Learning Management in the Pandemic Era Covid-19 at SMAN 1 Baturetno Wonogiri

Putri Dwi Arini[1], Matin[2], Siti Zulaikha[3]
Post Graduate Universitas Negeri Jakarta, Indonesia
Email: putri.arinidwi679@gmail.com

Abstract

This study aims to determine the effectiveness of the implementation of learning management in the Covid-19 Era, starting from learning planning, organizing learning, implementing learning, to monitoring learning carried out at SMAN 1 Baturetno. The method used is qualitative research with data collection methods through interviews, observation (observation), and documentation study. Since the outbreak of the COVID-19 pandemic starting from March 2020 to the present (December 2020), learning has been carried out from home for all levels of education in all schools in Indonesia. The problems that occur are the village of Baturetno, which is known to most of the lower middle class, from the problem of disorderly students, parents being burdened because of wasteful quotas (when there is no government assistance), unsupported facilities in the form of learning media, and rural areas that are not supported internet signal. The findings of the research, namely planning, organizing, implementing, and supervising Learning Management conducted at SMAN 1 Baturetno are in a good category. An emergency curriculum that is devoted to implementing distance learning that occurs during a pandemic. Online teaching schedules are only given 1 hour per week for all subjects, with streamlined Basic Competencies (KD), (2) With changes in online learning schedules and the distribution of school entrance fees for teachers (i.e. 5 (five) days once). By holding pickets to schools, teachers remain productive in the midst of this pandemic, (3). Students and teachers are work together and mutually cooperate to create a conducive atmosphere in the midst of the current pandemic (4) Submission of material via the internet, assignments that are not burdensome for students, timeliness of teachers and students, and the effectiveness of ongoing online learning are assessed in a good predicate too.

Keyword: Management, Learning, Covid-19 Pandemic Era

INTRODUCTION

The COVID-19 pandemic currently occurring has a huge impact on the world of education(Wajdi, Ubaidillah, et al., 2020). This requires adaptation so that teaching and learning activities run effectively. Likewise, SMAN 1 Baturetno was also affected by the pandemic that is currently happening. There, learning from home and learning is done by distance learning by utilizing sophisticated technology such as cellphones and laptops with internet network intermediaries. Although it is acknowledged by the teacher that this is difficult to do because not all students and parents accept this situation(Wajdi, Kuswandi, et al., 2020).

Geographical factors of schools located in the interior of the mountains with difficult signals and online learning facilities such as laptops and Android cellphones are the main factors for many students of SMAN 1 Baturetno who are not ready for the current situation. Many parties complain about learning at home, students are given assignments and online exams via google classroom and WhatsApp, then the teacher provides a schedule each day, so there are certain hours students have to study online, and after that the teacher leaves assignments with a limited time making many parties experience objection, not to mention that learning is not only done using cellphones, but typing on a laptop to be sent via email, whereas not all parents have laptops, let alone the majority of the population in Baturetno and their surrounding parents work as farmers.

Likewise experienced by teachers or other students, by monitoring students from a distance is not effective, the teacher coordinates students who geographically live in rural areas, with the consequences of difficult signals and also minimal internet quota, the impact that occurs if for example there is an assignment via the application. Google Form, there must be students who have missed or haven't sent a response until the deadline for processing runs out. For the above reasons, the principal ended up using a semi-online learning system. There are several teachers asking students to collect assignments to school once a week, keeping in mind health protocols, students taking turns, wearing masks, and providing hand washing and hand sanitizer facilities at many points in the school environment. The school is also located in a remote area whose locations often experience signal disturbances as a reason. This study aims to determine the order of learning readiness carried out by the principal, teachers, students, and parents of students at SMAN 1 Baturetno Wonogiri. Besides, what the impact that occurs because learning is carried out at a distance, namely in the respective places where the teacher and students live is. The right learning system applied when COVID-19 is Distance Education and E-learning, both are carried out without face-to-face, only the difference, if Distance Education, learning still uses textbooks or physical modules, if e-learning is entirely from learning to the module uses softcopy, and everything is done in cyberspace.

