

The Implementation of Online English Learning During The Covid-19 Pandemic

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Abstract

The COVID-19 pandemic has had a very significant impact on human life. Various aspects of life are affected, including the realm of education which has turned online and has various impacts on the level of success in its implementation. This study aims to see how the implementation of online English learning during the pandemic. There are various problems including, some students lack facilities to support their online learning; It is difficult for teachers to get grades and catch up with student assignments which are hampered by various facilities constraints; the lack of sensitivity of parents to their important role in every online learning activity and the difficulty of achieving learning goals which are limited to essential materials only. Based on the results of the study, the solution to this problem is to collect assignments offline, provide understanding to parents of students about the importance of mentoring and allocation of aid funds in schools to help students who lack facilities.

Keywords: Online School; English Learning; Covid-19 Pandemic

INTRODUCTION

All elements related to education are always given efforts so that the quality is further improved in order to be better because education is an important and very important thing for the needs of the nation. As stated in Law No. 20 of 2003 regarding the national education system which contains the obligation of the nation's successors to have expertise in applying the material that has been learned and have critical skills to provide solutions to existing problems (Syah Muhibbin 2015). Method required in order to achieve maximum learning objectives (Subroto 1997). Learning is difficult to achieve learning objectives if it does not use the appropriate method (Wina Sanjaya 2005).

In Indonesia, the Covid-19 pandemic began around March 2020. The existence of this pandemic started with a virus outbreak Corona originating from the city of Wuhan, China. This virus is characterized by respiratory disorders starting from mild to severe symptoms incubation is between 6 to 14 days, the spread of this virus is very easy and very fast because can be through direct contact with other humans who have been infected, so that's all activities that involve gatherings with many people are discontinued and transferred to WFH or working from home to prevent the transmission and spread of Covid-19 (Revelations) (Dewi 2020).

Minister of Education and Culture of the Republic of Indonesia through Permendikbud No. 4 The year 2020 provides a policy on learning sequences in an emergency the spread of Covid-19. Based on the government's decree, teaching and learning activities in schools are transferred to online schools or online at their respective homes, these efforts done so that learning continues even though it is done online. Along with provisions that require the online learning process to not only have an effect on students' desire to only learn, but also the most important ability of educators to use learning methods and tools (Rusdiana et al. 2020).

The selection of teaching methods must be appropriate to the subject and student abilities. To overcome these problems, teachers need to apply online learning by using several applications on the internet and android. The existence of the times is also very helpful by providing also advances in science and technology education and other fields. The teacher must be able to master the method HOTS (Higher Order of Thinking Skill) learning in the current 2013 curriculum demands this. Assessment of learning outcomes is expected to help students increase skills think critically (Higher Order Thinking Skills / HOTS), because if students are able to thinking at a higher level then it will also encourage to think broadly and deeply on the material studied (Fanani 2018).

Heru Purnomo explained the writing in the minds of the network people that the implementation of remote learning activities that using online learning methods by means of a teacher giving assignments online for students through various educational applications, and online supporting applications such as Google Classroom, Google Meet, Whatsapp Group or other applications that are considered effective when there is a pandemic like now. A teacher can carry out learning online at home in various ways, for example by online lectures, through videos learning is delivered using a variety of applications, some use information free electronic media from many sources (M Ashari 2020).

Learning from home, in its implementation, it should not give problems either to the teacher or to the students themselves because learning activities can carried out without being bound by space and time, especially with the current situation that is supported with advances in information technology that has developed rapidly and is supported by using internet facilities so that learning can be done with an online system, and activities learning can take place at home, at school, or in the community (Dewi 2020).

Teaching and learning activities must continue through online learning or online with is students. Teachers must be able to provide facilities for students to continue the material according to with their respective school schedules. Online learning learning is learning activities that use technology, where students try to complete many tasks and make decisions at any time (Suranti 2020). One of the goals of online learning is to maximize the decisions that have been made by students online by being given knowledge about the correct answers and additional information that can be accessed at any time, this benefits students who interact in online programs, one of which can improve understanding and results study. Students can easily carry out discussions that focus on learning topics like traditional classrooms (J Davies; M Graff 2005). The most prominent characteristics of learning online is to provide convenience and flexibility for teachers and students, especially for determine the online study schedule regardless of time and location (Bower et al. 2013).

Right now the world is just facing the Covid-19 pandemic but educational institutions must remain take place even though using online learning methods, namely learning with take advantage of the internet network that is done does not have to meet face to face without bound by space and time (Syarifudin 2020). All the teaching and learning process can still be carried out properly because of the support from progress information technology is very

advanced, the internet can bring together teachers and students through e-learning applications, Whatsapp, Google Class, Zoom applications and Youtube (Nuswowati 2020).

