

THE CONCEPTS OF NEW NORMAL UNIVERSITY & HOW TO DESIGN NEW NORMAL SOCIAL MEDIA: EXTRAORDINARY CASE-COVID 19

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Paper received: 2022-02-01

revised: 2022-11-14

accepted: 2022-11-21

Abstract: The spread of COVID 19 has already taken place globally, and it is still stopping transmission by doing social and physical distancing. One of the affected sectors is Education. Therefore, Education must undergo drastic changes in the teaching and learning process and create high flexibility and adaptation to current conditions. This article focuses on creating a concept and innovation in the teaching and learning process, especially at the university level. It starts with the standard university concept, which consists of the fundamental knowledge, the fundamental invisible and visible experience, the fundamental innovative invisible and visible expertise, which produces the university's maturity level (the seven stages of university). This concept was later developed into a new normal university to deal with the current situation, namely the teaching and learning process that can provide solutions. Problems such as not being able to do the teaching and learning process face-to-face and others are essential factors that have an immediate address. However, the teaching and learning process can run effectively and efficiently. This study's final results are three primary things: health protocol, process protocol, monitoring, and feedback protocol, called the three stages of a new regular university. This article will also produce a new normal social media, the initial design for a social media application to help people affected by the pandemic.

Keywords: COVID 19, New Normal University, Process, Systems, Technology, The Concepts

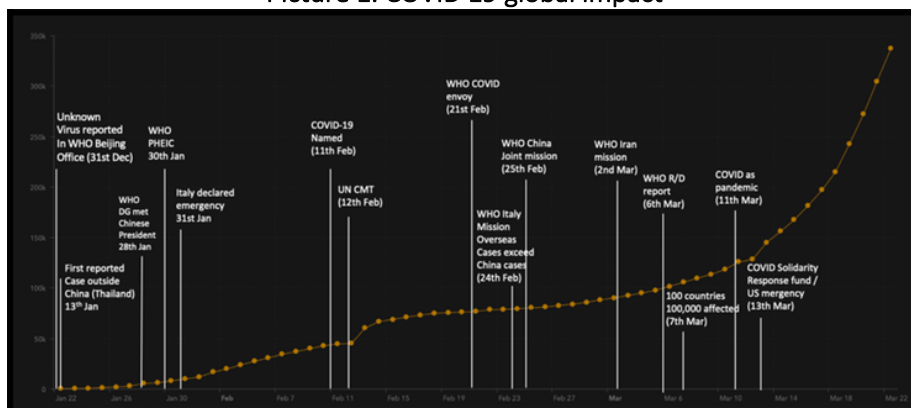
Abstrak: Penyebaran COVID 19 sudah terjadi secara global, dan sampai pada hari ini masih dilakukan social dan physical distancing secara ketat. Salah satu sektor yang terkena dampak adalah Pendidikan. Oleh karena itu, Pendidikan harus mengalami perubahan signifikan dalam proses belajar mengajar dan menciptakan fleksibilitas serta adaptasi yang tinggi terhadap situasi dan kondisi saat ini. Artikel ini berfokus pada penciptaan konsep dan inovasi dalam proses belajar mengajar, khususnya di tingkat universitas. Dimulai dengan konsep standar universitas, yang terdiri dari dasar pengetahuan, dasar pengalaman yang tidak terlihat dan terlihat, dasar keahlian yang tidak terlihat dan terlihat serta inovatif, yang dimana menghasilkan tingkat kedewasaan universitas (tujuh tahap universitas). Lebih jauh lagi, konsep ini kemudian dikembangkan menjadi *new normal university* untuk menghadapi situasi saat ini, yaitu proses belajar mengajar yang dapat memberikan solusi. Masalah seperti tidak bisa melakukan proses belajar mengajar secara tatap muka dan lain-lain merupakan faktor penting yang harus segera diatasi. Proses belajar mengajar dapat terus berjalan dengan efektif dan efisien. Hasil akhir penelitian ini adalah tiga konsep: protokol kesehatan, protokol proses, protokol pemantauan, dan protokol umpan balik, yang disebut tiga tahap universitas reguler baru. Artikel ini juga akan menghasilkan media sosial new normal yang merupakan desain awal dalam memproduksi aplikasi media sosial untuk membantu masyarakat yang terdampak pandemi.

Kata kunci: COVID 19, *New normal university*, Proses, Sistem, Teknologi, Konsep

1. Introduction

An unexpected event can change almost everything living this life, but we can get through it all. There are many good things in it, where we will learn to be more patient, more creative, and more capable in providing solutions-able to produce good things in ourselves and our relationships with others. We know that the spread of the COVID 19 virus has spread throughout the world, which has resulted in disruption in several vital sectors, such as Education. Dian-Fu Chang said: "Education is leadership, which must be able to form a new culture, communicating the vision appropriately and adjusting the organizational structure to the Development of globalization" (Chang et al., 2017). Therefore, lecturers' policy and development are important components that are very important to get attention. Problems found include the inability to do face-to-face teaching and learning because it can lead to an increasingly broad spread of COVID 19. Zaharah said: "The interaction between lecturers and students has been done online" (Zaharah & Kirilova, 2020). It has problems such as internet quota costs - internet coverage - the lack of proper knowledge. COVID 19, we already know, is a virus that spreads quickly. Humberto Guancho Garcell (2020), MLE Parwanto (2020), Mandip Kumar Nar (2020) said: "To avoid spreading, we must know and understand the incubation period and how the spread of COVID 19 can occur and control the environment. Furthermore, Xiaojun Zhang et al. (2019) said: "The world must prepare for the next pandemic and must protect people from infectio". Rajib Shaw et al. (2020), in his article entitled Governance, technology, and citizen behavior in a pandemic: Lessons from COVID-19 in East Asia, describes the global impact of COVID 19 :

Picture 1. COVID 19 global impact



It raises a big question: "When can a university reopen its teaching and learning activities?", "How to carry out this teaching and learning process safely?", and "What resources should be there so that the learning process can run properly?". These questions and problems become undeniable that we must coexist with COVID 19, and WHO says that the COVID 19 Virus will not go that easily. Therefore, we must make changes in our daily lives with new habits. This article focuses on implementing the teaching and learning process safely by conducting strict health protocols, this requires flexibility in its application. The concepts explored in this study may not be swallowed raw and read literally but have understood the pattern of the adaptation ideas and each university's situation. Because we know that every university has its own culture, this is each university's unique nature. Furthermore, this article will focus on how this new regular university's concept and implementation will be submitted to each university to make adjustments. This study will produce four major stages in applying the new standard concept: (1) The idea of "The fundamentals of knowledge", (2) The concept of "The fundamentals of invisible & visible knowledge", (3) The concept of "The Development of innovative invisible & visible knowledge", (4) The concept of "The new normal university".

These concepts cannot explain in detail because if an explanation is particular, then 200-

300 pages will be produced to solve it. The final result of this study is a concept in the application of new standard universities, namely how we conduct the teaching and learning process by paying attention to three critical factors, namely: health protocol, process protocol, and monitoring protocol; and when should the process begin at the right time?, we say this as the term: “The right time, the right person and the right way”, these three things indeed cannot be separated from each other.

2. Method

This study is qualitative by exploring other studies originating from several sources: What is the evidence for social distancing during global pandemics? A rapid summary of current knowledge, written by Kamal R. Mahtani, Carl Heneghan, and Jeffrey K. Aronson (Mahtani et al., 2020). The Oxford COVID-19 Evidence Service Team Center for Evidence-Based Medicine, Nuffield Department of Primary Care Health Sciences, University of Oxford and Using technology to maintain the Education of residents during the COVID-19 pandemic, written by Robert Connor Chick, MD, Guy Travis Clifton, MD, Kaitlin M. Peace, MD, Brandon W. Propper, MD, Diane F. Hale, MD, Adnan A. Alseidi, MD, and Timothy J. Vreeland, MD, Journal of Surgical Education, published by Elsevier Inc (Chick et al., 2020). These two articles are obtained from Google Scholar. There are still several other sources listed in references.

Moreover, this article is still very new. It requires further development. Articles are developing it towards new standard social media and new normal social media/startup for the next article after completing a new normal university. The data obtained comes from a study published by another researcher. The data has recognised accuracy, so the report can develop it into an innovative concept that applies to some of the alternatives described in this study.

