

The Implementation of Online Learning During the Covid-19 Pandemic

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Abstract

The Implementation of Online Learning During the Covid-19 Pandemic. Due to the Covid-19 virus outbreak, the Indonesian education system faces new challenges, which has caused the entire learning system of educational institutions to switch to online or online learning methods. The purpose of this study was to find out how to implement online learning in the midst of the COVID-19 pandemic. This research uses a qualitative method with literature study to collect data and information through document technology - that is, to find relevant data about various related matters in the library, such as documents, books, magazines, and news. The criteria for articles and news that were selected were a discussion of the impact of COVID19 and online learning. The most relevant ones are selected from various sources. The results and conclusions of this study is that online learning is defined as “the learning experience of using different devices (such as mobile phones, telephones, laptops, etc.) to access the Internet in a synchronous or asynchronous environment. Online learning has several drawbacks, namely having to use the internet which requires no small cost, and there are several obstacles in communication via the internet, namely the slow speed. In addition, there are also advantages of high teacher-student interaction, learning anytime and anywhere, wide coverage, and storage of learning materials. However, these problems can of course be overcome with various solutions, such as technical difficulties that can be overcome with pre-recorded lecture videos, content tests and Plan B which are ready at any time, so that the teaching and learning process is not hampered. Online courses must be dynamic, engaging and interactive, and there are many other creative solutions.

Keywords: Implementation, Online Learning, Covid-19, Innovation, Digital Learning.

INTRODUCTION

Education is an effort so that humans can organize an effective learning process consciously and planned, with the aim of educating students to develop their potential. However, currently there are still many problems in the field of education, and it is difficult to achieve the expected goals (Cahyani, Listiana, & Larasati, 2020).

Educational problems are a top priority to be resolved, one of which is the quality of

education. Due to the Covid-19 outbreak, the quality of education is currently facing challenges. Coronavirus itself is a large group of viruses that can cause various diseases from mild to severe symptoms. At least two coronaviruses are known to cause illness that can cause severe symptoms. Coronavirus disease 2019 (COVID 19) is a new type of disease that has never been found in humans before. Common signs and symptoms of COVID-19 infection include symptoms of acute respiratory distress, such as fever, cough,

and shortness of breath. The average incubation period is 5-6 days, and the longest incubation period is 14 days. On January 30, 2020, the World Health Organization declared it a public health emergency of concern to the world. On March 2, 2020, Indonesia reported 2 confirmed cases of COVID19. As of March 16, 2020, 10 people have tested positive for the corona virus (Dewi, 2020).

Covid-19 is a global epidemic and its spread is very worrying. Coronavirus (Covid19) or severe acute respiratory syndrome Coronavirus (SARSCoV2) is a new type of virus that can spread to humans, attack respiratory diseases and cause death. Besides having an impact on human health, this virus also has an impact on the economic, social and educational sectors (Lionetto et al., 2020). Therefore, the government must work together to suppress the spread of the Covid-19 virus by issuing policies so that all citizens can maintain social distance. Therefore, with this policy, all community activities that used to be through associations and groupings must now be temporarily suspended and replaced with activities carried out at their respective homes. One of the impacts of social distancing also occurs in the learning system in schools. In accordance with Circular No. 4 of 2020 regarding the implementation of education policies during the emergency period of the spread of the virus, the Minister of Education and Culture appealed to all educational institutions not to carry out the teaching and learning process directly or face to face. to confront but you have to do it indirectly or remotely. With this appeal, all educational institutions have changed their learning methods, namely online. "Never before have we seen such a large-scale disruption to education," said UNESCO Director-General Audrey Azoulay. The coronavirus outbreak has thrown the global academic calendar into chaos. Most schools, from primary schools to universities, are closed and students return to their parents' homes and quarantine together (UNESCO, 2020). Conferences and graduation ceremonies were cancelled, some courses were cancelled, and some exams were cancelled; university research plans were postponed. In most cases, leaders around the world struggle

to finalize their decisions in the spring semester. The decision about the coronavirus (COVID19) will change the course of history forever, so you must be wise and accurate (John, 2020).