Based on the data obtained by researchers through Google Form to all workers educators at SMPIT Az-Zahra Sragen during the Covid-19 pandemic the teacher applied the method online learning by utilizing online applications including Zoom, Whatsapp, Group, Google Form, Talaqi Online Voice Note, because these applications are familiar or used used by teachers and students so that it will be easier if online learning using the application rather than having to first learn how to use it other applications that are not necessarily teachers or students are quick to understand how to use it.

RESEARCH METHOD

This writing uses the type of exploratory research which is described qualitatively. The researcher collected the primary data used in research activities are interviews using Whatsapp chat with respondents or interview sources, namely: educators at SMP 31 Bekasi City to obtain information in the form of related opinions implemented online learning. An online interview was conducted with one of the staff English educator. The instrument used is in the form of interview questions which are then answered again using whatsapp chat. Questions asked in the interview about the implementation of English learning during online learning, what methods and applications are used to convey the material, and what obstacles the teacher experienced during learning online.

RESULT

We all realize that this is the beginning of the transformation of education from offline mode. to the network (online). We are also very aware together that online is a new thing in the world of education, especially in public elementary schools in all corners of the country, although the fact is that some have done it mixed or full at times before the pandemic. We realize that we need to adapt to new habits in a new this era. Based on the Minister of Education and Culture Number 3 of 2020 regarding steps to prevent the spread of Corona virus, education in Indonesia is shifted to online or online learning to stay safe in their respective homes (Suranti 2020). Online learning from home implemented by SMP 31 Kota Bekasi utilizing various kinds of online applications that available so that the learning process runs optimally.

From the results of the data obtained by the researcher that the teacher of SMP 31 Bekasi City apply online learning by using special online applications for education and the Whatsapp application during the Covid-19 pandemic. The use of Whatsapp is done because this application is owned by teachers and students on mobile phones each so that it is easier to use for teachers to deliver material and assignments to students by sending them to the Whatsapp Group. Whatsapp is a software service designed to send messages which allows us to send messages to each other without using SMS pulses, because Whatsapp charges for internet data packages as well as for email, browsing the web, and so on. When compared to other online chat applications, Whatsapp is still a widely used chat service (Suryani 2017).

Online learning can also be carried out using the Zoom application to conduct video conferences between teachers and students. Zoom not only can used to do Video Conference with one or two people but reach 100 members so that this application is suitable for use in online learning with all class members at SMP 31 Bekasi City. This app can also be used to send text messages, share files even though they are doing videos

so that learning can take place such as face-to-face learning in general (Suranti 2020). But according to Sharma Adamnya in his article in 2020 mentions that the use of The Zoom application is still questionable in its security level in some countries, even Google prohibits its employees from using the app for online meetings (Suryani 2017).

In addition, teachers can also use the Voice Note feature in online learning. Students can send voice recordings in the form of assignments when read the English text, whether it is correct or not. However, this activity is seen as still not effective and learning has not been fully provided, due to limited access. Like not all students are able and have various kinds of facilities that support this learning. So that the use of several educational applications or whatsapp is also too difficult for some students at SMP 31 Bekasi City.

From the results of the data obtained by the researcher that the teacher of SMP 31 Bekasi City apply online learning by using educational online applications and Whatsapp during the Covid-19 pandemic. The use of Whatsapp is done because this application is owned by teachers and students on mobile phones each so that it is easier to use for teachers to deliver material and assignments to students by sending them to the Whatsapp Group. Whatsapp is a software service designed to send messages which allows us to send messages to each other without using SMS pulses, because Whatsapp charges for internet data packages as well as for email, browsing the web, and so on. When compared to other online chat applications, Whatsapp is still a widely used chat service (Suryani 2017).

Although it has been supported by various educational applications, as well as the use of Whatsapp as an additional auxiliary application, learning English on this network is still very ineffective. This is especially true for those who do not have access to various supports, thus providing a complicated condition for the current learning system that must be faced. This is expressed in the respondents' answers from interviews conducted by researchers, as follows:

“Prakteknya pembelajaran selama pandemi sangat tidak efektif ma’am walaupun sudah banyak aplikasi-aplikasi berbasis pembelajaran tapi kenyataannya untuk diaplikasikan ke siswa terutama siswa sekolah negeri itu sulit.”