The research focus is then translated into four research sub-focuses (1) Learning Planning in the Era of the COVID-19 Pandemic 2) Organizing Learning in the Era of the COVID-19 Pandemic, (3) Implementation of Learning in the Era The COVID-19 pandemic (4) Supervision of Learning in the Era of the COVID-19 Pandemic at SMAN 1 Baturetno Wonogiri. Suryadi Mushlih write in their book entitled "Design and Learning Planning" (2019: 10-15) that planning is the formulation of an expected future, related to the goals to be achieved, involving various decisions and policies taken, and a systematic program of action through a decision.

Learning planning to be carried out at SMAN 1 Baturetno Wonogiri is carried out by the principal with the assistance of the Deputy Principal for curriculum affairs. Starting from determining the teaching plan online between teachers and students, increasing the skills and creativity of the teacher in making material discussions easier for students to understand, because it is feared that online learning is usually more difficult to understand. Increased sensitivity and innovation in every renewal in the field of education that is carried out online, by making new online course schedules, will certainly be different from the schedule of subjects at face-to-face, and learning that is carried out remotely or online is more flexible in time.

According to Marsatria, in his book entitled Introduction to Educational Supervision (2018: 6), it is stated that "organizing is an effort to complete the plans that have been made with the organizational structure of the executor. In the book Organizational Analysis and Educational Patterns by Taruna (2017: 30) "organizing is the activity of compiling and allocating work that must be done". Organizing is a basic activity of management, carried out to organize the resources needed, including the human element, so that the work can be completed successfully. Organizing has elements that unite and separate. The element of unifying is a common purpose.

The teacher creates a WhatsApp account, google classroom, email, and other supporting communication facilities. The teacher also recapitulates daily, weekly, and monthly reports, as evidence of learning outcomes carried out online or remotely. The organizational structure at SMAN 1 Baturetno Wonogiri consists of people who are competent in implementing online work programs to achieve predetermined goals, both from the principal providing directions for the current emergency distance learning system, then the teachers who make the design the schedule of subjects in online learning, the students who are the main goal of the formation of learning, who have contributed to the successful implementation of this online learning. Marohong (2018) argues that actuating is an effort to make planning a reality, by optimally directing various activities according to roles, duties,

responsibilities, and motivation so that each employee can carry out activities optimally according to their roles, duties, and responsible.

Regarding assessment, learning at SMAN 1 Baturetno has conducted semi online. Several assignment activities are carried out online and there is also students' work that is submitted to schools in person (taking turns and observing health protocols). This is solely done to supervise the learning process so that it is right on target and running as it should. Routine supervision is carried out by the principal by monitoring directly or indirectly the performance of functional staff (teachers) and administrative staff (administration) on this learning that occurs online. The process of monitoring the principal on teacher performance is seen by monitoring the readiness of educators in preparing the semester learning syllabus online, the attendance level of educators with online attendance, monitoring the implementation of the teaching process with zoom or google meet, and teacher work together activities every month and attendance of online meetings. the teachers zoom in on the principal.

METHOD

This research was conducted for approximately 9 (nine) months from March to November 2020. at SMAN 1 Baturetno Wonogiri which is located at Jalan Raya Baturetno Tromol Pos 11. This research was conducted using descriptive qualitative methods. Descriptive method is a research method by depicting in depth and systematically an object, whether in the form of a condition, thought system, or an event in the present using various media both audio and visual to be able to describe based on facts and accurately the object under study, so that it can be seen clear facts, properties and relationships between the phenomena being investigated. According to Sukmadinata N. S (2011), qualitative research is a study that aims to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually or in groups.

The research instrument in this study is the researcher himself or also known as the human instrument. Determination of resource persons in this study using purposive sampling, and snow ball character where after getting sufficient information from the data source, the researcher will determine the next data source based on the previous data source. Data collection techniques by making direct observations, documenting the place of research, storing evidence of interviews with resource persons and digging and collecting data or documents from resource persons. Data analysis techniques have been carried out from the start in the form of a comprehensive observation or grand tour to completion of the research by making notes of findings, making chronologies, compiling data, studying data, verifying data and translating data so that they can produce theories.

