

## ONLINE LEARNING PATTERNS FOR INDONESIAN LESSONS DURING THE COVID-19 PANDEMIC

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### Abstract

The purpose of writing this article is to find out the pattern of online Indonesian learning that has been running during the Covid-19 pandemic in universities. The research in online learning focuses on online learning at the State Islamic University of Sunan Kalijaga Yogyakarta and the State Islamic University of Sunan Ampel Surabaya. This type of research is survey research with a qualitative approach. The results of the research are that students during online learning Indonesian use various platforms such as zoom, google meet, whatsapp, google classroom, youtube, video, quizziz, and e-learning at UIN Sunan Kalijaga. The expectations of students in online learning for Indonesian language courses are (1) not monotonous, only using one platform so that students do not get bored, (2) can convey lecture material clearly, (3) platforms that do not use too many quotas, (4) platforms which can display learning material in 3D for easy learning. Now this epidemic has spread to all countries, including Indonesia. The impact of the pandemic has been felt by the entire community due to changes in life patterns. Changes in the pattern of life in question are not running normally as usual, including educational activities. Online learning is carried out by all levels, from elementary school to university. One of the subjects at the university level is Indonesian. The Indonesian language course is a compulsory subject that must be studied by all study programs at the diploma or undergraduate level.

**Key words:** Covid-19, learning patterns, Indonesian Language

### Abstrak

Penulisan artikel ini bertujuan untuk mengetahui pola pembelajaran Bahasa Indonesia daring yang telah berjalan selama masa pandemi Covid-19 di Perguruan Tinggi. Adapun penelitian dalam pembelajaran daring focus pada pembelajaran daring di Universitas Islam Negeri Sunan Kalijaga Yogyakarta dan Universitas Islam Negeri Sunan Ampel Surabaya. Jenis penelitian ini yaitu penelitian survey dengan pendekatan kualitatif. Adapun hasil penelitian yaitu mahasiswa selama pembelajaran daring Bahasa Indonesia menggunakan berbagai platform seperti zoom, google meet, whatsapp, google classroom, youtube, video, quizziz, dan e-learning UIN Sunan Kalijaga. Harapan mahasiswa dalam pembelajaran daring mata kuliah Bahasa Indonesia yaitu (1) tidak monoton hanya menggunakan satu platform saja agar mahasiswa tidak bosan, (2) dapat menyampaikan materi perkuliahan dengan jelas, (3) platform yang tidak menggunakan kouta terlalu banyak, (4) platform yang dapat menampilkan materi pembelajaran dalam bentuk 3D agar mudah dalam mempelajarinya. Kini wabah ini telah menyebar hingga ke seluruh negara tak terkecuali Indonesia. Dampak dari pandemi telah dirasakan seluruh masyarakat karena terjadinya perubahan pola kehidupan. Perubahan pola kehidupan yang dimaksud yaitu tidak berjalan normal seperti biasanya termasuk kegiatan pendidikan. Pembelajaran daring dilakukan oleh seluruh jenjang mulai dari sekolah dasar hingga perguruan tinggi. Mata kuliah dalam jenjang perguruan tinggi salah satunya adalah Bahasa Indonesia. Mata kuliah Bahasa Indonesia adalah mata kuliah wajib yang harus dipelajari seluruh program studi pada jenjang diploma maupun sarjana.

**Kata Kunci:** Covid-19, pola pembelajaran, Bahasa Indonesia

## INTRODUCTION

The corona virus or commonly known as Covid-19 has been going on since the end of 2019. The epidemic spread quickly in almost all countries, including Indonesia. In Indonesia, it has been confirmed that all provinces have been infected with the Covid-19 virus. The increase in positive cases of Covid-19 in Indonesia continues to occur in various regions such as big cities on the islands of Java and Bali, (Setyadi & Indriyan, 2021). The impact of the Covid-19 virus outbreak has made a shift in the entire order of life. The shift in question is that life today is not as normal as before. This is such as limited social, economic activities, even in the field of education, (Putri & Suyadi, 2021). This impact has been felt by all people in Indonesia, so the government needs to prepare a new order in facing this era.