Based on the respondent's exposure, as a teacher at SMP 31 Bekasi, this is in line with (Suroso and Yanuar 2020) who explained that during this pandemic there were cases of learning difficulties experienced by students during the covid-19 pandemic. In fact, the students less understand the subject matter delivered by teachers, especially for public school students. The objectives of implementing Learning From Home are: ensure the fulfillment of the rights of students to obtain educational services during an emergency covid-19, protect the citizens of the education unit from the bad effects of covid-19, prevent the spread and transmission of covid-19 in the education unit and ensure the fulfillment of psychosocial support for educators, students, and parents.

The main choice right now is to break the chain covid-19 with the existing conditions as much as possible, while still trying to fulfill the educational service. The principle is the safety and health of students, educators, school principals, and all citizens of the education unit are the main considerations in implementing study from home. The problems that occur today are many students who still have difficulty learning independently. Research conducted by (Purwanto, A., Pramono, R., Asbari, M., Hyun, C., Wijayanti, L., Putri, R., & Santoso 2020) stated that one of the impacts of what is

clearly visible is the learning difficulties experienced by students during the teaching and learning process at school and its difference with learning process at home. Students feel pressured when studying remotely, because they feel compelled, let alone added with inadequate facilities and infrastructure at home. Outlining problems in distance learning are also experienced by parents, obstacles. This arises because parents do not understand the material, it is difficult to grow enthusiasm and children's learning motivation, the difficulty of dividing time between parental work and child mentoring, limitations of parents in operating the device, limited internet coverage, and parents are impatient in accompanying children during online learning during the pandemic covid-19.

However, there are still positive things that can be taken during this covid-19 pandemic, which is where all elements of society are involved this is the parents of students sharing knowledge about technology, in the end gradually the community or parents are aware of the increasingly rapid technological advances its development. Advances in technology are also able to teach students to learn independently independent. Learning independence is an important attitude that a person must have so that they do not always depend on others (Rijal and Bachtiar 2015). This attitude can instilled in the individual since childhood. In school independence is important for a student in learning process.

Independence ability is needed by every student so that they are able to discipline themselves and have responsibilities. Independence is defined as an individual's internal strength and obtained through the individuation process, which is a process of self-realization and the process of perfection (Utami 2016). Independent learning is an active learning activity, driven by a motive to master a competency, and built with the knowledge or competence already possessed. In determining competence as a learning goal and how to achieve it, both in determining study times, learning resources, and evaluating learning outcomes done alone.

Learning independence will be formed as a result of students being more required to learn independently during this covid-19 pandemic. Addressing the problem of ineffectiveness felt by teachers of SMP 31 Bekasi City during this online learning, is also a problem that occurs in several other areas. In the research of (Sadikin; Hamidah 2020) revealed that there are several areas that remote areas that do not even have good or adequate internet access to support implementation online learning, it shows a different trend. In addition, (P Wahyono; H Husamah; A.S Budi 2020) also stated that the lack of awareness and interest students about the usefulness of online learning. In addition, in different from Wahyono, (Herliandry Enjelina; Kuswanto 2020) stated that the current obstacle that is most often faced is the ability to parents of students to provide online education facilities such as the current internet network cost.

The second problem experienced by teachers is that, due to inadequate facilities, students find it difficult to get access to receive information or even provide information as well as collect assignments given by the teacher. This is explained by the respondents in the following expression:

“Guru kesulitan mendapat nilai siswa walaupun sudah karena mayoritas siswa mengikuti 100% pembelajaran dari awal sampai akhir tahun Cuma gak sampai 50% dari jumlah siswa per kelas. Walaupun sudah dikejar-kejar.”

So that in online learning, good cooperation is needed between students and parents at home so that learning can be carried out properly and a little more optimally.

“Selain fasilitas, kemauan serta bimbingan orang tua sangat mempengaruhi”

In reality, the role of parents are indeed very important in this network-based learning. However, (Utami 2016) stated that many parents only occasionally accompany their children, because parents also do not understand or understand the material. So it's just a reminder, related to their duties been done or not. In this regard, the internet signal is also sometimes difficult. Internet signals that are sometimes difficult will certainly hinder the learning process. There are various kinds of obstacles faced by parents in the learning process carried out at home. Starting from the internet network which is sometimes difficult, this is certainly very hampering learning process. There are even students whose cellphones are broken, so they have to ask friends to keep up with the lessons. So many tasks given to make students bored and even stressed. Busy working parents, child less attention, so that children's learning achievement decreases. However parents who only work one of them also feel burdened by this.

The Role of Parents During Online School

Parents who have a low level of education, and of course good learning materials experienced in the past and now is different, not many parents understand. What's the result taught by their children according to the abilities of their parents. Apart from that, parents who not only guide their children, must also Pay attention to the child's psyche. This is certainly something that should be paid more attention. Good value but every day if you get stressed, this will not be good. However should be balanced. In general, the basic obstacle is that parents cannot fully assist and answer questions or help solve the material that is not understood by the child.