Table 1. Learning Management Research Design

Management Component	Explanation	Indicator
Learning Planning	Systematic learning arrangement with a series of learning activities with various techniques that can be developed to suit the objectives to be achieved	➢ Applications used ➢ Making a syllabus ➢ RPP model and schedule (Learning Implementation Plan) ➢ Teaching materials used (summary, worksheets, PowerPoint) ➢ Method and media used (youtube, video) ➢ Learning assessment plan ➢ Learning participants ➢ Learning support facilities
Organizing Learning	The process of preparing an organizational structure in accordance with the objectives, resources, and environment included in it, including division of tasks, delegation, division of authority, and coordination between divisions so that their function is visible in the implementation of activities	➢ Curriculum coordinator ➢ Person in charge of IT ➢ Teaching material coordinator ➢ Media coordinator ➢ Create online course schedules ➢ Compile a list of principal meetings with teachers ➢ ➢ Compile a list of teacher meetings with teachers ➢ Share assignments among subject teachers online
Implementation of Learning	The efforts made by a group (for example: teachers to students) in order to achieve a goal based on a pre-designed plan	➢ The role of the principal in coordination with teachers on virtual lesson plans ➢ The role of the teacher in online teaching routines ➢ The role of parents in assisting children to learn online if someone does not understand ➢ The role of students to listen and understand what the teacher says
Learning On Line Supervision	Systematic efforts are made so that the implementation of distance learning starting from planning, organizing, and	➢ Monitoring is done with WhatsApp group, YouTube, Email, Google classroom

implementing runs according to the vision and mission is achieved	➢ Give assignments to students and then collect them through Google Classroom, provide oral and written test subjects to students and collect them via WhatsApp (the test aims to make online teaching truly understood by students).

Table. 2 Grid of Distance Learning Management Research Instruments During the COVID-1 Pandemic at SMAN 1 Baturetno Wonogiri

No	Management Componen	Indicator	Sub-Indicator	Instruments
1	Learning Planning	1. 1. Ability to plan online learning materials	➢ Technical skills in planning online lessons ➢ Establishment of emergency management for online learning ➢ Analyze teacher readiness for emergency learning in remote areas	Interview guidelines, observation guidelines, and documentation guidelines
		2. Online learning program budget	➢ Institutional APBN and APBD related policies for online learning programs ➢ Making a syllabus about online learning materials	
		3. The ability of the teacher to create activity materials in online learning 4. Online learning organizing committee 5. Participants in online learning 6. Supporting facilities	➢ The committee is the principal who is also the person in charge ➢ The participants are teachers and students ➢ Internet quota ➢ There is an online guide on online learning	
2	Organizing Learning	1. Create a course schedule for online	➢ A day 4 subjects	Interview guidelines, observation guidelines,

		2. Arrange study time online	➢ 1 hour effective study time per subject online	and documentation guidelines
		3. Compile a list of principal meetings with teachers	➢ Meetings are held once a month via google meet or zoom	
		4. Compile a list of teacher meetings with teachers	➢ Meetings are held once a week via google meet or zoom	
		5. Divide assignments among subject teachers	➢ Subject teachers arrange schedules for online teaching so as not to clash with other teachers	
3	Implementation of Learning	1. Carry out a routine online teaching 2. Conduct teacher questions and answers with students online 3. Hold online teacher meetings once a week 4. Hold online meetings between teachers and principals once a month	➢ Each subject for 1 (one) hour ➢ Done via google meet or zoom ➢ Done via google meet or zoom ➢ Done via google meet or zoom	Interview guidelines, observation guidelines, and documentation guidelines
4	Learning On Line Supervision	1. Give assignments to students to be submitted through google classroom 2. Provide oral and written test subjects to students and collect them via WhatsApp	➢ Given assignments in the morning, and collected in the afternoon ➢ If spoken, via zoom ➢ If it is written, it is sent via WhatsApp (the test aims that online teaching is truly understood by students)	Interview guidelines, observation guidelines, and documentation guidelines

RESULTS AND DISCUSSION

Learning Planning in the era of COVID-19

Planning carried out by schools has intersected with the increasing outbreak of COVID-19 since March 2020, therefore the central government has mandated all schools in Indonesia, both public and private, to carry out learning at home. The Principal of SMAN 1 Baturetno held a closed meeting assisted by the Deputy

Principal of the Curriculum section to realize the implementation of Distance Learning (PJJ) according to the direction of the Government so that it could be implemented at SMAN 1 Baturetno. The Deputy Principal of the Curriculum section creates a new teaching schedule for all teachers, which is usually 3-6 hours per week in each subject, now for online teaching schedules only 1 hour is given per week for all subjects, with Basic Competencies (The downsized KD) also has the impact of changing all teaching materials that have been prepared by the teacher beforehand, to follow the latest directions from the school.