In this study, the method used is ABC's management, created by Ken Blanchard, described as follows:

Figure 2. ABC's methods- Ken Blanchard (O'Brien, 2002), (Ken Blanchard, 2006)

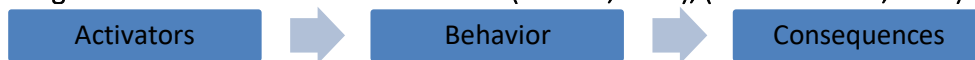


Figure 2 explains, A (Activators) - things that must be done first before expecting someone else to achieve a goal; B (Behavior) - what attributes a person does or says; C (Consequences) everything that is done by someone after completing or has tried to achieve a goal.

Table 1. The Maturity Level of the university (The seven Stages of university)

Stages	1	2	3	4	5	6	7
Elements	Uncontrolled	The fundamental	The Development	Integrated	Good University	The Best University	Global University
Strategy	Hardware and software requirements analysis	Vision Mission Aim Determined and planned	Faculty Brand Positioning Diferensiasi Aggressive	Building cooperation Local universities (20%) Universities abroad (20%) Control	Building cooperation of Local University (30%) Universities abroad (30%) Control Develop Cooperation	Stable cooperation with local and overseas universities in R & D Cooperate with companies/organisations/industries at national and international levels	Universities have an impact on innovation
Structure	None	Simple organisational structure	Effective & efficient organisation Department faculty	More department and faculty	Leaders who have level 4 capabilities -Jim Collins concepts	Leaders with level 4 & 5 abilities (According to Jim Collins Concepts)	Interconnected organisational structures
Systems	Unconnected Uncontrolled	Many applications Gaps Overlapping SOP	Building systems and integration	Office integrated systems Administration SOP Digital	Integrated Less complain Digital	Integrated Less complain Digital e-learning ERP; SCM; CRM	Integrated-Global
Culture	None	Building trust	Assertive Focus Delegate to the right person More one-way communication	Increased trust Cooperation The ability to communicate in two directions	Excellent collaboration and mutual help in improving the ability The position interest cycle decreases.	Solid cooperation between staff Little personal interest in positioning, but focusing on what innovations and contributions give to society and the world	Open-Minded Excellent communication

Staff	Requires competent staff	Visible knowledge	80% visible knowledge 20% invisible knowledge	Lecturers who have high competence 30% visible knowledge 30% invisible knowledge	40% Visible knowledge 40% Invisible knowledge	80% Visible knowledge 80% Invisible Knowledge	100% Invisible & Visible Knowledge
Style	None	Delegation to the right person	Defender	Working together well Establish rapport between staff Support each other for knowledge and experience	Good Cooperation	Excellent cooperation	Openness in knowledge and experience Give each other and support
Global Goals	Confuse Still in determining the highest goal of the university	Define the university focus	National impact	Collaboration with local and international universities Building cooperation with domestic companies/organisations/industries	National impact (50%) Global impact (40%)	National Impact International Impact 80% Innovation and create products/services	Contributing to the creation of innovations with global impact

Table 1 explains the seven stages of building a "normal university", which will have developed into a "new normal university" concept in the seven steps. This concept is beneficial in knowing how far the university has evolved in the face of globalization competition. Seven elements: (1) the university's vision, mission and objectives in accomplishing what has been planned and achieving specific goals; (2) the organizational characteristics of the university; (3) systems-standard operating procedures-processes in the university; (4) the cultures established by the university-the conditions and circumstances that shape the custom within the university; (5) staff-the required lecturers category and required human resources; (6) style-how to achieve the intended purpose; (7) global goals-what values will be given to the world; Seven stages: (1) uncontrolled-university has no ability in management; (2) the university-fund builds the necessary needs to achieve its vision-mission and goals; (3) the development-university began to build the human resources and systems essential for the process to work; (4) integrated systems in the university, very well integrated and very minimal about complaints; (5) good universities-the university has sufficient qualified human resources, but has not reached global yet; (6) the best universities enter the worldwide level and make an impact; (7) comprehensive universities have an impact on the company, organization, or industry and community life in general. If these elements and levels combine, it is known how far the university is in developing human resources; its infrastructure, and connections globally, to produce positive impacts and contributions for society and the world.

3. Results & discussions

The article starts from the standard university concept, which consists of three essential parts, namely: "The fundamentals of knowledge", "The fundamentals of invisible & visible knowledge", and "The fundamentals of innovative invisible & visible knowledge". It can produce the maturity level of the university (The seven stages of university). At the fundamentals of knowledge, we will understand how experience is the basis of strength within universities in producing human resources capable of dealing with globalization and rapid change. The Fundamental of invisible & visible experience focuses on universities development in students and lecturers. The fundamental of innovative invisible & visible expertise focuses on how and how it has applied at the university. Ultimately, it produces seven stages and seven essential elements called the university's maturity level (the seven steps of university). These things happen just before the COVID 19 pandemic occurs, but it is necessary to adapt and make drastic changes in this current situation. Therefore, the normal university concept has developed into a new standard university concept, consisting of three essential parts: health protocol, process protocols, and surveillance protocols. These three protocols must not be separated, and we must see them as input, process, and output processes, and then there is feedback. The following explanation:

3.1. The Fundamental of knowledge

The first concept in creating a new regular university is The Fundamentals of Knowledge. The formula used is:

Figure 3. Formula The Fundamental of knowledge

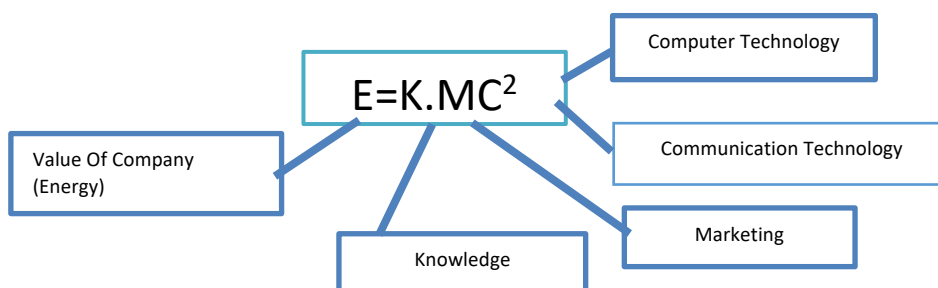


Figure 3 explains, $E = KMC^2$ -E (E-energy (value of the company), K (knowledge)-organizational skills in improving experience; M (Marketing)-organizational capability in the market-interaction with customers in the commercial market- interaction with employees in competency - interaction with shareholders in the capital market; C^2 (C1: Computer technology & C2: Communication technology). In figure 1, every university must be able to have the value offered to students (as in companies), knowledge of quality high, marketing in the sense that universities can become market leaders in the world of Education, which certainly does not forget the variety of the human resources produced; infrastructure technology has divided into two essential parts namely computer technology and communication technology. It has developed into the next concept, namely "The fundamental of invisible & visible university":