It is known that the government has now taken decisive action in dealing with the Covid-19 pandemic. Various ways have been done by regulating health protocols. The health protocols in question are wearing masks, washing hands with soap, maintaining a minimum distance of 1 meter, and avoiding crowds. The government is always trying its best to break the chain of Covid-19. In addition, the government is also implementing Work For Home (WFH) or doing work from home for several agencies.

There are rules that have been taken by the government makes teaching and learning activities should also be undertaken online. Online learning is a distance learning activity by utilizing technology such as mobile phones, laptops, and other communication tools, (Safitri & Putri, 2020). Online learning is carried out by all levels from elementary school to university. Universities as a place for students to seek knowledge now have to carry out distance learning activities. Even courses that are usually delivered face-to-face cannot be implemented. One of the subjects at the

university level is Indonesian. The Indonesian language course is a compulsory subject that must be studied by all study programs at the diploma or undergraduate level. Based on the Decree of the Director General of Higher Education of the Ministry of National Education of the Republic of Indonesia number 43/DIKTI/Kep/2006, that the general compulsory Indonesian language courses are included in the group of personality development courses, (*Keputusan Direktur Jenderal Pendidikan Tinggi Departemen Pendidikan Nasional RI Nomor 43/DIKTI/Kep/2006 Tentang Rambu-Rambu Pelaksanaan Kelompok Mata Kuliah Pengembangan Kepribadian Di Perguruan Tinggi, n.d.*). In addition, this course is expected to improve students' ability to use good and correct Indonesian. There is also an increase in positive attitudes from Indonesian that must also be realized, which is expected to have students equipped with good academic writing skills, (Hidayat et al., 2019).

Indonesian language courses at universities must continue to be carried out during this Covid-19 pandemic condition. Various efforts have been carried out by universities so that students get the right to study. One of the steps taken in online learning is by utilizing various platforms such as Google Classroom, Zoom, Google Meet, and others. Students should be treated differently than face-to-face learning. Learning in Indonesian language courses must be carried out optimally because it will have an impact on student graduation. Thus, it is a shared responsibility regarding the existence of the Indonesian language in this country, especially academics and educational practitioners who have done or through lectures, (Barowi & Fazat, 2015). In the pattern of learning Indonesian in universities, researchers have obtained data and facts, namely at two universities. The universities in question are State Islamic University of Sunan Kalijaga

Yogyakarta and State Islamic University of Sunan Ampel Surabaya. This is done to see the facts on the ground how the pattern of learning Indonesian language courses at universities has been carried out during the Covid-19.