Organizing Learning in the era of COVID-19

After a curriculum change had an impact on changes in teaching and learning activities, which initially studied face-to-face and then changed to distance learning, a SK (Certificate) was issued from the Principal, then the Deputy Head of the Curriculum made a separate schedule regarding online learning , of course with basic competencies and shortened time. The program that has been designed is then socialized to teachers through webinars. In addition to conveying Distance Learning (PJJ) mechanisms / techniques, teachers are also trained to operate applications that allow them to be used as a medium for delivering Distance Learning (PJJ), such as Google Classroom, Quiziz, and Microsoft Teams.

Learning Implementation in the era of COVID-19

It has been discussed previously since March 2020, that all schools in Indonesia are required to study at home, following a large number of fatalities due to the COVID-19 outbreak that is currently sweeping the country. Learning is carried out in full online via zoom, and other supporting applications. However, this cannot be applied in regions, especially remote villages such as Baturetno, Wonogiri. SMAN 1 Baturetno is experiencing major obstacles in the Covid-19 era, namely due to limited signals and the inability to buy quotas. This is reinforced by statements from other schools that are also experiencing the same problems.

The signal limitation is due to the location of the school which is in the middle of the mountains and located in a remote area, thus making the school, both the Principal, Deputy Principal of the Curriculum Section, Subject Teachers, and other staff must be smart in responding to these natural conditions. With various considerations both internally and with permission from the local office, in the end, SMAN 1 Baturetno decided to carry out semi-online learning. This step was taken because many students had difficulty doing full online learning (zoom or google meeting), full online was not very effective if it was done in areas that incidentally were in areas such as SMAN 1 Baturetno. Besides consuming a lot of quotas, online learning also requires a strong signal, and this cannot be applied in schools.

Fig. 1. Evaluation of Distance Learning in Schools

Illustrations

This research is to be carried out to find out how effective the management of learning is being carried out in the COVID-19 era at SMAN 1 Baturetno. These objectives are translated into 3 (three) objectives, namely to find out: (1) Preparation made by SMAN 1 Baturetno in accepting changes to the new curriculum, namely the emergency curriculum in the era of COVID-19, (2) lanning, organizing, and implementing processes at SMAN 1 Baturetno in the era of COVID-19, (3) Supervision carried out by SMAN 1 Baturetno in the era of COVID-19.

As stated in the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 719 / P / 2020 regarding the decision to implement online learning in the midst of the current pandemic, it is considered very appropriate because it can overcome the health crisis problem due to the increasingly rampant virus. Online learning can be done online, without having to meet face to face, can be done at any time, anytime and anywhere. It's just that due to limited signals and economic factors, online learning currently taking place in the regions is considered to be very burdensome for certain parties, there are even students who use cellphones at the same time as their parents. Not to mention the problem of areas in the mountains such as what happened in SMAN 1 Baturetno, which incidentally had difficulty with signals and most of them were from middle to lower middle families. On the one hand, there are students whose houses are supported by a signal, but cannot afford to buy the excess quota, and on the other hand, there are students who are from well-off families, but in their home area there is no signal at all.