Education at all levels, from PAUD, SD, SMA, SMA/SMK, including universities, adheres to a home learning policy. The corona virus outbreak has also prompted the implementation of a work from home (WFH) policy. Until finally, schools and campuses throughout the country implemented online learning. This fact caused the Covid19 pandemic to have a serious impact on the global education sector (Sudarsana & dkk, 2020).

Online learning is actually not new in Indonesia, this learning model was developed as an alternative learning since 2013, which means that Indonesia has implemented this method before the virus outbreak broke out. However, not all institutions are suitable, especially schools in rural areas. With the outbreak of this virus, all schools, colleges and other educational institutions have used online learning methods without exception, with the aim of continuing the learning process even though they have to be at home.

This situation will certainly affect the quality of learning, students and teachers who previously interacted directly in the classroom now have to interact in a limited virtual space. Teachers must provide good teaching, create a conducive learning environment, and creatively and innovatively use interesting learning media so that students can understand the learning material and achieve learning objectives.

The application of online learning cannot be separated from the use of electronic products such as mobile phones, tablets or laptops, as well as Wi-Fi internet connections and the cellular network itself which is used as part of learning activities. Technology is the most important thing in online learning. This technology can help cover smartphones, laptops and other devices. Compared to laptops, smartphone devices are the most widely used items by students because they are

more practical and have many advanced features (Firyal, 2020).

During the course of online learning, it certainly cannot be separated from the obstacles and problems. These obstacles include the provision of school infrastructure, such as the internet network which was previously not available in all schools, especially in rural areas, and the high cost of purchasing data packages. Although the Indonesian government recently issued a regulation that can allocate school operational funds to purchase data packages, schools are still not able to fully enjoy SFH learning. In addition to data packets, poor signal is also an obstacle in learning. Students are often late in collecting and completing homework, even understanding the material is a major problem for students. Another change was that, compared to previous SFH studies, parents with children were more involved in SFH studies. Parents can help their child understand topics that the teacher doesn't understand or teach poorly. Implementation of online learning requires cooperation between teachers and parents, because most parents have supporting hardware, such as cellphones or laptops (Rusmiati et al., 2020).

Apart from the many complaints from parents about online learning, the facts prove that online learning has several advantages. Sari (2015: 2728) argues that the advantage of online learning is to create a new learning atmosphere, online learning will present a new atmosphere for students who generally learn in the classroom. The new atmosphere can foster students' enthusiasm for learning. Some of the disadvantages of online learning are concentration because the family environment is not conducive to children's learning. Internet quota restrictions or Internet or Wi-Fi packages as online learning links, and distractions from various other things (Putria, Maula, & Uswatun, 2020).

An online learning system is absolutely necessary to predict the times with the support of information technology, everything in this era is advancing towards the digital era (the era of the industrial revolution 4.0), both the

mechanism and the content used. With the rapid development of science and technology, online learning is also one way to improve the quality of education in the era of the Industrial Revolution 4.0. Therefore, the discussion will describe online learning, including definitions, categories, supporting components, free government online learning platforms, benefits, challenges, and methods that can be used for online learning. This description is intended to provide a new perspective on online learning during the pandemic, and it is hoped that further education participants can take the best steps in the implementation process. Of course we really hope that this pandemic period will end soon, but online learning will definitely continue and even become an option in the era of increasingly rapid technological development and digitalization.

The purpose of this research is to understand how to apply online learning to find problems, factors and influences that become obstacles. The benefit of this research is to enrich scientific literacy and education, especially during this pandemic. Therefore, the authors are interested in following up on these topics to analyze and understand the application of online learning during the epidemic.