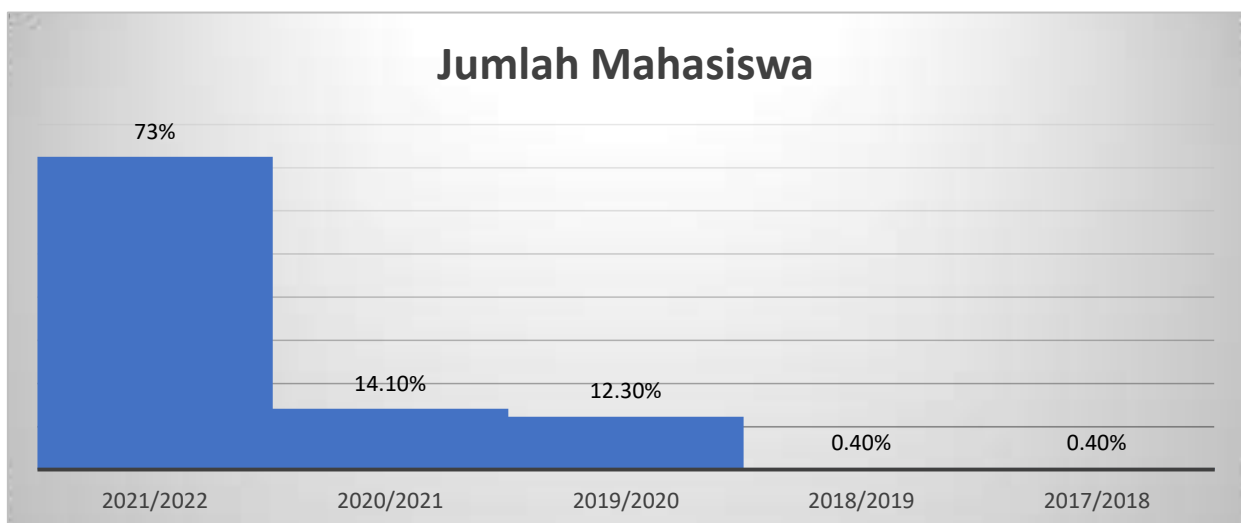
### METHOD OF RESEARCH

A qualitative approach with descriptive methods was used to conduct research on online learning patterns for Indonesian language courses at UIN Sunan Kalijaga and UIN Sunan Ampel. This research was conducted to see real phenomena in the field experienced by subjects in research by writing using scientific language, (Moleong, 2017). This type of survey research uses a qualitative approach, which is used to obtain data or information in Indonesian language learning during the Covid-19 pandemic at universities. While the research subjects include students of UIN Sunan Kalijaga and students of UIN Sunan Ampel. The object of this research is in the form of all those related to online learning patterns for Indonesian language courses. This includes the learning process carried out by lecturers and student attitudes in online learning. The purpose of this research is to collect data using several techniques. Techniques in collecting data using

observation, interviews, and documentation, (Sugiyono, 2016). The researchers did this by using google forms to dig up information to respondents. This method is used to objectively describe the facts that occurred at UIN Sunan Kalijaga and UIN Sunan Ampel. The method is to carry out the analysis process using data collection in the field, reduction, presentation, and drawing conclusions.

### DISCUSSION / RESEARCH FINDING

Researchers have collected data through questionnaires filled out by students in Indonesian Language Learning at the Islamic University of Sunan Kalijaga Yogyakarta and the State Islamic University of Sunan Ampel Surabaya. The questionnaire was filled out by 226 students, both UIN Sunan Kalijaga Yogyakarta and UIN Sunan Ampel Surabaya. Students who filled out the questionnaire started from the 2017/2018 class to 2021/2022 with the dominance of students from the 2021/2022 class, which was 73%. Meanwhile, students from the class of 2020/2021 were 14.1%, the class of 2019/2020 was 12.3%, the class of 2018/2019 was 0.4% and students of the class of 2017/2018 were 0.4%. The data is presented in the form of a chart as follows.



**Figure 1.** Number of Students

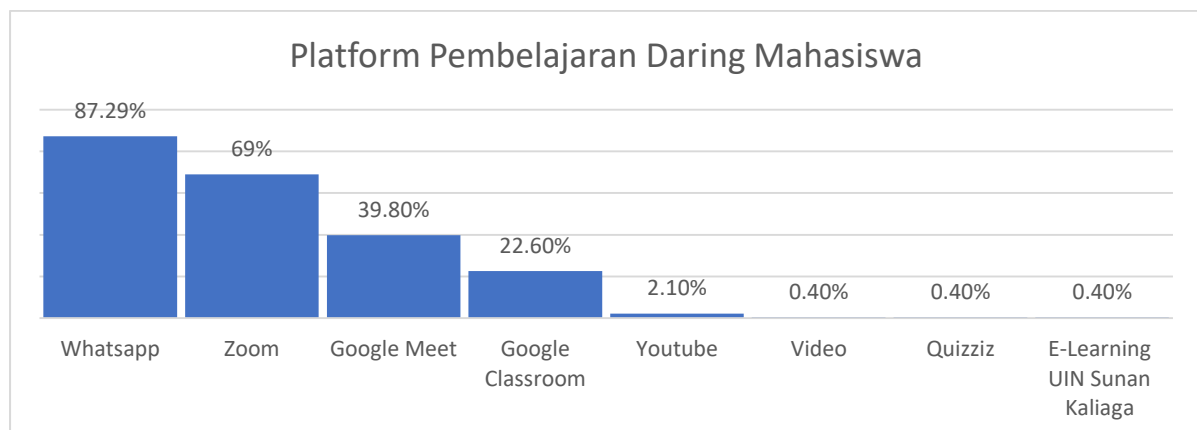
From a number of students who have filled out the questionnaire consisting of three faculties, namely the Faculty of Tarbiyah and Teacher Training, the Faculty of Islamic Economics and Business, and the Faculty of Science and Technology. Aninditya Sri Nugraheni, M.Pd and UIN Sunan Ampel Surabaya, namely Prof. Dr. Jauharoti Alfin, S.Pd., M.Sc.