Figure 4. The Fundamental of invisible & visible knowledge

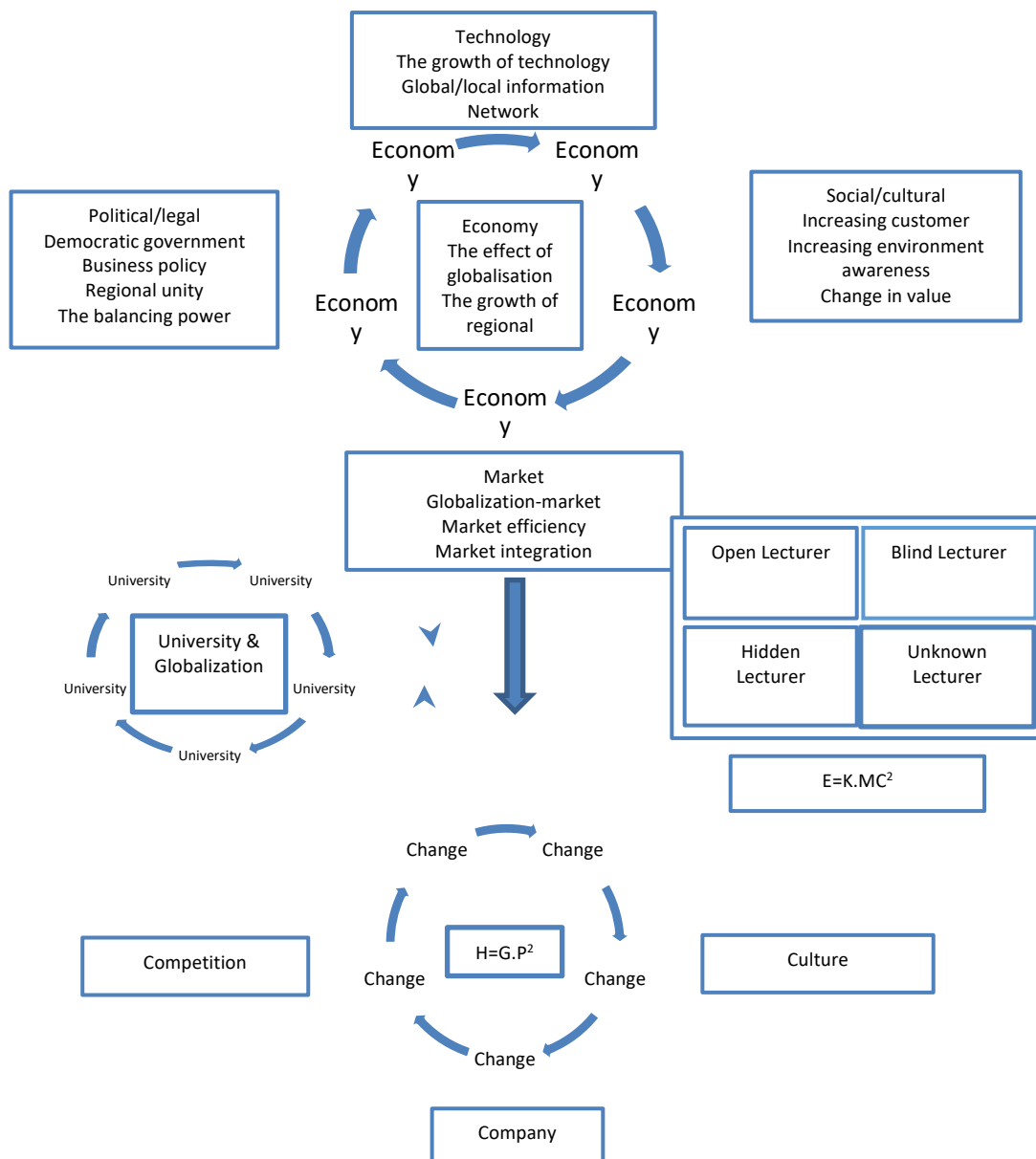


Figure 4 explains that universities are related to globalization, meaning universities must have a powerful application of invisible and visible knowledge. In addition, knowledge and experience must be the basis of the teaching and learning process, which affects the results of human resources needed by industry. Next, the framework was developed again into a new formula to increase knowledge, namely $H = G.P^2$.

3.2. The Fundamental of invisible & visible knowledge

The concept then develops into a new formula and framework for implementing invisible & visible knowledge, which has explained as follows:

Figure 5. The formula for the Fundamental of visible & invisible knowledge

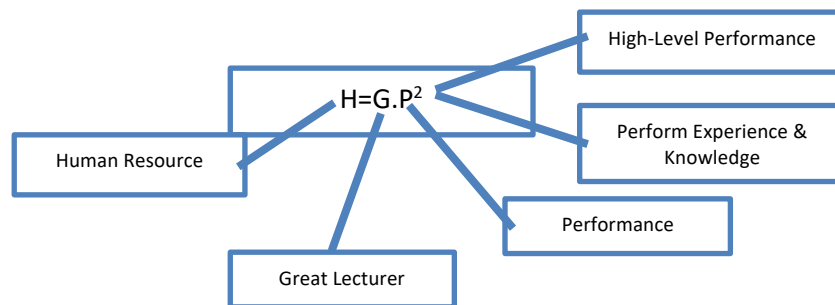


Figure 5 explains H, a human resource owned by the university and will be owned by the university (implemented upon receiving lecturers working at the university); a great lecturer who can apply E-K.MC² and develop it ideally. P, a performance owned by a lecturer and implemented consistently so that the lecturer has an achievement that can contribute significantly to the university and the community and provide changes to students. P² has two essential things: (1) P1: High-level performance-lecturers have measurable and achievable plans with the time they set, creating innovations in terms of creating products/services that can use by the community and possibly new concepts applicable or new ideas that have not yet been applied but will be able to have a significant impact on the advancement of thought and cultural change in a community environment; university; organization; company or other; P2: performance experience & knowledge-lecturer has experience in the field, where what he has taught has been applied and has experience. The next step combines the two formulas created and developed into a new framework and method to produce three new formulas.

3.3. The fundamental of innovative invisible & visible knowledge

This concept is a development of the previous formulas and frameworks, and here is how we implement invisible & visible knowledge, which has described as follows:

Figure 6. $(E=K.MC^2 + H=G.P^2) = S=K.M^2$ (The fundamental of innovative invisible & visible knowledge)

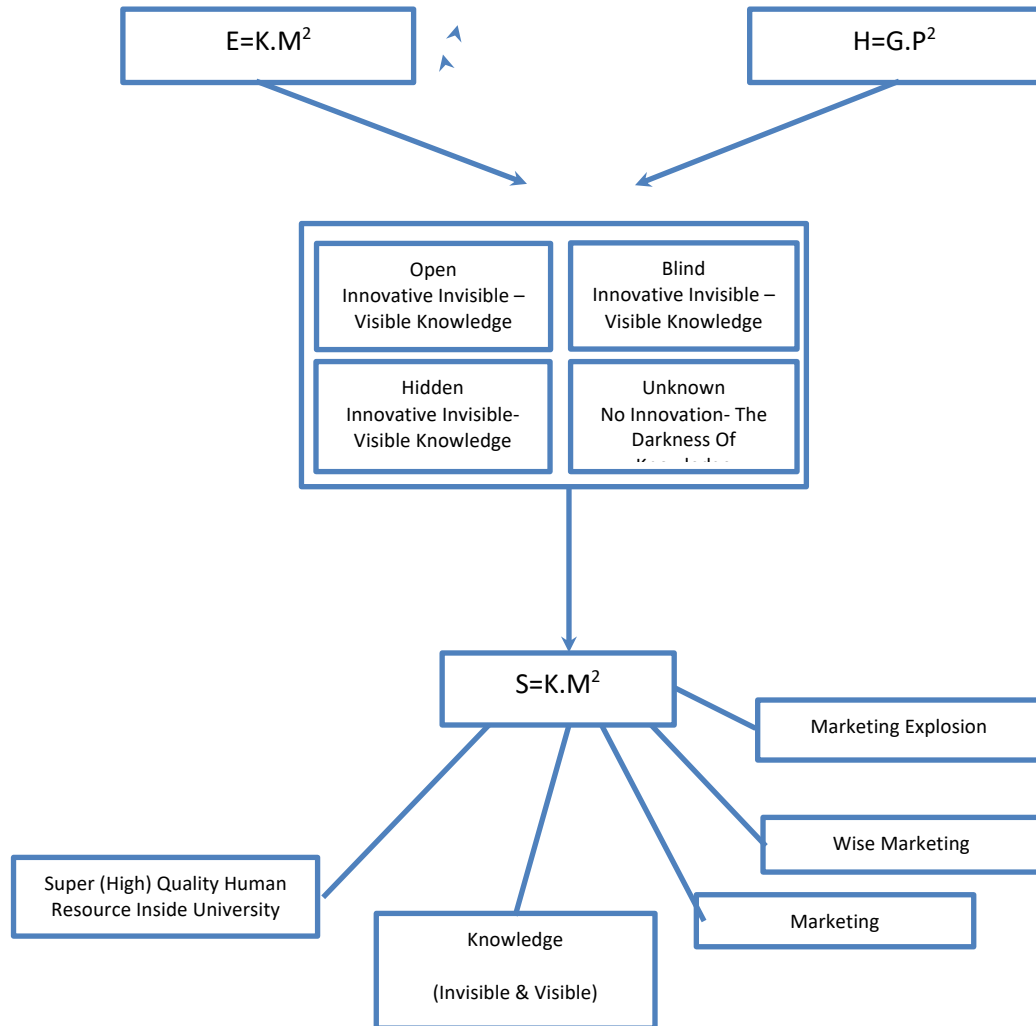


Figure 6 explains the combination of the two formulas previously told, resulting in a new formula $S = K.M^2$, where this formula improves the whole process at the university level for the better. These formulas produce seven essential stages in developing a university called: The Maturity Level of University, as explained in the article methodologies.