METHOD

This study uses qualitative methods as Creswell (2012) states that qualitative research can be interpreted as research based on descriptive data that does not use statistical procedures (ordinary). In qualitative research, statistics are not used to analyze the data; instead, the questioner analyzes words (eg, transcriptions from interviews) or images (eg, photographs). Rather than relying on statistical procedures, qualitative researchers analyze words to group them into larger meanings of understanding, such as codes, categories, or themes. The research design used in this research is a case study. Case studies are a variation of ethnography in which the researcher provides an in-depth exploration of a constrained system (eg, activities, events, processes, or individuals) based on extensive data collection, Creswell

(2007). To analyze the data, the researcher applied the thematic analysis by Braun and Clarke (2006) describing an iterative process of how to move from cluttered data to a map of the most important themes in the data. The process consists of six steps, namely introduction, initial code generation, theme search, theme review, theme definition and naming, and report generation. (Allo, 2020).

This research uses a qualitative method with literature study to collect data and information through document technology - that is, to find relevant data about various related matters in the library, such as documents, books, magazines, and news. The criteria for articles and news that were selected were a discussion of the impact of COVID19 and online learning. The most relevant ones are selected from various sources. In this study, data were collected from news and articles from online journals. Researchers searched for articles using the keywords "impact of Covid-19" and "online learning".

From the search for the keywords "impact of Covid" and "online learning", the researchers found several news and articles. The criteria for the selected news and articles were a discussion of the impact of Covid19 and online learning. Then select the most relevant of the 10 sources obtained. Technology research is done through documents, namely searching for data about things or variables in the form of notes, books, papers or articles, magazines and news. By testing the effectiveness of researchers using triangulation of data sources. The analysis was carried out in 4 stages, which included 1) data collection; 2) data reduction; 3) data visualization and 4) conclusion.

Triangulation is a combination of various data sources, researchers, theories and methods in the study of social phenomena. Triangulation is necessary because each technique has its own advantages and disadvantages. Therefore, triangulation can capture reality more effectively. Data reduction is a selection process that focuses on simplification, abstraction, and transformation of approximate data that appears in written notes on the spot. This process runs through the entire survey,

and even before the actual data collection, can be seen from the conceptual framework of the survey, the research questions, and the collection methods chosen by the researcher. Data presentation is the activity of collecting information, which provides the possibility of drawing conclusions and taking action. Researchers in this field strive to continue to draw conclusions. starting with data collection, qualitative researchers begin to look for the meaning of something, paying attention to legal patterns (in theoretical notes), explanations, possible configurations, paths of consequences, and propositions. This conclusion is handled arbitrarily, remains open and forced, but the conclusion has been given. it was not clear at first, but then it became more detailed and down to earth (Hadi, 2016).

RESULT AND DISCUSSION

The World Health Organization (WHO) declared COVID 19 a global public health emergency of international concern on 30 January 2020 and declared a pandemic on 11 March 2020 (Bestiantono, Agustina, & Cheng, 2020) after the outbreak of Covid 19 infection in Wuhan, China in December 2019 (Hergüner, Yaman, Sari, Yaman, & Dönmez, 2021). WHO recommends different measures, such as social distancing, wearing masks, washing hands, self-isolation and improving health systems to control the spread of infection and reduce deaths. At the beginning of 2020, the outbreak of the new corona virus (COVID19) shocked the world. Almost all countries have been infected. Since January 2020, the World Health Organization has declared the world a global emergency against the virus. The coronavirus that attacks the respiratory system has recorded more than 28 million infections in 213 countries around the world. The global epidemic has spread all over the world, and the same is happening in Indonesia, so the implementation of the housing plan is to curb the expansion of Covid19. In Indonesia, the first case of a patient with COVID-19 was announced directly by President Joko Widodo on March 2, 2020. The number of patients infected with the corona virus was two people

who were Indonesian citizens domiciled in Depok. Since then, the number of patients who have been confirmed positive for COVID-19 has continued to increase.

On March 17, 2020, the Minister of Education and Culture of the Republic of Indonesia saw an increase in the number of patients diagnosed as positive for COVID19 and issued Notification Letter No. 2 (SE). 36962 / MPK.A / HK / 2020 About online learning and working from home in the context of preventing the coronavirus disease (COVID19). In SE Kemendikbud, there are important points about learning models in areas affected by COVID19, namely the application of online learning at home for students and students; staff, teachers and lecturers via video conferencing, digital documents. and other online methods (Kemendikbud, 2020b) Carry out work, teaching or conference activities at home (work from home/BDR). Many changes have been made in response to the COVID19 pandemic.