The data obtained from the results of filling out student questionnaires shows that 96% of Indonesian language learning during the Covid-19 pandemic has taken place online, while the rest of the students have conducted offline or lectures hybrid (a mix of online and offline). Indonesian language learning is carried out according to regional conditions and mutual agreement. If the campus allows for lectures hybrid (a mixture of online and offline) of course it will be the start of conducting the lectures that are expected from students. This is expected by students because online learning has several impacts, including (1) online learning is often complained of by students because it is confusing, (2) students are more passive so they are less creative and productive, (3) the information submitted by students accumulates so that it is less useful, (4) students are stressed with online learning that is less directed, (Argaheni, 2020).

In accordance with the fact that during the lecture during the pandemic,

there were briefly three student opinions. PeIn another study at the University of Siliwangi during the Covid-19 pandemic, online learning was also implemented. This looks like the implementation of WHH (Work From Home) for employee lecturers, and learning from home for students. Online learning is carried out smoothly even though it is not ideal as when offline learning, (Rosali, 2020).

The above statement has been expressed by students in the implementation of online learning in Indonesian language courses. Furthermore, students and lecturers of UIN Sunan Kalijaga Yogyakarta and UIN Sunan Ampel Surabaya conducted online learning using several platforms, including using zoom, google meet, whatsapp, google classroom, youtube, video, quizziz, and e-learning at UIN Sunan Kalijaga. When viewed from the usage, the application is WhatsApp more dominant, namely 87.2%, zoom 69%, Google Meet 39.8%, Google Classroom 22.6%, Youtube 2.1%, while video 0.4%, Quiziz 0.4%, and e-learning at UIN Sunan Kalijaga which is 0.4%. In addition to students and lecturers using this platform, there are also others who use platforms others such as moodle, Edmodo, coursera, temas, z-library, ctrl, uinsby.ac.id, and English discoveries. The data is presented in the form of a chart as follows.



**Figure 2.** Platform Student Online Learning

This is in accordance with other studies at universities which state that there are 9 applications or platforms used for lectures including; (1) zoom, (2) google classroom, (3) Whatapp group, (4) google meet, (5) skype, (6) Webex, (7) email, (8) Edmodo and (9) camstudio, (Fuadi et al., 2020). Based learning Online in its implementation cannot be separated from various platforms digital. In fact, the use of applications online is still the main choice for universities to support the online lecture process. In applying the platform as an online learning medium, of course there are advantages and disadvantages. The advantages experienced by students of UIN Sunan Kalijaga Yogyakarta and UIN Sunan Ampel Surabaya can be explained, including (1) being able to accommodate lectures online during the Covid-19 pandemic situation; (2) can add new knowledge about technology; (3) material delivered through the platform can be recorded so that it can be re-studied; (4) facilitate students when absent; (5) can improve students' digital literacy skills. The use of platforms digital in online learning during the pandemic is very helpful in making it easier to deliver material in a synchronous manner. For example, zoom and google meet can interact directly through virtual together in one class. In addition, Edmodo, WhatsApp, and Google Classroom also function to share materials and conduct learning asynchronously, (Sulastri et al., 2020).

While the shortcomings of platforms these include; (1) network constraints so that students are not clear in carrying out online learning activities; (2) the quota used in online learning should be more; (3) frequent occurrence of piles of information in the whatsapp application; (4) videos that are played too long cause boredom; (5) the explanation given during online learning is less than optimal; (6) presentations via the application are whatsapp less effective

than using zoom; (7) the interaction between lecturers and students is less active; (8) students do not focus because their eyes are hurt by radiation for too long staring at the laptop screen; (9) some students just listen and do not participate in discussions during learning so that it looks like passive learning; (10) the application quiz has a time duration that is too fast.

