based on the results of the Google Form for college specialization through LGFL which has been filled out by 230 students who are

interested in studying LGFL from the 2018 2019 and 2021 batches.

Table 3. Force-Based Distribution for Interested Students of LGFL

Study Program	Class of 2018	Class of 2019	Class of 2020
PPKN	-	14	10
History Education	8	15	23
Geography Education	1	4	15
Social Studies Education	-	17	11
Sociology	2	10	19
Communication Studies	-	2	9
Public Administration Ilmu	1	9	9
Legal studies	-	40	12
Total	11	111	108

Source: Processed Data (2021)

Based on the data above, those who have the highest interest in Face-to-Face Learning are from the class of 2020. The class of 2020 is a generation that has never experienced Face-to-Face Learning since the beginning of college, namely semester 1 until now, in semester 3. Especially for the class of 2019 they do not fill out Google Forms. because the class was carrying out the KKN program for approximately 3 months, so there was no schedule for lecture meetings.

Departing from the results of filling out the Google Form, not all FSSL Unesa study programs implement LGFL. Generally, if there are less than 15 students who are interested in attending Face-to-Face Learning, the study program can take a policy not to open the face-to-face lecture. It all depends on the policies of each study program. Study programs that do not do LGFL are Communication Studies and State Administration. This is because student interest in participating in LGFL is only 9 people per batch. This is as expressed by Mrs. Tjitjik Rahaju as Head of the Department of Public Administration who said that:

*"Based on the agreement of all lecturers in S1 Administrative Sciences, a policy was taken not to implement LGFL. Because the maximum in one batch does not reach 15 people, it was decided not to open LGFL lectures".*

The study programs that organize LGFL are the S1 Pancasila and Citizenship Education Study Program, the Geography Education S1 Study Program, the History Education S1 Study Program, the Legal Studies Study

Program, the Sociology Study Program S1 and the Social Studies Education Study Program. The implementation of LGFL is the same as lectures before the Covid-19 pandemic, only the difference is that students and lecturers must follow new habits during the Covid-19 pandemic and apply health protocols. This is as conveyed by Mr. Agus Sutedjo as a lecturer in the Basic Cartography course, as follows:

*"One batch of 3 classes..... Of the 3 classes that took offline lectures 18 students... I joined the lectures... 100 minutes of regular lectures... while other students lectured online as usual..... before there LGFL...online lectures 3 times according to the schedule for each class....after LGFL...I took one hour of lectures for LGFL. .... Students are online when I am offline.... I am told to join another class to join online... I will be ready when I am online and offline on campus. Because the times are sequential"*

Figure 4. LGFL Lecture Process



Source: Processed data (2021)

**Evaluation and Control**

The next stage in strategic management theory according to Hunger and Wheelen is evaluation and control which is the process of monitoring and measuring performance results that are monitored and the actual performance is then compared with the desired performance. In the process of evaluating the implementation of LGFL, every faculty at Unesa has a Covid-19 Task Force. In fact, each faculty asked representatives from each department to become the Covid-19 Task Force. This is done so that the implementation of LGFL is fully controlled, starting from the department, faculty, to university level.

Until the final meeting of the odd semester lectures, there were no significant violations of health

protocols and no spread of the Covid-19 virus was found. This is in line with what was conveyed by Mr. Wiryo Nuryono as the Head of K3 Unesa, namely:

*"For evaluation, each faculty has created a Covid task force, then each faculty asks for representatives from each department. This is to be really controlled. Until the 15th meeting, there have been no violations of the process and the spread of the Covid virus. Because every meeting there is a Minutes.*

The Minutes that are always present at every meeting contain a list of attendees, health conditions, and home addresses, so that if there is an unexpected incident, it can be handled easily and tracer.

## CONCLUSION

This research was conducted based on Hunger and Wheelen's theory of strategic management process. In environmental observations there are internal and external environments. The discussion of the internal environment is based on the strengths and weaknesses that exist in the Unesa FSSL agency. In the external environment, it will be explained about the opportunities and threats that exist that will affect the Unesa FSSL agency.

On internal factors, in terms of strength, it lies in the organizational structure at FSSL Unesa, where there are also clear main tasks and functions and employees work in accordance with the existing main functions. Strength is also found in the communication that occurs between employees and employees, also between employees and leaders, and between leaders and leaders that goes well. In addition, the performance culture at FSSL Unesa is also a strength, where currently there is an Integrity Zone in place to guard FSSL so that it is free from corruption and as a clean bureaucratic area and prioritizes service. FSSL Unesa has 114 lecturers in eight study programs and 38 education staffs. The facilities owned by FSSL Unesa include having adequate lecture halls, there are also office space, dean's building, laboratories in each study program, library room, canteen, parking space for both two-wheeled and four-wheeled vehicles, study center room and own room for professors, each lecturer has his own room. One of the biggest weaknesses of FSSL Unesa is that it still needs new lecturers, in order to meet the ideal ratio between lecturers and students, namely one lecturer to 30 students (1:30), and the provision of services that are still lacking for education staff.