So far, the policies of studying at home, working and worshipping are still being implemented. The Ministry of Education and Culture issued four learning policies during the COVID19 pandemic, namely: 1) Encouraging online learning, including interactive and non-interactive, 2) Providing contextual life based on children's conditions, especially in terms of understanding and characteristics. Skills education, and ways to prevent transmission of COVID19, 3) learning at home is adjusted to the interests and conditions of the child, and 4) the assessment of children's homework does not have to be continuous and run as usual, but is more qualitative and can motivate children.

According to the government's plan, the learning model was changed to virtual classrooms, so students can still gain knowledge while staying safe at home. The government has taken steps to resolve this extraordinary case, one of which is by promoting social distancing. This concept explains that to reduce or even break the chain of transmission of Covid-19, a safe distance of at least 2 meters from other people must be maintained and direct contact with other people

must be avoided to avoid large-scale gatherings (Anugrahana, 2020).

The education sector is one of the sectors most affected by the COVID-19 pandemic. Schools have become the most vulnerable to security threats. The health problems of school personnel, students, parents and other stakeholders are at risk (Cejnek, Randl, & Zechner, 2021). Therefore, most of the world's governments have temporarily closed all educational institutions to slow the spread of the COVID19 pandemic. This global suspension affects more than 72% to 90% of students worldwide (Raj & Khare, 2020).

In an unprecedented event, Covid19 is immediately changing the way education is for students around the world. The Organization for Economic Cooperation and Development (OECD) estimates that more than 421 million children are affected by school closures in 39 countries/regions, and 22 countries/regions have implemented partial "local" school closures. These and other changes give us a glimpse into the future of education, and many experts predict a new normal for learning (Chung, Subramaniam, & Dass, 2020).

As a result of the closure of learning institutions to control the spread of COVID19, the spread of the COVID19 pandemic has left nearly 1 billion children neglected. To ensure learning during this period, countries are introducing information and communication technology programs through distance learning, especially online learning, as a means for students to continue to participate in education at all levels. However, most children in the world cannot access the Internet at home, especially children from poor families. Conveniences such as televisions, personal computers, and radios are luxuries for most families, perpetuating existing learning inequalities. The lack of new technology can help gain knowledge through home learning. As a result, many children face the possibility of not being able to return to school, which could wipe out many of the gains made around the world (John, 2020).

With the emergence of the COVID-19 pandemic, teaching and learning activities that originally took place in schools have now become online learning at home. Online learning is based on the ability of each school. Online learning can use digital technology, such as Google classroom, study room, zoom, video conferencing, telephone, or real-time chat, etc. But what must be done is to give homework through the teacher guidance whatsapp group so that children really learn. Then the teacher also works at home, coordinating with parents through video calls or photos of children's learning activities at home to ensure there is interaction between teachers and parents.

As the literature suggests, online learning is becoming increasingly popular around the world, especially after the Covid 19 pandemic. Preparing online learning for interns is believed to be very important for teacher candidates, especially after the Covid19 pandemic, forcing decision makers to switch to health distance education practices. fully online community. For more successful online learning and teaching outcomes, Rohayani and Sharipuddin suggest measuring online learning readiness and developing appropriate strategies. Therefore, this study focuses on the variable of preparation for online learning for prospective teachers (ATES COBANOGLU & COBANOGLU, 2021).

Some schools that have not been able to organize online learning are able to foster teacher creativity so that they can use alternative learning media when students study at home. They can use existing learning resources, namely student books on topics taught according to a predetermined schedule.

Online learning is learning that uses an interactive web-based model and learning management system (LMS). Online learning is a plan to organize online learning courses to cover a large and broad target group. Online learning is part of distance education, which specifically combines electronic technology and internet-based technology. The online model method has the characteristics of constructivism, social constructivism, inclusive

learning communities, computer-based learning, digital curriculum, interactivity, independence, accessibility, and wealth (Asmuni, 2020). During the COVID-19 pandemic, online courses are growing rapidly to meet the needs of social distancing (Zeng & Wang, 2021).