Table 2. The Maturity Level Of University (The seven Stages of new regular university)

Stages	1	2	3	4	5	6	7	8
	Uncontrolled	The fundamental	The Developmental	Integrated	Good University	The Best University	Global University	New Normal University (Special Case)
Elements								
Strategy	Health Convenience security							
Structure	Each faculty is ready to carry out health protocols in the teaching and learning process.							
Systems	Health surveillance system; comfort and safety							
Culture	Creating new habits							
Staff	Human resources who are ready to carry out the process and implementation protocols							
Style	New habits in the learning process							
Global Goals	Knowledge Health Comfort Security							

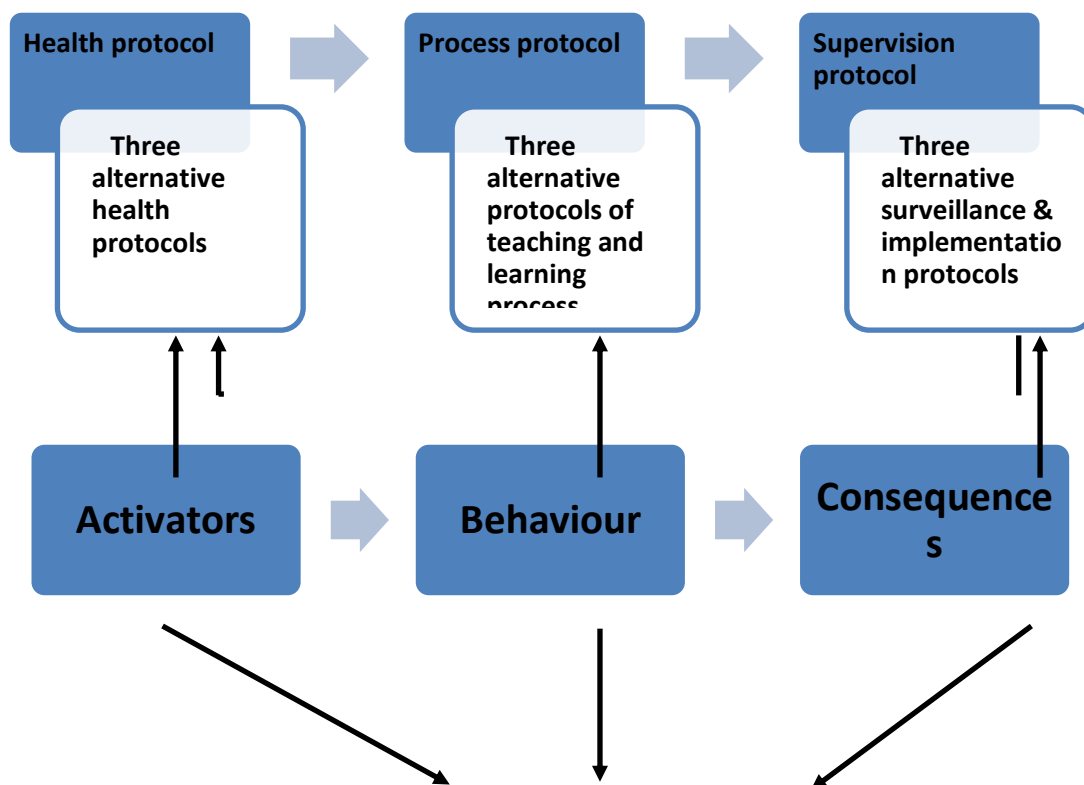
Table 2 explains a particular column that helps overcome the learning process during the COVID 19 pandemic. In the eighth column, a column is added to complete the new normal university process. In the strategy column, health, comfort, and safety are the main priorities within the university. Column structure: Each faculty must be ready to carry out health protocols, and the teaching and learning process must be by health standards set by WHO. In the system column, the university must have a health supervision system for each lecturer and student to reduce the level of distribution of COVID 19. In the cultural column, the university must create new habits that can support implementing the health protocol process to create security and comfort. The staff column, all staff within the university, must be prepared and understand standard operating procedures for implementing health protocols. Column style, the university will have a habit that can reduce the level of distribution of COVID 19. In the global goal's column, all rules and regulations on how to run the learning process safely must be understood by all who are university. These column eight remains have been done until a vaccine has been found in dealing with the spread of COVID 19.

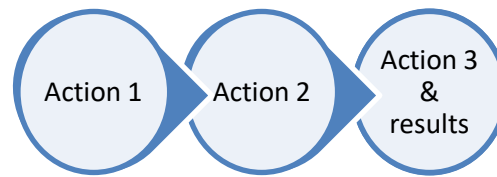
At this stage, the development of the eighth column, where the new regular university's seven steps have developed, was combined with the ABC's Ken Blanchard method, which eventually resulted in a framework called the three new regular university stages 2020-2023. It is only valid for two years because the COVID 19 vaccine is expected to be found in a few years, if not found. This framework will then develop again into a useful structure to overcome the problem of implementing new normal.

3.4. The Fundamental of the new regular university (The three stages of new regular university)

Adaptation; change are two essential words at this time, where humans must be able to adapt to change, and change is always good if our perceptions and attitudes accept these changes with a clear mind and heart. Adaptation and replacement are understood as useful for the future; the move must be right to whom the change has given; changes have been made promptly, and a replacement does in the right way; that is called the absolute difference. Adaptation is also the case; adaptation must focus on what has been done, adaptation focuses on when the right time to be implemented, and adjustment has been made in a right-on target. It is called adaptation with the highest level of understanding. The current condition, COVID 19, has a fast transmission rate, and health protocols must be dealt with and done quickly and accurately. Kamal R. Mahtani et al. (2020) said: We assume that there are still many things that are still not enough, so we must take more measured and structured actions done by other countries throughout the world. The word "action" is a word that can mean a real action such as social distancing and physical distancing. KJ Bolton (2012) said: social distancing is a social act in limiting social activities, closing a place within a certain period, not allowing people to participate. David Cababaro Bueno (2020) said: Physical distancing is the act of maintaining physical distance from others. Both are to avoid transmission by COVID 19. Therefore, solutions and innovations have to overcome the spread of COVID 19 and how it can continue with the new habits. Because there are some essential things to consider in avoiding the range of COVID 19 in the teaching and learning process, a concept and innovation to overcome, the idea has called the three stages of the new normal university, which has described as follows:

Figure 7. The three stages of new regular university 2020-2023





One important reason is in figure 7, written 2020-2023 because we hope to find a vaccine for COVID 19 before 2024. It refers to the spread of viruses in the past, such as influenza viruses, and creating the right vaccine. Some articles in previous studies put forward several important things, including Robert Connor Chick (2020), said: "video is one way that has used in learning"; Muh Barid Nizarudin Wajidi (2020) said: "An appropriate mentoring program has needed during this pandemic"; H Rashid (2019); Rosângela Agnoletto (2020), said: "Closing schools can indeed reduce the spread of COVID 19, but this must be proactive"; Firdaus Noor (2020), said: "Communication is an important part of handling any disaster, including 2019 coronavirus disease"; Muhammet Usak (2020); Ashleigh R. Tuite (2020), said: "When we see what is happening now, it has become clear that we must change ourselves, our field of work and our perspective in facing a new way of life". Therefore, this change in dealing with the COVID 19 pandemic must use more innovative ways and provide comfortable solutions. However, the spread of COVID 19 infection, no one ever knows and sees, is because many people have COVID 19 disease without symptoms. Figure 6 is a useful framework for carrying out the university level process to carry out the teaching and learning process. In Figure 6, three alternatives are present on how to implement this. Nevertheless, here we are not pointing to one way of solving problems. When this is needed, there may be various alternatives and approaches adapted to the culture in each university. Still, one thing that should not compromise is the health protocol, which reduces the spread of COVID 19 infection not to become wider.

3.4.1 The first process: Health protocol

In this process, we must refer to seven critical things in implementing the health protocol, Min W. Fong (2020) explains, stated several essential characteristics, including (1) Isolation; (2) Quarantine; (3) Contact tracing; (4) School closure; (5) Workplace measures; (6) Workplace closures; (7) Avoiding crowding. Furthermore, the application of these seven things at the university level has been divided into three essential parts:

3.4.2 The first alternative: "Large capacity".

In large capacity, it means "all", 100%, universities must have valid data about the number of students and lecturers in their respective environments. These data must be accurate and not mixed with student data that is not active. This data collection does carry out the process of rapid tests and swabs.

Risk level: The spread of COVID 19 infection is very high (this explains the second process).