With various inputs received by the Government, finally in mid-August 2020 the Education and Culture Education Quota of 35 GB was reduced, and the plan is that this assistance will continue to be distributed every month to each student number directly until online learning ends. Apart from that, there is also a Rp.50,000 pulse aid from the BOS funds (School Operational Assistance) which is passed down to each student's number, for BOS funds itself is a school policy. And this credit assistance is planned to be lowered every two months. The implementation of online learning begins with students and teachers doing attendance every morning in google classroom, while the google classroom displays as below:
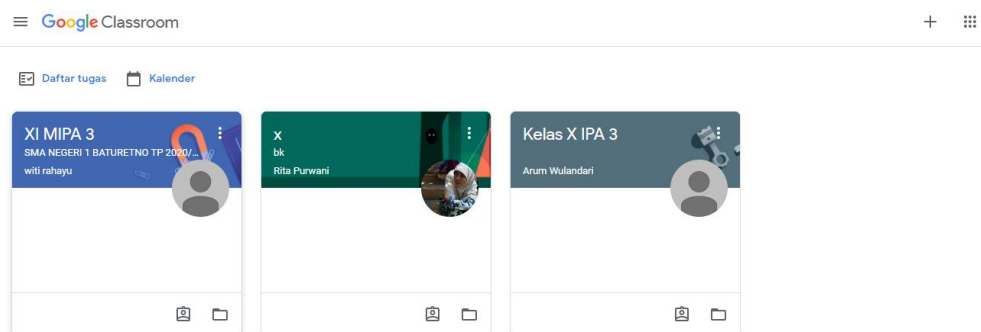
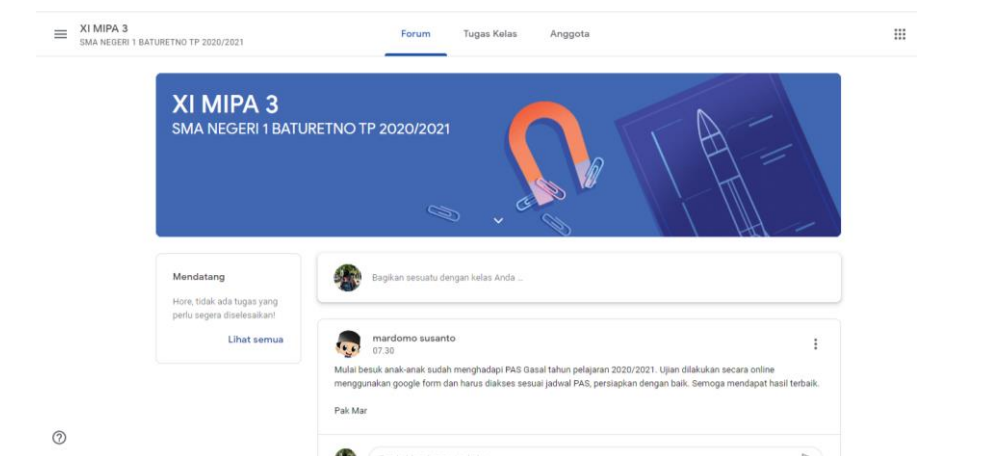Fig. 2. Initial appearance of Google Classroom
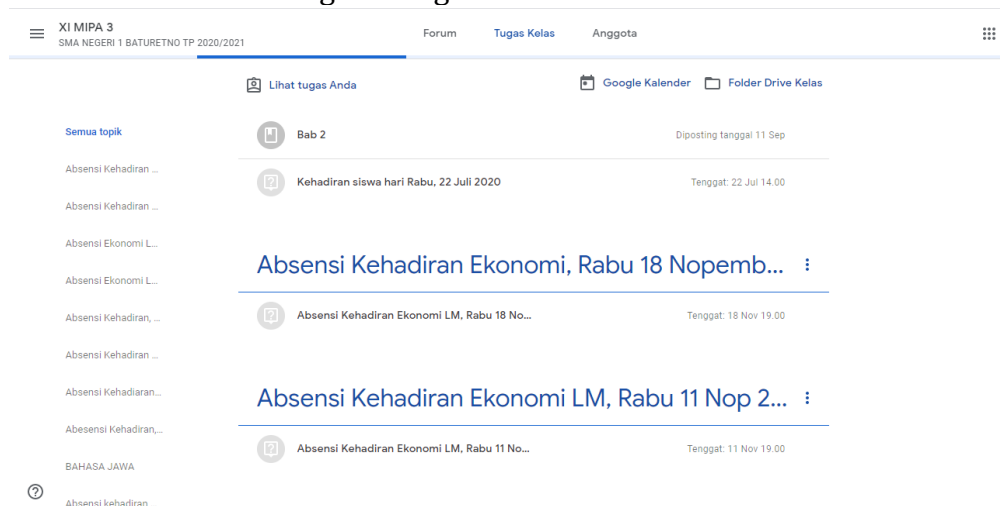