In addition to the obstacles in online learning experienced by students of UIN Sunan Kalijaga Yogyakarta and UIN Sunan Ampel Surabaya, there is also another research at IAIN Pekalongan which states that it is difficult for students to understand the material for writing scientific papers submitted online. Students feel that online lectures often experience problems with the network, boring lectures, and lack of student participation in learning activities. Even though it is known that learning Indonesian requires intensive guidance, especially in writing activities, (Atqia et al., 2021).

Indonesian language lessons, especially when online learning is like today. Digital literacy skills need to be possessed by every student to be able to carry out online learning. Based on research data from students of UIN Sunan Kalijaga Yogyakarta and UIN Sunan Ampel Surabaya, the use of platforms in online learning can improve digital literacy. The reasons expressed include, (1) can add insight about technology; (2) use as a source of new knowledge on technology; (3) make students think critically, creatively, and innovatively in carrying out learning both in doing assignments and during joint discussions; (4) make students independent in finding reference materials so that they can make maximum use of technology; (5) students not only do reading activities but also read the material that is distributed; (6) students more often learn to write correctly using the provided platform. This is in

accordance with the results of other studies which state that there is an increase in students' language literacy skills, (Argaheni, 2020). Thus, indicating that by using the platform in online learning, students can have digital literacy skills.

In addition to the impact of digital literacy, the platform used in Indonesian online learning activities also accommodates learning outcomes. The learning achievement is through independent learning when using the platform. The existence of a lecture platform that has been implemented while students are online in general can improve learning outcomes independently. This is because students are required to be able to understand digital literacy in order to be able to attend lectures, especially Indonesian language courses. However, there were students who said that the platforms used in online learning were not sufficient to accommodate learning outcomes through independent learning. This is because students do not fully understand and the lack of information obtained.

Thus, with online learning using platform this, digital literacy skills play an important role in supporting the success of online learning. Students with good digital literacy skills will try to find and select important information and understand, be able to communicate, and express opinions through digital. In addition, literacy skills will also open opportunities for students to think critically, communicate with others, work and the last is for student learning success, (Dinata, 2021).

Online learning cannot be separated from various obstacles faced by students and lecturers. This is in accordance with other research that has been carried out, namely students experience various obstacles such as feeling stressed and limited in social interaction. As for lecturers, the obstacle is the lack of interaction with students so that online lectures are not effective, (Nastiti & Hayati, 2020). Also, through the data

collected, there are some student desires during online learning. The students' desires are such as (1) learning that is easy to understand and fun, (2) interactive learning with reciprocity between lecturers and students, (3) media that is not boring and attracts students' attention, (4) when doing online learning not too long because it wastes money, (5) recording material during learning so that students can repeat the material again. In addition, lecturers are also expected to respond to students with responsiveness if the material being studied is not clear.

In online learning, of course, using a platform that can support lecture activities run smoothly. However, the platform is not fully understood and comfortable for students. Based on the data obtained, the online learning platform that students want can be explained as follows, namely (1) not monotonous, only using one platform so that students do not get bored, (2) can convey lecture material clearly, (3) platforms that do not use quotas. too many, (4) platforms that can display learning materials in 3D to make it easy to learn. This is also consistent with other research which states that students want a platform that can be followed by all students, such as not wasting money and easy to use. Moreover, the convenience of students in learning online is very important because it will be a support for successful learning, (Mulyana et al., 2020).