Online or online e-learning, some people call it, online learning is a learning activity that uses the internet (internet, local area network, wide area network) as a method of delivery, interaction and facilities, and is supported by various other forms. of learning services. Online learning is useful for classroom teaching activities, namely: (1) Supplement, as a supplement that students can choose freely if they use online learning materials, in this case students are not required to access online learning materials. (2) Supplements, if online learning materials are programmed to complement the learning materials received by students in class, they will be used as supplements. Online learning materials are programmed as enrichment or remedial materials for students to participate in regular learning activities. (3) Substitution, if online teaching materials are programmed to replace teaching materials received by students in class, they will be used instead. Online learning or e-learning is a learning model that is encouraged and supported by the use of information and communication technology. E-learning can be defined as a form of information technology that is applied in the field of education in the form of a virtual world. E-learning is more accurately understood as an effort to transform school or university learning into a digital form that is connected through internet technology. "E-learning is a new form of teaching in the 21st century. Teachers are e-learning instructional, interaction facilitators, and subject matter experts." E-learning is an open source learning system, namely a learning system that uses web applications, which can be run and accessed via a web browser. E-learning is an educational system that uses electronic applications to support the teaching and learning process from other media on a computer network.

The online learning module consists of students who use the internet in the learning process. The online learning mode has the following characteristics (Isman, 2017):

1. Require students to build and create knowledge independently (constructivism);
2. Students will work together with other students to develop knowledge and solve common problems (social constructivism);
3. Build an inclusive learning community;
4. Using online media (websites) that can be accessed via the internet, computer-based learning, virtual courses or digital courses;
5. Interactivity, independence, accessibility, and wealth.

According to Heru Purnomo, in the public's mind, online distance learning media that applies online homework methods to students through WhatsApp groups is considered effective in emergency situations due to the corona virus, as it is today. Many teachers apply various learning methods at home, from the perspective of learning differences, the basis is still online learning. Some use the concept of online lectures, some continue to teach in class as usual, but will be recorded in video form and sent to students' WhatsApp applications, and some use free content from various sources (Dewi, 2020).

As for online learning in India, it was explained that UGC and MHRD use multiple virtual platforms with online storage, e-books and other online teaching/learning materials. The combination of traditional technology (broadcast, television, landline) and mobile/network technology in one platform with all storage will encourage greater accessibility and flexibility in education. This will involve updating the service platform so that it can meet the educational needs required by students. All service providers should mobilize to provide an appropriate educational service platform for disadvantaged groups (Jena, 2020).

According to Putra Wijaya, studying at home is not a problem because learning can be done

anytime and anywhere, especially since it is supported by an online system. Therefore, the learning process can take place at home, school or in the community. Therefore, with the support of the internet and other facilities, everything can run smoothly (Kuntarto, 2017).

According to research Agus et al. Titled "Exploratory Research on the Impact of the COVID19 Pandemic on the Online Learning Process in Elementary Schools", the impact of COVID19 on the Online Learning Process in Elementary Schools has an impact on students, parents, and teachers themselves. Part of the impact felt by students is that students do not have a distance learning culture, because so far the learning system is face-to-face. Students are used to interacting with friends at school, playing games and joking directly. with friends and teachers This form of distance learning allows students to adapt, and the new changes they face will indirectly affect their learning and absorption. The impact for parents is the obstacle faced by parents is the increase in the cost of purchasing network fees. Online technology requires a network connection to the Internet and costs. Therefore, the usage rate of network quota will increase and your load will increase. Shop for parents. The impact felt by teachers is that not everyone is proficient in using internet technology or social media as a means of learning. Some experienced teachers are not yet fully able to use equipment or facilities to support online learning activities, and they need assistance and training first. Therefore, successful learning requires parental support and cooperation. Communication between teachers, schools and parents must run smoothly.