Fig. 3. Google Classroom Forum
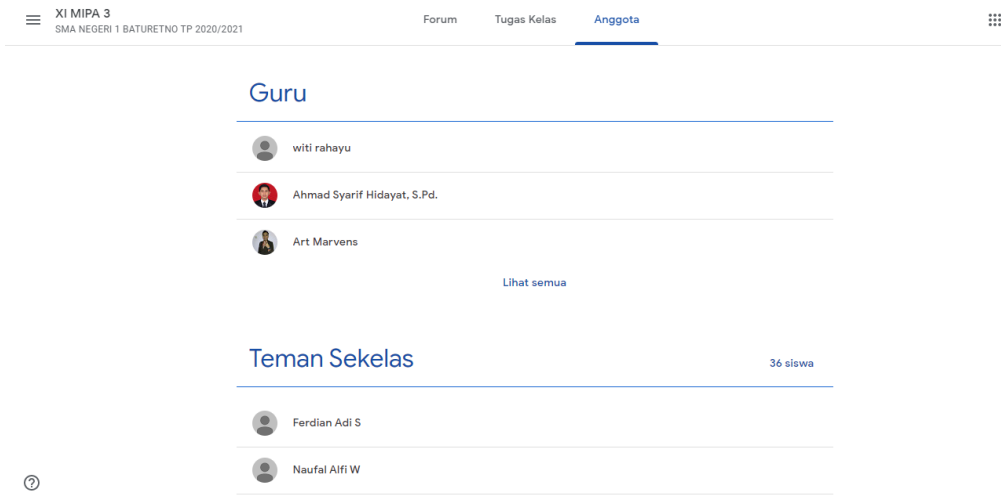

Fig. 4. Google Classroom Classwork

Figure 5. List of Google Classroom Members

Google Classroom can be used to fulfill all needs in the implementation of online learning, from the teacher and student attendance, online and offline learning processes, one-way learning system, so that when the teacher teaches, students can only listen. The google classroom application is very appropriate to be applied in learning management in the COVID-19 era because it does not take up too much quota and the application is quite easy to understand by the students and teachers concerned.

In addition to using the google classroom application, for the sake of running the learning system as expected, and to avoid students' delays in submitting assignments because the area where the student lives has limited signals, one quick and easy way is to use WhatsApp. WhatsApp display is like the example below:
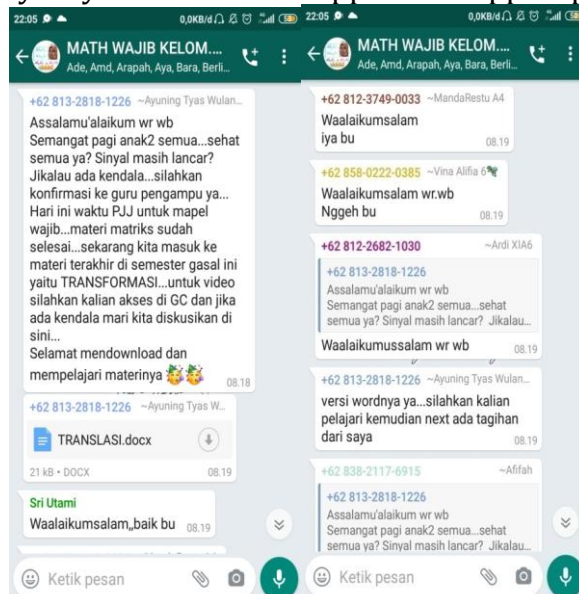

Figure 6. Learning through WhatsApp Groups

WhatsApp is an application that is immediately accepted by users, using this application makes their tasks faster and on target. The teacher provides materials and assignments directly by sending them via group WhatsApp, then students respond, WhatsApp can be used not only for chat, but can also be in the form of attachments, for example photos, videos, files, and other files. In addition to the two main applications above, of course there are many more applications that are used to facilitate online learning.