In addition to the very important role of parents, there is parental support and enthusiasm for learning activities at home and supported with teacher involvement in the provision of learning materials is very important for continuity of children's education. This is supported by more and more opinions. Some of experts state that building good relationships between children, parents, and schools in supporting the learning process, able to provide positive things in learning, and coupled with better learning outcomes. As known that parents are the primary educators of their children. According to (Ahmadi 2004) states the role of parents is very important. Parents are the first teachers that children have. Good or bad children are influenced a lot by parenting styles.

Therefore the responsibilities of parents are very complex. He is responsible for various aspects, ranging from education, lifestyle. Education is also not only formal, non-formal education is also the responsibility replied the old man. The problem is how can parents educate their children well and right, in order to be able to face the challenges that will come. The learning process carried out at home is a very good thing, because family relationships are more visible. In addition, children become close to their parents.

Many things are done during learning at home between parents and students child. The sense of responsibility will be more visible, always very motivating too needed. Because when learning at home, children get bored easily, here parents required to be patient and must be able to condition the learning process. The family plays an important

role in instilling habits and behavior patterns, as well as instilling values, religion, and morals according to age and culture in the family.

The Role of School in Learning Activity During Covid-19 Pandemic

Learning is an activity or action taken by someone to gain change in behavior in an effort to gain knowledge and experience in order to gain better changes in the life to come (Pindo, H; Rinci 2018). As for learning, there are educators and students, as educators must know the theories in learning. There are three theories, namely behavioral theory, cognitive learning theory, and constructivism theory. Behavioral theory is rooted in behaviorism. Learning behaviorism is defined as the process of establishing a relationship between stimuli (stimulus) and reply (response) (Fahyuni; Nurdiyansyah 2016). The expected learning is a change in behavior in the form of habits. Cognitive theory, learning is a mental event, not a behaviorism event. Individual behavior is not just response to existing but more importantly because of mental impulses regulated by his brain. Learning according to cognitive theory is perceptual.

Student's behavior is determined by their perception and understanding of situations related to their learning objectives. Theory constructivism, knowledge is subjective not objective. All knowledge is result construction of a person's activities or actions. Based on the description above, the actual role of school principals and teachers in dealing with the state of the covid-19 pandemic to carry out learning activities meet the requirements of the three theories. These are behavioral, cognitive and constructivism theories. Online and face-to-face learning theory take turns fulfilling basic behavioral theory because of the formation of a relationship between teacher and student students so that changes in behavior occur because of the learning process provided by the teacher to students and fulfill cognitive theory by giving assignments via online encouraging mental formation of students so that they can understand information independently. Learning activities with students learning independently by looking for information on the internet to increase their insight into learning.

The last difficulty in implementing online English learning is the achievement of learning objectives. Where the learning material provided also experienced a reduction, where the material taught was only based on its essentials, not based on the curriculum. However, online learning of English at SMP 31 Bekasi City is carried out following the applicable curriculum so that students do not miss lessons. As in the respondent's expression:

“Pembelajaran bahasa Inggris selama andemi hanya diambil materi-materi essential karena target belajar selama pandemi bukan penuntasan kompetensi. Target ya materi essential tadi tapi kadang saya gak puas jadi saya ngajar sesuai KD takut kalau kelewat mereka gak paham.”

In the COVID-19 situation the curriculum is a must adapted to the situation. Curriculum. The government also simplifies the curriculum or an educator does not have to always interact so that learning adapted to how the school and students are located. Independence of learning program gives educational units the freedom to make changes that can be used in various circumstances. Educators are expected to be able to implement varied learning such as determining basic competencies and materials to simplify. Educators are expected to implement innovation learning without leaving the

principle of learning from home in the future COVID-19 pandemic. So even though it is recommended to only teach various essential materials, if the teacher feels capable, other learning can also be used in accordance with the KD that applies in the curriculum.

The Covid-19 pandemic has had an impact on the implementation of the 2013 Curriculum. Achievements in implementing the curriculum early before entering September as long as it hasn't been changed, only 50% is not achieved because there are too many indicators to be achieved. Meanwhile, since COVID-19 learning achievement is not maximum after many have been changed by the government by reducing learning materials, learning achievement increases to 80%. Only learning competence is achieved, spiritual attitude competence is not achieved due to distance learning.