I think the online learning system is very effective. Online learning activities run smoothly. Although there are obstacles or obstacles in using the Zoom and Google Meet applications, there are obstacles, namely students still do not understand how to use these applications. The obstacle that most often occurs is the slow internet connection in the Participants Area. In the process, if there are students who do not understand or do not understand, the teacher can repeat the explanation so that students understand the

material given by the teacher. The applications that are used in each of the courses he attends mainly use google meet, google classroom and e-learning.

There are many technologies available for online education, but sometimes they bring a lot of difficulties. The difficulties and problems associated with this modern technology include download errors, installation issues, login issues, audio and video issues, etc. Sometimes students will find online teaching boring. Online learning takes so much time and flexibility that students never have time to do it. Personal attention is also a big problem facing online learning. Students want two-way interaction which is sometimes difficult to implement. Only when students practice what they have learned can the learning process reach its full potential. Sometimes online content is completely theoretical and does not allow students to practice and learn effectively. Poor course content is also a major problem. Students believe that lack of community, technical problems, and difficulty understanding educational goals are the main barriers to online learning. In one study, it was found that students were not fully prepared to balance work, family, and social life with learning life in an online learning environment. It was also found that students were less prepared for e-learning skills and certain academic skills. In addition, students have a low level of preparation to use the learning management system (Dhawan, 2020).

There are many problems inherent in online education, but in times of crisis like this, we cannot ignore the benefits. We always have a way to overcome this difficulty. Technical difficulties can be overcome by pre-recorded lecture videos, content tests and Plan B which are ready at any time, so that the teaching and learning process is not hampered. Online courses should be dynamic, engaging and interactive. Teachers should set time limits and reminders for students to keep them alert and attentive. Efforts should be made to make the learning process as humane as possible. Personal attention should be given to students so that they can easily adapt to this learning environment. Social media and various group

forums can be used to communicate with students. When it is difficult to contact students via text, various messaging apps, video calls, etc., communication is the key; content should allow students to practice and hone their skills. The quality of courses must be continuously improved, and teachers must try their best to be the best. Online course design must be creative, interactive, relevant, student-centred and group-based. Educators have to spend a lot of time developing effective online teaching strategies. Effective online teaching is conducive to student feedback, encourages students to ask questions, and broadens students' horizons about course content. Institutions should pay attention to teaching issues and emphasize collaborative learning, case learning, and project-based learning through online teaching (Dhawan, 2020).

Home study policies have changed the way students and students learn. Of course this can work face-to-face, because by now you are used to face-to-face learning. Husamah (2015) argues that face-to-face learning has many advantages for teachers and students, including:

1. Formal discipline applied to face-to-face learning can form psychological discipline;
2. Facilitate immediate reinforcement;
3. Facilitate the teacher evaluation process;
4. Become a means of learning and interaction with students. Another advantage is the ability to socialize between teachers/tutors with students and with friends. Not only that, the teacher can also directly observe the attitudes and behavior of students when receiving the material.

CONCLUSION

Online learning is defined as “the learning experience of using different devices (such as mobile phones, telephones, laptops, etc.) to access the Internet in a synchronous or asynchronous environment. In this environment, students can interact with

teachers and teachers anywhere (independently) other students learn and interact. Online learning has several drawbacks, namely having to use the internet which requires no small cost, and there are several obstacles in communication via the internet, namely the slow speed. In addition, there are also advantages of high teacher-student interaction, learning anytime and anywhere, wide coverage, and storage of learning materials. However, these problems can of course be overcome with various solutions, such as technical difficulties that can be overcome with pre-recorded lecture videos, content tests and Plan B which are ready at any time, so that the teaching and learning process is not hampered. Online courses must be dynamic, engaging and interactive, and there are many other creative solutions.

The challenge for educational institutions is not only to discover new technologies and use them, but also to reorganize their education to help students and academics seek guidance on digital literacy. Technology is certainly created to facilitate human work, even in the learning process, the combination of the two is the right solution for learning today, especially when the current new normal policy is implemented.

During the Covid-19 pandemic, the obstacles, solutions, and expectations of learning through the online system became an interesting topic. Students can still study online even though it is limited due to the COVID19 pandemic.

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