Discussion

The learning management process implemented in the COVID-19 era has had positive and negative impacts, both from the students and teachers. From students, the positive impact is that students have a lot of free time at home, can be used to help with homework, and the negative impact is that students do not understand what is being taught online, because they can only ask questions through chat, there are also some teachers who receive telephone calls, even then it happens outside of study hours. This is very influential on students' psychology and mentality, especially for arithmetic subjects that require extra understanding, such as mathematics, physics, and chemistry. From the teacher's point of view, the positive impact for teachers is that teachers are more mature in preparing teaching materials, because school entrance fees are also held, then the negative impact experienced by teachers, namely in the new academic year in July 2020, teachers only know students through the application, and never even face to face, this makes it difficult for the teacher to understand each other's character. Teachers also have difficulty assigning grades to student assignments, whether they are done alone or assisted by others

CONCLUSION

The conclusions that can be drawn from this study include (1) Learning Management Planning conducted at SMAN 1 Baturetno is in a good category. At SMAN 1 Baturetno which then made a new teaching schedule for all teachers, which is usually 3-6 hours per week in each subject, now for online teaching schedules, only 1 hour is given per week for all subjects, with Basic Competencies (KD) which is downsized. All teachers at SMAN 1 Baturetno swiftly adjusted the teaching materials according to the direction of the school principal, (2) Organizing Learning Management carried out at SMAN 1 Baturetno is in a good category. This is based on the division of tasks for each teacher according to the portion, (3) Implementation of Learning Management conducted at SMAN 1 Baturetno is in a good category. This is based on the success of arranging a student's entry schedule per class, each week. Each student is asked to submit assignments once a week to school (dress freely appropriately), this is done to overcome the problem of signal difficulties, and students who do not have a quota, (4) Supervision of Learning Management carried

out at SMAN 1 Baturetno is in a good category. This is based on the results of monitoring and evaluation obtained by researchers from the supervisor's accounts and supporting documents for evaluating the performance of teachers at SMAN 1 Baturetno, all of which are still in a good predicate. Especially research during online learning, including the use of online media, such as WhatsApp group, google classroom, quizzes, and zoom.

REFERENCES

Aldiab, A., Chowdhury, H., Kootsookos, A., & dkk. (2019). Utilization of Learning Management Systems (LMSs) in higher education systems: A case review for Saudi Arabia. *Energy Procedia 160* , 732. doi: 10.1016/j.egypro.2019.02.186.

Al-Fraihat, D., Joy, M., Masa'deh, R., & dkk. (2019). Evaluating E-Learning systems success: An empirical study. *Computers in Human Behavior* , DOI: https://doi.org/10.1016/j.chb.2019.08.004.

Al-Hudhud, G. (2015). Aspect oriented design for team learning management system . *Computers in Human Behavior* , 4. doi: http://dx.doi.org/10.1016/j.chb.2015.01.032.

Anggito, A., & Setiawan, J. (2018). *Metode Penelitian Kualitatif hal.9.* Sukabumi: CV. Jejak.

Atisabda, W., Kritpracha, C., Kaosaiyapom, O., & dkk. (2015). Strategies for distance learning to increase academic achievement of high school students in risk area of the Southernmost of Thailand. *Procedia- Social and Behavioral Sciences 174* , 2385. doi: 10.1016/j.sbspro.2015.01.905.

Bezverhny, E., Dadteev, K., Barykin, L., & dkk. (2020). Use of chat bots in Learning Management Systems. *Procedia Computer Science 169* , 653. doi: 10.1016/j.procs.2020.02.195.

Elfeky, A. I., Masadeh, T. S., & Elbyaly, M. Y. (2019). Advance organizers in flipped classroom via e learning management system and the promotion of integrated science process skills. *Thinking Skills and Creativity* , doi: https://doi.org/10.1016/j.tsc.2019.100622.

Fitrah, M., & Luthfiyah. (2017). *Metodologi penelitian: penelitian kualitatif, tindakan kelas & studi kasus.* Sukabumi: CV Jejak.

Kristanto, Y. (2020). COVID-19, Merdeka Belajar, dan Pembelajaran Jarak Jauh. *Lisensi Creative Commons Atribusi 4.0 Internasional.*

Lefudin. (2014). *Belajar & Pembelajaran: Dilengkapi dengan Model Pembelajaran, Strategi Pembelajaran, Pendekatan Pembelajaran, dan Metode Pembelajaran Hal.20.* Yogyakarta: Deepublish.