One of the solutions that can be used by teachers when facing difficulties in accessing students in online learning is to provide assignments that are physically collected. Various assignments are given online with clear and understandable instructions, then the results of the assignments are collected offline in accordance with health protocols. In addition, teachers can also divide students according to where they live. Where students in a certain environment can gather into a single unit so that information can be spread out to each other even though there are some of them who lack internet access and other technological facilities.

To overcome the problem of lack of assistance from parents and lack of motivation given by parents, perhaps it can be done by providing an understanding of how the conditions of online learning are so that very strong cooperation between teachers and parents is needed. In addition, the concept of distance learning forces parents to be able to use technology. Because parents will teach the technology to their children. Parents must be creative and innovative in preparing the implementation of online learning and provide guidance or guidance to children so that they can take advantage of access modern technology in the learning process which will also improve the quality of the child itself.

Learning achievement with a learning system from home is more determined by the role of parents. Responding to this, parents must be able to give their full role best. For example scheduling in learning, applying more discipline. Give appreciation with a small gift if the child succeeds in doing the task well. When you meet difficulty in understanding the material, immediately communicate with the teacher who concerned. Parents must always have a good relationship with all teacher, this supports the learning process. With that action the child becomes more directed in learning, even though parents do not understand the material.

In addition, parents must also assist the performance of teachers in schools in order to assess the abilities of students. Where the assessment that was originally done at school, has now changed to be done at home. Parents can evaluate how the child's learning outcomes are good. If there is still lack of understanding, what things need to be improved. The intensity of the study or something else. Always motivate children. Don't scold or even give punishment if the child cannot or does not understand the subject matter. Because here the role of parents is very important. Parents are not just fulfilling needs financially, but these guidances are more important for development child. If this is not balanced or even not given then growth and development children are less. Besides having an impact on the achievement of learning outcomes. Characters who children have become less good.

In addition, for the problem of internet data packages in online learning, here is the perfect solution given from the education office is the provision of free quotas to teachers and students, allocate BOS and PIP funds to purchase internet quotas to support learning activities teaching during the online method, controlling the use of internet quota used by children by parents. For students who study independently at home, parents are expected to be able to control. The use of student devices is only for online learning, not for playing online games or other social media because it makes internet quota run out quickly. Even so, with online learning, it has a positive value. (Handarini; Oktavia; Wulandari 2020) also states that online learning makes students more independent, because it emphasizes more on student centered.

They are more daring to put forward opinions and ideas. And the government has also provided several platforms that can used by students to learn. Regardless of the advantages and disadvantages of learning online, researchers have outlined several problem-solving solutions to overcome learning difficulties during the covid-19 pandemic. From solving these problems, it is intended to be able to provide solutions to overcome student learning difficulties. Even in a pandemic or not, families have the task of educating, teaching knowledge, and evaluating every learning process and child behavior. Parents in addition to providing guidance to teach children's knowledge at home, also participate in supervising children's behavior, especially on the use of social media/device operation. So that parents must also provide supervision and evaluation at home, so that learning online is running optimally.

CONCLUSION

It can be concluded that since the outbreak of the Covid-19 pandemic, all the learning process in various parts of the world has changed from face-to-face to face-to-face mode online. The application of this online mode always provides challenges as well as convenience for all parties involved in it. Challenges arise not only in countries that have infrastructure which is lacking, but also occurs in developed countries such as Germany, South Korea, and China. Challenge related to classroom management and learning which includes preparation, implementation, and evaluation of online learning that still requires the advice of all world stakeholders education, including observers of the world of education and education policy makers.

Other challenges are technical challenges in the form of the availability of supporting infrastructure, improvement of the community's economy, readiness of human resources, and education and digital literacy are necessary improved in order to realize effective, efficient, sustainable and wise online learning while still implementing strict health protocols in order to narrow the space for movement the spread of the Covid-19 virus. It is undeniable that online learning also has a positive impact In general, in building the readiness of all education actors to always improve self-quality and ready for various changes in the new era of life.

The problem experienced by teachers is the lack of facilities owned by students, making it difficult for teachers to obtain information and provide information. So that the learning process is hampered. In addition, due to limited access and facilities from students, students find it difficult to give and submit assignments that they can. The achievement of learning targets is also neglected because learning is only carried out in accordance with essential materials. In the sense that the material studied is only material that is considered important and will be needed. However, if they are able to share time and conditions, teachers are also

allowed to make their own innovations so that learning objectives are achieved. But still by using the health protocols that are in place.

The solution that can be done is to collect assignments offline, providing understanding to each parent that the learning situation in this network is still very complicated and ineffective, so close cooperation between teachers and student's parents is needed. In addition, schools can also help the student learning process by using government aid funds to provide good and proper facilities for every student who has deficiencies in their online learning support facilities.

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