External factors include opportunities and threats that exist. Opportunities that FSSL Unesa has, namely the implementation of Limited and Gradual Face-to-Face Learning (LGFL) and if it is smooth in the implementation process, it can become a model for other faculties and even other universities if they want to hold Face-to-Face Learning, as well as increasing student learning outcomes through Face-to-Face Learning. advance.

The threat felt in the implementation of Limited and Gradual Face-to-Face Learning (LGFL) is the willingness of parents of students who live in Surabaya, Sidoarjo and Gresik to allow their sons and daughters to study face-to-face. In addition, there is a tendency for students to be more comfortable using online lectures.

The next stage is strategy formulation, which will start Face-to-Face Learning under the name LGFL (Limited and Gradual Face-to-Face Learning). This stage is carried out by preparing a room for lectures and there is a hand sanitizer, signage on health protocols (prokes), wearing masks, maintaining distance and staying away from crowds, cameras and amplifiers are also prepared if lectures use a hybrid. The lecture hall is only allowed a maximum of 15 students. In addition, FSSL has also formed a task force team.

At the strategy implementation stage, it was carried out based on the results of the Google Form filled out by students for college specialization through LGFL, of 230 students who were interested in studying LGFL came from the 2018 2020 and 2021 classes. Not all study programs held LGFL depending on the number of students who filled out the Google Form.

The evaluation stage is carried out with faculties that have a Covid-19 task force. Even the faculty asked representatives from each department to become the Covid-19 task force. This is so that the implementation of LGFL is really well controlled, starting from the department, faculty, to university level. As of the 15th meeting, there have not been any violations of the health protocol and the spread of COVID-19.

## Suggestion

After doing the research, there are some suggestions that are expected to be useful in the future, namely:

1. Make a training plan for education personnel to improve their skills and knowledge or competence.
2. Provide awareness for education personnel to prioritize the provision of services for the community.
3. Adding lecturers to fulfill the ideal ratio between lecturers and students.

## REFERENCES

- Carpenter, M. A. & Sanders, Wm, Gerard. (2009). *Strategic Management: A Dynamic Prespective*. 2nd Edition New Jersey: Pearson Printice Hall
- Gitosudarmo, I. (2008). *Manajemen Strategis*. Yogyakarta, BPFE
- Glueck, William F dan Lawrence R. Jauch, (2000). *Manajemen Strategis dan Kebijakan Perusahaan*. Jakarta, Erlangga
- Hariadi, Bambang. (2005). *Strategi Manajemen, Strategi Memenangkan Perang Bisnis*. Malang, Bayumedia Publishing



- Hunger, J. D. dan Wheelen, Thomas I. (2003). *Manajemen Strategis*. Yogyakarta, Andi Yogyakarta
- Meirinawati, Eva Hany Fanida dan Indah Prabawati. (2018). Strategy Management of Hazardous and Toxic Waste Processing by PT Artama Sentosa Indonesia (Study of Transporting and Collecting Hazardous and Toxic Waste), Atlantis Press Journal, Advances in Social Science, Education and Humanities Research, volume 226
- Miles, Mattheew B dan A. Michael Hunerman (1992). *Analisis Data Kualitatif*. Jakarta, UI Press
- Moleong, Lexy J. (2012). *Metodologi Penelitian Kualitatif*. Bandung, Remaja Roesdakarya
- Nawawi, Hadari. (1998). *Metode Penelitian Bidang Sosial*. Yogyakarta, Gadjah Mada University Press
- Niswah, F dan Meirinawati. (2015). *Manajemen Strategi Sektor Publik*. Surabaya, Unesa University Press
- Steven L., Yaffee and Julia Wondolleck. (2003). "Collaborative Ecosystem Planning Processes in The United States: Evolution and Challenges." *Jurnal Environments* 31: 59–72
- Sudaryanto, Sudaryanto, Wahyu Widayati, and Risza Amalia. (2020). "Konsep Merdeka Belajar- Kampus Merdeka Dan Aplikasinya Dalam Pendidikan Bahasa (Dan Sastra) Indonesia." Kode: *Jurnal Bahasa* 9(2).
- Kholifah, Siti dan I Wayan Suyadnya. (2018). *Metodologi Penelitian Kualitatif Berbagi Pengalaman dan Lapangan*. Depok, Rajawali Pers
- Usman, dan Abdi. (2009). *Metodologi Penelitian Sosial dan Ekonomi Teori dan Aplikasi*. Bandung, Alfabeta
- SE Rektor Unesa No. B/45374/UN38/HK.01.01/2021 tentang Pelaksanaan Pembelajaran Tatap Muka Terbatas dan Bertahap pada Semester Gasal 2021/2022
- SKB Mendikbud, Menag, Menkes, Mendragri, No. 03/KB/2020 tentang Panduan Penyelenggaraan Pembelajaran pada Semester Gasal Tahun Ajaran dan Tahun Akademik 2021/2022 di Masa Pandemi Covid-19
- Surat Pemerintah Kota Surabaya No. 443.2/11938/436.8.4/2021 tentang Pelaksanaan Kegiatan Perkuliahan Tatap Muka Terbatas dan Bertahap di Unesa