3.4.3 Second alternative: "Medium capacity".

In this section, the total number of students and lecturers in each faculty, only 50% of students conduct rapid tests and swabs.

Risk level: The spread of COVID 19 infection is very high because only 50% do a rapid test and swab.

3.4.5 Alternative three: "Random capacity".

Only 10% of the students and lecturers undertake rapid tests and swabs in this section. These are not sequential but are chosen randomly when the recovery begins.

Risk level: The spread of COVID 19 infection poses a very high risk because only a few do rapid tests and swabs.

If we see the risk level, then the three alternatives still have a high risk of transmission of COVID 19 infection. Because honestly, we never know who is infecting and who carries the COVID 19 virus without symptoms, it requires a process protocol process that is very tight.

3.4.6 Second process: protocol process

In this protocol process, the university will complete what steps to spread to the minimum level. Noreen Qualls (2017); Lori Uscher-Pines (2018); Russell M Viner (2020) said: In the face of uncertainty in the spread of infections caused by viruses, then we have three essential things, namely: how fast will the virus be able to spread? the severity of the disease and which can cause the spread. Another thing that must be considered and must still be done is the level of cleanliness of the place, social, and physical distancing, and facilities to protect against a full spread of infection. These articles emphasize that the process is critical to note, but the first process, namely health protocols, should not be violated and must be treated very strictly. Therefore, in the second process, the protocol process, some essential things must consider in applying to a new regular university, including:

Table 3. Large capacity; medium-capacity; random-capacity (Simulation)

Capacity	Department	Total Number of Students	Rapid Test	Actions after the rapid test continue on the next test	Swab	Final Actions
Large (100%)	Economics	200 (100%)	80-positives	80-quarantine	40-positives	Total positives-60 female students (Severe symptoms hospitalized; mild self-quarantine symptoms for one month; without self-quarantine symptoms 1.5 months)
	Communications	100 (100%)	20-positives	20-quarantine	12-positives	
	Management	100 (100%)			8-positives	
Medium (50%)	Economics	200 (Only 100-50%)	20 -positives	20-quarantine	10-positives	Total positives-30 students (Quarantine process equals large capacity)
	Communication	100 (Only 50-50%)	12-positives	12-quarantine	10-positives	
	Management	100 (Only 50-50%)	20-positives	20-quarantine	10-positives	
Random (10%)	Economics	200 (Only 20 – 10%)	3-positives	3-quarantine	2-positives	Total positives-8 students (Quarantine process equals large capacity)
	Communication	100 (Only 10 – 10%)	6-positives	6-quarantine	4-positives	
	Management		4-positives	4-quarantine	2-positives	

Table 3 explains implementing the protocol process at the first level, where several things have been considered before implementing this: (1) Data of active students; (2) Financial strength; (3) Facilities, especially the particular isolation room after conducting a rapid test, waiting for a swab (students who are known to be positive after doing a quick check, enter the place that has provided to wait for a swab test); (4) Room facilities for conducting swabs (after performing swabs, students who have a positive rapid test are discharged and temporarily rested while waiting for the swab); (5) If the swab results are positive, the student has three choices: hospitalization; isolate yourself at home with a strict health protocol. If this is going to lead to tracing and tracking, then families of positive students no longer do a rapid test but immediately do a swab test; (6) According to the health protocol, students who have isolated themselves can swab a second time to ensure the results are negative (this is left to the university's policies and the health department to regulate this, what is the best step); (7) If the procedure has been carried out in stages, then the next is for students to carry out learning process activities while still following strict health protocols.

After conducting the first stage, the process protocol can confirm the second stage. In the second stage of the protocol process, it covers several important things: (1) Arrangement of teaching and learning facilities; (2) The teaching and learning process that has been determined; (3) Health protocol at each facility.

In this second stage, several vital questions have been found that have been answered first: (1) Will the teaching and learning process face to face in the room be genuinely safe and do not spread the COVID 19? Are facilities such as air circulation excellent? (It is recommended not to use air conditioning first, but all the windows of the lecture room have opened so that air circulation occurs); the availability of health protocols in universities such as a place to wash hands; are students required to bring their hand sanitisers, or are they provided by the university? Mask problem- how can students use the right mask? Does the university offer it, or are students required to mask a minimum of 3 layers of cloth masks? Surgical masks have recommended how to manage the number of students who enter? If the lecture starts, is it the right amount or limit? How to reduce the rate of grouping? Because most students like to chat with each other, the arrangement of lecture rooms inside, such as seating, etc., needs insulation in each lecture room, especially the lecturer table, and the number of seats in the lecture room has reduced so that there is a distance of 2 meters. How many courses will the lecturer have? And what is the number of students in lectures?; (2) whether by doing distance learning, all students can do that? - what about the constraints of financial factors, Internet connection; student cell phones; how effective is the teaching and learning process online? Do you have to do the learning process online thoroughly? When is the right time? How do you keep the learning process going on target? What about other teaching and learning patterns by combining online learning and face-to-face? Is this possible? Is it necessary to install a temperature measuring device in every room in the building, to detect every student and lecturer who enters, such as, or simply detect body temperature through a thermal gun? How to apply social and physical distancing appropriately to students and lecturers? The application of health protocol in the lecturer room, how is it done?

The second stage of the protocol process is to discuss these questions and an appropriate standard operating procedure to avoid a wider COVID 19 deployment level. After discussing and answering these questions, the next is the third stage of the protocol process, the final stage. The third stage process protocol has explained as follows: In this third stage of the protocol process, several things consider if the learning process must be carried out normally under the pandemic condition COVID 19. (1) Are our facilities ready? (2) supporting tools in carrying out health protocols are very ready; (3) a certain learning model has been determined; is it fully face to face

in these conditions or by doing a combination of learning? If all three of these questions are still unanswered, then the only way is to delay doing the teaching and learning process normally. Some simulations that have been carried out include:

3.4.7 Simulation 1: Normal - Under COVID 19 pandemic conditions

In this condition, the university opens lectures as usual. Several protocols have been considered: All students must use masks and wash their hands; lecturers use masks and face shields. Lecture rooms in settings must have a boundary between one student and another, with health protocol distance. The lecturer table is fitted with protective plastic; lecture rooms should not use air conditioning, only use windows, and doors must open so that circulation occurs. Before entering the lecture room, students and lecturers have measured their body temperature using a thermal gun if the temperature exceeds 37 degrees Celsius. Then, students must enter the temporary isolation room provided, and after waiting 10 minutes, students may try again to measure their body temperature; this also applies to lecturers. Important attention! Only students and lecturers who have done a swab and the negative results can teach and participate in repairs. If they have not done a swab test, it is not permitted. However, students can still consult with lecturers via online or other communication to prevent COVID 19 transmission. Lecturers who do not take a swab test are also not permitted to teach until they do a swab test but can still communicate with students online. Important questions: How to arrange the number and class? This fundamental question is considered. Consider the following table:

Table 4. Set the number of students at the time of the lecture

Subjects	Total number of students	Number of health protocols	Total space
Management	40	10 people/class	One room with a parallel system or four classrooms
Communication	30	15 people/class	One room with a parallel system or two classrooms

Table 4 explains the recovery arrangements using the health protocol. Here is another question. If one lecturer teaches six courses and one course contains 40 students, imagine how many rooms have been provided. The lecturer's fatigue level is considered because using a parallel system means when one class has finished, it continues with other courses. To maintain a security level, each class must have a 30-minute respite to rest so that the classroom air circulation occurs first and the lecturer can relax. After finishing teaching, the lecturer can go home if the first day contains one course with 40 students, meaning four classes. After that has finished, the lecturer can go home; the recovery hour must also be considered. If 2 hours, then in lectures, only an informative session is held from the lecturer, only two students can ask questions, and the rest can be online for questions and answers. Correctly, for students, those who have already participated in the recovery program can return home immediately. The next question is: what if students still have other lectures and must remain on campus to wait? It is explained in the next simulation.

Actions that have considered: the number of students in the lecture room, lecturer teaching hours, how many courses are taught by the lecturer, the availability of classrooms, the availability of masks, cleaning facilities such as a place to wash hands, the bathroom must be spotless and the hand sanitiser

Simulation. 2: 50% Normal – 50% New Normal

Table 5. Set the number of students with the principle of 50-50

Subjects	Total number of students	Number of health protocols	Total space
Management	40	10 people/class 10 people/class Total: 20 people Ten people online Ten people online Total: 20 people, online	One room with a parallel system or two classrooms 20 students are studying online
Communications	30	15 people/class 15 people online	One classroom 15 people go online

Table 5 explains the lecture division with the principle of 50-50. Students have divided into two parts, the first part with 50 per cent of the total number, following an immediate recovery in the classroom, the remaining 50 per cent following online recovery. This 50-50 principle was done with notes, this division had divided before the lecture, not when the conference started. This distribution has been left to the heads of departments of each and is very well organized. Other principles, such as health protocols, etc. are the same as simulation 1.