With various online learning activities so far, they have received various kinds of new experiences that have never been experienced by lecturers or students before. Moreover, Indonesian language learning requires online practical activities. The expectations of students conveyed are aimed at improving everything that needs to be added to online learning. Based on the data obtained, there are several expectations that students have in online learning, including (1) being able to provide insight into Indonesian in practice, not only theory, (2) using various media that are easily applied by students, (3)

being able to improve literacy. students especially in digital literacy, (4) learning done online is more fun so that students don't get bored quickly and enthusiastically when attending lectures, (5) using innovative learning strategies so that students can understand Indonesian material more easily, especially in the writing aspect because it will have an effect on the results of writing and compiling the final project. This data is also supported by other research which states that online learning with appropriate online media will increase student satisfaction, (Hakim & Mulyapradana, 2020). Furthermore, students' expectations are to continue to evaluate Indonesian language learning from various aspects, both learning methods, learning media, as well as the platform used.

In addition to the data above, it was also found that students wanted online learning to end soon and be able to conduct lectures offline. This was conveyed because students had difficulty understanding the Indonesian language learning material, especially when they were bored with the theory presented. Students also hope that if online learning continues, they hope to be more conditioned by creative learning models and build motivation for enthusiasm for learning. Especially online learning, there are still many students who complain. In addition, students also hope that in delivering Indonesian language learning materials, the duration of time is longer because the material studied in theory is quite a lot.

Meanwhile, based on other research that has been done, it is stated that online learning by utilizing applications online does not always run smoothly. This obstacle was conveyed by students who are in areas with inadequate networks. In addition, economic limitations that cause online lectures with quotas to force students to buy more quotas. Thus, to respond to this, it is necessary to have support and mentoring used to adapt the

online learning model, (Kahfi, 2020). In addition, lecturers or students can record the learning process as it takes place. It is intended that students who are left behind can follow the learning that is left behind.

Indonesian language learning activities are carried out with various aspects such as analyzing information, writing scientific papers, writing effective sentences, and others. Students should be provided with the correct technique and method of writing in accordance with Indonesian spelling. In addition, other Indonesian language materials that cover all aspects must also be known by students. However, in reality the general compulsory Indonesian language courses are basically not worth the time allotted. Usually, universities in each study program only provide one semester with different semester levels. Therefore, when online learning is currently necessary, there is a need for additions outside of the lecture schedule by serving students who have difficulty in doing assignments, (Hidayat et al., 2019). Especially in online learning, students are now required to study more independently with the material provided. not a little. Thus, students must be able to position themselves in online learning to be more creative in finding information.

In addition to the readiness of students, online learning also needs to be prepared by lecturers. This requires a different method than face-to-face learning. In determining online media, lecturers should also consider the condition of their students. Various efforts have been made by lecturers to support the continuity of online lecture activities properly. However, various obstacles were also faced by lecturers including (1) communication and interaction between students had not gone well so that the material presented was not acceptable to students, (2) network disturbances experienced by students made students uncommitted during lectures, (Nastiti & Hayati, 2020). Thus, a good online

learning pattern must have cooperation between two parties, namely students and lecturers.

Basically, learning in Indonesian language courses in universities has been attempted by various educators and institutions so that students can still learn as they should. As the efforts of various shortcomings and problems have been minimized. However, the thing that is different in dealing with online learning situations is that it is not as normal as previous learning. Through the data and facts experienced by students of the State Islamic University of Sunan Kalijaga Yogyakarta and the State Islamic University of Sunan Ampel Surabaya, it is hoped that they can be input and introspection for universities and students. Because it can not be separated between the cooperation of various parties. In addition, online learning that has been running is expected to continue to be evaluated so that students and lecturers can make the learning process even better.

## CONCLUSION

The Covid-19 pandemic has paralyzed almost all aspects of life, including education. In Indonesia, this impact has resulted in all learning being carried out online. Online learning is carried out by all levels from elementary school to university. One of the subjects at the university level is Indonesian. The Indonesian language course is a compulsory subject that must be studied by all study programs at the diploma or undergraduate level. The results of the research are that students during online learning Indonesian use various platforms such as zoom, google meet, whatsapp, google classroom, youtube, video, quizziz, and e-learning at UIN Sunan Kalijaga. The expectations of students in online learning for Indonesian language courses are (1) not monotonous, only using one platform so that students do not get bored, (2) can convey lecture material clearly, (3) platforms that do not use too many quotas,

(4) platforms which can display learning material in 3D so that it is easy to learn.

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