Actions must be considered: 50 per cent of students who study in classrooms, 50 per cent of students conducted online, and distribution have done before the recovery starts. Students who enter and directly do face-to-face must follow the health protocol, and so do the lecturers.

Simulation. 3: 100% New Normal

Table 6. 100 percent of online lectures

Subjects	Total number of students	Number of health protocols	Total space
Management	40	Online	Online
Communications	30	Online	Online

Table 6 explains that all students and lecturers carry out the teaching and learning process online. Still, here the question arises: what is an effective way for lectures to be carried out appropriately? And knowledge can always convey well? This question certainly has limitations that must also be considered. These limitations are: not everything has been done using video; remember, not all students can do it. If everything is done through video, it will waste internet quota and fees, so it has imagined six courses in 1 week. Every week is doing face-to-face meetings via video, some have done video, and some have done the discussion. Some can even do extraordinary assignments, and lecturers check them; these three combinations will overcome

the burden of internet quota and issue costs. Another way is to provide limited internet quota incentives; one student can buy through a university, be ready to give this place of purchase, and arrange to make it easier for students to buy it. Students can buy directly from each provider that they use. For example, lecturers give assignments and chat with students; there will be a discussion. In the sixth and seventh weeks, lecturers and students can do video conferencing with limited time—for example, lecturers use two hours to divide this time by giving individual assignments. Furthermore, the following week a combination of teaching and learning.

Actions that have considered: internet quota, fees, three things directly used: video; chat and assignment of particular tasks.

These three simulations can be done flexibly and not only focus on one simulation. However, universities can adapt to the environment and culture they already have, but health protocols still need to be implemented strictly. Next, we will explain the last treaty, the surveillance protocol.

Third process: surveillance protocol

This monitoring protocol must pay attention to several important things, including all facilities and others carried out in the first and second processes. If anything has been missed, it is better not to take reckless actions to carry out direct recovery, this is because the spread of COVID 19 is still unstable, and it is unknown who is infecting (Swanwick & McKimm, 2011).

This monitoring protocol was carried out when we carried out one of the three simulations, specifically for the first simulation. This surveillance protocol has been carried out by performing another random swab test to ensure that no one is carrying the COVID 19 virus. If students or lecturers encounter positive test COVID 19, they must go through self-quarantine or quarantine in the determined hospital. Supervision protocols can only work well. Suppose the university facilities have fulfilled the requirements of the first and second processes previously described. In that case, this is useful to reduce the level of transmission and distribution of COVID 19 to students and lecturers. When is the right time to open the teaching and learning process at the university level? When we have done the first process, the right time is doing health protocols and conducting aggressive tests to determine who is infected and who is not infected.

3.5. The development of social media to face an extraordinary case

After discussing how to implement health protocols in universities that are eventually called new normal universities, the next solution is to build an e-commerce or social media system to help so that the process can run systematically, structurally, and appropriately. First, target. Some experts say so: (1) Mansour Abd Elrhim (2020), said: "The spread of COVID 19 can significantly affect e-commerce companies because transmission data move dynamically (Elrhim & Elsayed, 2020); (2) Nader Alber (2020), said: "The spread of COVID 19, of course, has greatly influenced global financial factors (Alber, 2020); (3) Nuno Fernandes (2020), said: "we must carefully see and understand the condition of the economic factors of each region owned by a country (Fernandes, 2020); (4) Kranti Shashikant Patil (2020), said: "During the COVID 19 period, e-commerce companies had a significant influence on the market and economic Development (Patil, 2020); (5) Daniel E. O'Leary (2020), said: "Use technological applications are needed to develop (O'Leary, 2020); (6) Joman Alzahrani (2018), said: "e-commerce requires a drastic change in providing more value to consumers, and the right business strategy has needed in implementing it (Alzahrani, 2019); (7) Nitish Singh (2010), said: "Human resources who have the competence must also be ready to face this (Singh & Bartikowski, 2010).

We also have to pay close attention despite an increase in transactions in e-commerce. Things like health protocols must get the most attention from companies, customer relationship management that needs further improvement, and innovations. Therefore, universities can be the pioneers in developing e-commerce innovation. The development of ideas and innovations

certainly has a strong conceptual foundation. This article has developed from two previous articles published by the IEEE Proceedings isemantic and accreditation journals (Journal Business review). The article's point of view said, "if under normal conditions, then we can do it, "but the situation we face now is far from normal. We need innovation and new concepts in dealing with the COVID 19 situation. The first article that has been published by the IEEE proceeding is:" Unizon for universities in Indonesia: The Development of "universities go online" to face the ASEAN economic community (AEC)(Gamayanto et al., 2018). The second article published by an accredited journal is "The Development of Innovative CRM E-Commerce: The Case of Blibli. Com "(Gamayanto & Christian, 2018). These two articles explained several important things that have developed into new normal social media, including universities, which could be a party that can help each student to get their daily needs by establishing e-commerce connected to the university itself. The right segmentation will increase companies' profits by implementing market segmentation on a micro level, developing into macros. This new normal social media article will use the business model navigators' concept, a framework applied to new normal business online. It will produce a new framework called the new normal social media framework 2020-2023. This concept will provide several alternatives and solutions that might be applied to online business, of course, by paying attention to health protocols.

3.6. The Foundation of new normal social media – The methods

The design of this new normal social media uses the business model navigators (BMN) method, which is a specific method in determining four important components, namely: who, what, why, how:

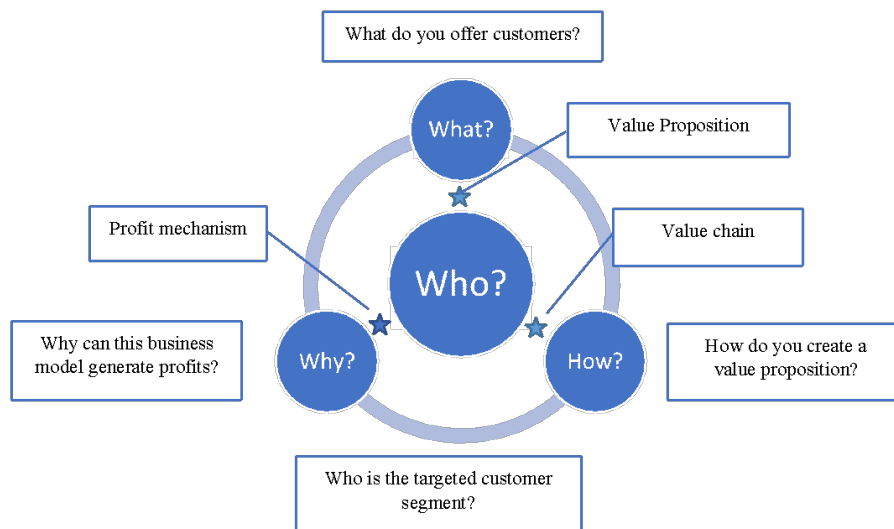


Figure 8. Business model navigators (BMN)(Gassmann et al., n.d.)

Figure 8 explains Customers-who are the intended customers? We must understand exactly which customer segments are relevant and targeted and not targeted by our business. Consumers are always the core of all business models, without exception. Questions to ask- which customer segments have been served? What kind of relationship do customers expect, and how do we maintain it? Who are our most important customers? Who are the most important stakeholders to consider? What distribution channels have you used to serve customers? Who influences our customers (opinion formers, stakeholders, users)? Do different departments/work units handle the same customer segments differently? Who supports our customers? Will the same party remain in the next ten years? (Parties supporting customers are often ignored,

especially in business-to-business transactions). Value proposition-what has been offered to customers? This second dimension determines our company/organization (in goods and services) and describes how we serve customers needs. Questions that have been asked: (1) what consumer problems do we solve and what needs do we have to meet? (2) what goods and services do we provide to meet those needs? (3) what has customer value expected? Usually, this is not the same as the technical specifications of goods and services; (3) what benefits do we provide customers? How to communicate these benefits? (4) what is the difference between our offerings compared to competitors' offers? What alternatives does the customer have? (5) Does our current business model fit the customer's needs? Value chain - how do you generate the offer? We must carry out several processes and activities for the value proposition to target. Both relate to capabilities and resources, and coordination with the company/organization value chain is the third dimension in planning business models. Questions to ask: (1) what are the main resources that support our offer and value proposition (physical resources; labor, finance, intellectual property?); (2) what are the main competencies or activities that we need? 3) does our value chain take advantage of the main competencies; (4) which partners are most important to us? - what is their relationship with the business we have, and what they can give us? (5) Who are the suppliers and our most important partners? What are their contributions to the profit mechanism? Why does the business model generate profits? This fourth dimension, including several aspects such as cost structure and revenue-generating mechanisms, explains what makes a business model financially viable. Answer the main question that every company/organization always asks: how do we generate value for shareholders and stakeholders? Or simply: how can this business model run commercially? Questions to ask: (1) why are customers willing to pay for our goods or services?; (2) what is our main source of income ?; (3) how is revenue generated ?; (4) what are our main costs and what are the most important costs ?; (5) what is the heaviest financial risk in capital income at the moment?

3.7. The Fundamental of the new normal social media process

In this section, some things we absolutely must understand, especially in e-commerce. E-commerce has several things that are the basis of running a digital business, including (1) e-commerce can reach more broadly and has a level of effectiveness (Matompo, 2020); (2) Changing the buying behavior (Shaikh, 2020); (3) Supply chain integration(Shahzad et al., 2020); (4) Customer demography(Urbancokova et al., 2020); (5) Customer privacy(Brough & Martin, 2020); (6) e-marketing strategies(Dirgantari et al., 2020); (7) Product categories and pricing strategies(Dou et al., 2020); (8) Market design(Tan et al., 2010). These eight things are in e-commerce, but we must make innovations and changes in shaping e-commerce to help others in certain conditions. Furthermore, leadership in this case also requires significant change, and of course, the way we act has adjusted to the current conditions (Lu & Chen, 2020). We must understand behavioral changes that occur in people around us (Suntornpithug & Khamalah, 2010); (Hasanat et al., 2020) and find new ways of working together to overcome this (Mamoon, 2020). Furthermore, we must find innovations in e-commerce infrastructure and measure levels of risk more carefully. On the other hand, no less important is that we must truly implement the health protocol established by WHO and prioritize the production and distribution of drugs such as vitamins to improve health in situations like this (WTO, 2020). This article focuses on the three concepts previously explained: charity, giving hope, and people helping people. The explanation is as follows:

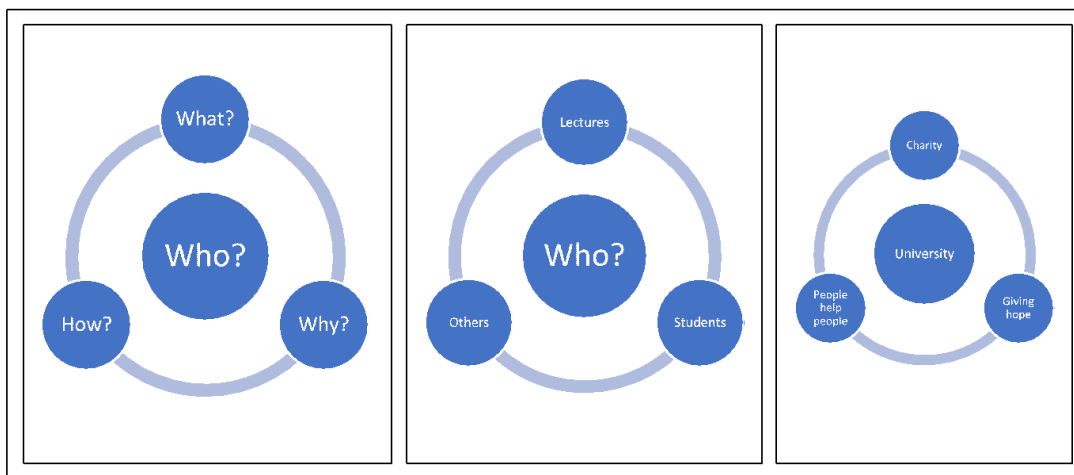


Figure 9. Defining "who", "what", "why", "how"

Figure 9 explains, in the three circles, people in it are lecturers, students, and other people (people, in general, / in the environment around us); in what position, what do we offer to who; to why, why do we choose a business model like this?; finally, in the position of how, how do we run it ?. It has explained as follows:

The business model that we have determined covers three important things: charity, giving hope, people helping people, and the business model's name is giving hope. It is because we must provide adequate hope and assistance to those around us and outside our environment. Their daily needs or needs address a sense of being sufficient, not excessive, and according to their limits. So in what position, we offer three important things here: (1) Charity: is a contribution to daily needs, such as food, medicine, and others, which is useful to meet daily needs and needs in situations that do not allow it to move normally; (2) It was giving hope: The assistance given to lecturers; students, where it has been divided into three important parts, including lecturer to lecturer, student to student, lecturer to students. The assistance can be in medical equipment and other needs, useful for meeting difficult needs in certain situations; (3) People help people: is the assistance given by lecturers and students to people in general. The difference between giving hope and charity is on helping people. The focus is wider to reach outside our environment; people in other cities or other areas need help.

In this initial position, we need an application useful for running a business model like this, the application will be useful for ordering the needs needed by "who". Why do we need a business model like this? There are several important reasons, including a business model like this will be able to help people who need help quickly, of course, must live in a neighborhood close to and one particular area, so that assistance can distribute to them immediately, assistance these can be: food needs, the need for medical devices such as masks; hand sanitiser, vitamins and medical devices that are needed, can even jointly produce medical devices such as protective clothing for health workers such as doctors and nurses, even the needs of others. Furthermore, how we do it is with three events: (1) donors, where donors can contribute some money to buy those needs; (2) contributions from lecturers to meet the needs of other lecturers or students, or from students to other students; (3) contributions from lecturers and students to communities in need. It will give a function to the university as a means of Education and provide positive added value and contribution to society.

At this stage, the university must have several requirements for establishing the "Giving Hope Center", including infrastructure that includes a place or room specifically running this new

normal social media. Inventory is useful for storing existing goods, human resources, and information technology. This establishment must be established by one university first and run for one affordable area around the university. Next, we will explain the concept of integration with other universities so that this will be able to reach more widely in one city.

3.8. Integration between universities in one city

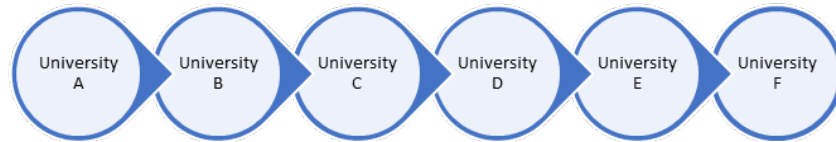


Figure 10. Framework new normal social media 2020-2023 – Step 1

Figure 10 explains the relationship between universities A and B in one city. University A cooperated with university B to establish a "Giving hope center" as a wider distribution channel and reach many people who need help. In this position, strengthening the giving hope center in a city will be a strength to help internal and external. For example, university A has a short distance from university B, allowing more people to reach it. It can save aid expenses by channeling distribution from two places. If there are seven universities in one city, then it is certain that this distribution will help the community and almost reach lecturers and students at the university. In the next stage, when a city has received quite stable assistance, the stage can increase by reaching one country so that the range of assistance will reduce poverty. People get the needed temporary assistance, making a city and country's economy stable.

3.9. Integration of the university with other universities in one country

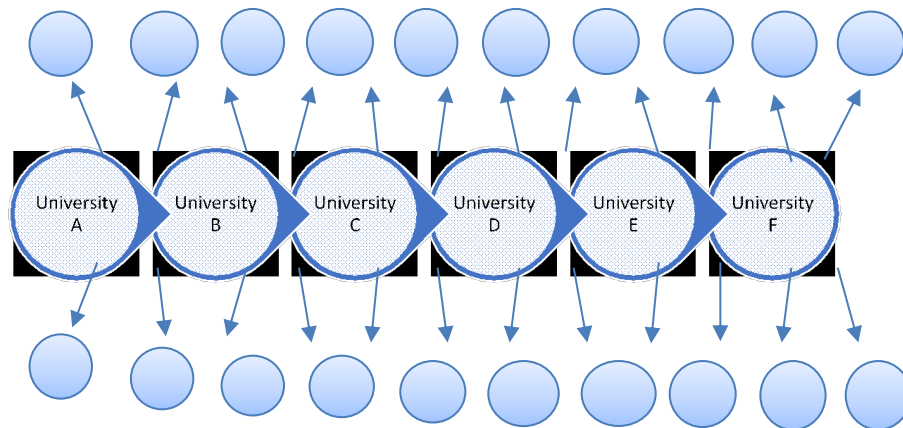


Figure 11. Spread & Connected each other's – Step 2

Figure 11 explains that university A, located in one city, began developing its network to other cities, where University A collaborated with the university. If University A does not cooperate, cooperation negotiations set up a giving hope center. For example, university A is in city A and can work with university A1 in city A1. It should understand the distance between city A and city A1 must not be too far, meaning that the distance has traveled in a not long enough time and land transportation can easily reach the city. It is to facilitate the distribution of assistance to A1 universities. University B and so on do the same thing.

University mapping has done well because solid cooperation is needed to establish this giving hope center. If it is not possible to use a one country strategy, then one city strategy can be used first to get help according to its needs, and in another city, a new hope center is established. If you want to be more organized, the government can establish this hope center and cooperate with universities. Next are the more detailed steps in implementing the giving hope center, which has explained as follows:

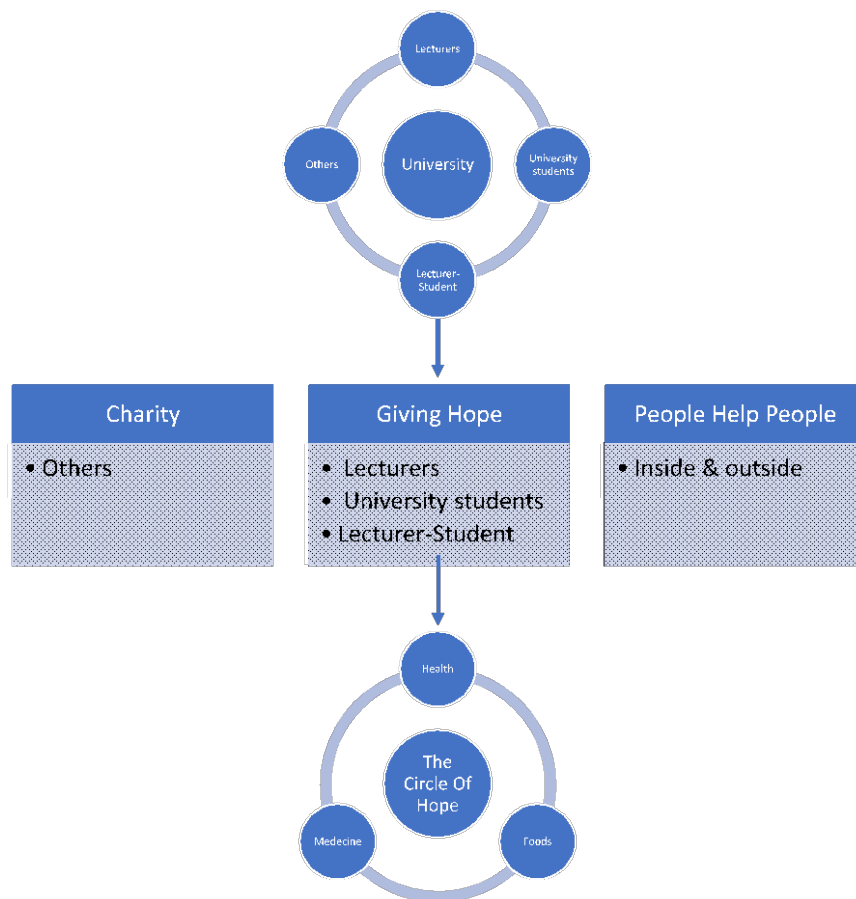


Figure 12. Framework New Normal social media 2020-2023- step 3

Figure 12 explains the three steps in implementing new normal social media to assist COVID 19. It has explained as follows. There are four main clusters in implementing new normal social media in the first circle: (1) Internal: lecturers, lecturer-student, student-student; (2) External: People in general affected by the pandemic COVID 19. In this position, lecturers and students' data collection, especially students, must be carried out in detail. Universities must have valid data such as complete addresses, telephone numbers, and so on to facilitate the distribution of assistance to students. The provision of assistance must have strict requirements, and there should be no distortion of assistance, meaning that it has been given to people who don't need help, but people who need help don't get it. It can be summarized as follows: (1) Lecturers affected by COVID 19; (2) Students affected by COVID 19; (3) Lecturers and students who need the help of medical equipment, food, and other necessities are indispensable to survive in these pandemic COVID 19 periods.

Three important clusters divide this new social media into three important parts directed to the second stage's right target. New normal social media consists of three important parts: (1) Charity: It focuses on assisting people who need help due to the impact of a pandemic 19. The assistance can be in food, health equipment such as masks and face shields, or other needs that these people need. This assistance is limited in this position, meaning we limit the distribution of aid based on donors financial capacity and contributions from lecturers and students to the giving hope center; not much but will greatly help survive pandemic COVID 19 pandemics. (2) Giving hope center: Lecturers and students work together to help one another meet their needs. If the lecturer/student needs food assistance and medical equipment, a donation system can carry out this process. Lecturers/students can make donations in the form of money or medical devices, all collected at the giving hope center, which will then be distributed to lecturers/students who need it. The process receives a donation, which is distributed to lecturers/students. This process can be abbreviated as follows: (1) Lecturers/students donate money/health equipment to the giving hope center; (2) Giving hope center records the assistance and notifies donors if the assistance has been received by lecturers/students who need it.

This position focuses on urgent assistance in helping people, meaning that this assistance is specifically for internal and external universities. For example, people help people function to sell food needs at affordable prices, medicines such as vitamins or drugs in general, and sell any merchandise that can add to the financial giving hope center.

In the final stage, the circle of hope consists of three important parts: health, food, and medicine. Giving hope centers can cooperate with companies to channel aid and sell at affordable prices. We need to understand that the operator of giving a hope center has run with two things: financial assistance coming from general donors and donations from lecturers-students. Each staff must also give sufficient incentives to run a giving hope center. Still, not absolute; if the staff is unwilling to accept incentives and prefer to contribute all the incentives, it will be much better. Still, operational needs such as transportation payments and payments for the distribution of aid must be considered so that the giving hope center can continue to run. It can be abbreviated as follows: (1) Donations from general donors to carry out the operations of giving hope centers are very much needed so that the process can run well; (2) Voluntary donations from lecturers-students; (3) Sales of health equipment such as masks at affordable prices; (4) Sales of medicines such as vitamins at affordable prices; (5) The sale of second goods, such as clothing and electronics through giving hope centers and the proceeds from the sale, can be used to run operations and benefit the university and people in general; (6) The sale of campus merchandise that can benefit the university and a portion of the sale proceeds has been bought needs to help those who need it.

We hope this center should provide a different feel in e-commerce, with the main focus being to gain profits as in the e-commerce business but then convert it into assistance. Why? We have to be realistic in seeing this. Every organization needs operational costs and profits to run stably, but this change has applied on both sides, namely profits and helping others.

4. Conclusions

The change from normal to new normal must have and implement three important things: health protocol, process protocols, and surveillance protocol. These three things cannot separate because they will affect the new standard operating procedures. Room arrangement; teaching and learning process models, and facilities become three important factors that must be formed by not ignoring other factors, such as factors in the readiness of universities in facing changes due to COVID 19. Moreover, a learning model has formed from three simulations, where all three simulations are flexible and have adapted to the university's culture and environment. Giving hope center is a name given to help centers limited only to people who need help that is general and specific. The application of giving hope centers requires valid data collection because

assistance has been given to people who need general assistance, such as food and vitamins, and special assistance, such as masks and other health equipment. We also recommends that this article has continued to introduce new normal articles on startup and new normal social media, which are important because they will form new digital habits. The next development will form a prototype that allows the application to start simulations, but this requires considerable time to obtain more extensive funding and articles. Then, the things explained above form a basis for a subsequent article that links to smart cities and their implementation in dealing with a particular situation such as other pandemic viruses in the future. This article is still developing new normal social media, continuing new social media. In the next article, there will be information technology application design. Lastly, this development requires absolute support from the university, which has been fully agreed upon; in carrying out this process, there must be a trait that wants to help others.

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