Marhawati, B. (2018). *Pengantar Pengawasan Pendidikan hal.6-8.* Yogyakarta: Deepublish.

Markova, T., Glazkova, I., & Zaborova, E. (2017). Quality Issues of Online Distance Learning. *Procedia- Social and Behavioral Sciences 237* , 690. doi: 10.1016/j.sbspro.2017.02.043.

Marwiyah, Alauddin, & Ummah, K. (2018). *Perencanaan Pembelajaran Kontemporer Berbasis Penerapan Kurikulum 2013 hal.55-57.* Yogyakarta: Deepublish.

Musfah, J. (2017). *Manajemen Pendidikan .* Jakarta: K E N C A N A.

Neroni, J., Gijselaers, H. J., Kirschner, P. A., & dkk. (2015). The Adult Learning Open University Determinants (ALOUD) study: Biological and psychological factors associated with learning performance in adult distance education. *British Journal of Educational Technology* , 954. doi:10.1111/bjet.12288.

Ng, Y. M., & Peggy, P. L. (2020). Coronavirus disease (COVID-19) prevention: Virtual classroom education for hand hygiene. *Nurse Education in Practice* , doi: https://doi.org/10.1016/j.nepr.2020.102782.

Pananrangi, A. (2017). *Manajemen Pendidikan hal.4-6.* Makassar: Celebes Media Perkasa.

Pavlenko, D., Barykin, L., Nemeshaev, S., & dkk. (2020). Individual approach to knowledge control in learning management system. *Procedia Computer Science 169* , doi: 10.1016/j.procs.2020.02.162.

Putri, G. K., & Dewi, Y. A. (2019). Pengaruh Model Pembelajaran Jarak Jauh Berbasis Google Classroom. *Al-Fikrah Vol.2 No.1 Juni 2019* , 65.

Rahayu, E. F. (2015). *Manajemen Pendidikan Volume 24 No 5.* Malang: Kelola.

Rukajat, A. (2018). *Manajemen Pembelajaran Hal.5.* Yogyakarta: Deepublish.

Rukin. (2019). *Metodologi Penelitian Kualitatif.* Provinsi Sulawesi Selatan: Yayasan Ahmar Cendekia Indonesia.

Setiawan, A. (2017). *Belajar dan Pembelajaran.* Ponorogo: Uwais Inspirasi Indonesia.

Siyoto, S., & Sodik, M. A. (2015). *Dasar Metodologi Penelitian.* Yogyakarta: Literasi Media Publishing.

Suardi, M. (2018). *Belajar dan Pembelajaran Hal.6-7 .* Yogyakarta: Deepublish.

Suryadi, R., & Mushlih, A. (2019). *Desain dan Perencanaan Pembelajaran hal.10-15.* Yogyakarta: Deepublish.

Taruna, T. (2017). *Analisis Organisasi dan Pola-pola Pendidikan hal.30.* Semarang: SCU Knowledge Media.

Wajdi, M. B. N., Kuswandi, I., Al Faruq, U., Zulhijra, Z., Khairudin, K., & Khoiriyah, K. (2020). Education Policy Overcome Coronavirus, A Study of Indonesians. EDUTEC: Journal of Education And Technology, 3(2), 96–106.

Wajdi, M. B. N., Ubaidillah, M. B., Mulyani, S., Anwar, K., Istiqomah, L., Rahmawati, F., Hikmawati, S. A., Ningsih, D. R., & Rizal, H. S. (2020). Pendampingan Redesign Pembelajaran Masa Pandemi Covid-19 bagi Tenaga Pendidik di Lembaga

Pendidikan berbasis Pesantren di Jawa Timur. Engagement: Jurnal Pengabdian Kepada Masyarakat, 4(1), 266–277.

MEDIA ONLINE

https://mediaindonesia.com/read/detail/311137-pendidikan-indonesia-di-tengah-pandemi-covid-19

https://mediaindonesia.com/read/detail/308485-begini-kebijakan-pendidikan-masing-masing-negara-hadapi-covid-19

https://books.google.co.id/books?id=MyhuDwAAQBAJ&printsec=frontcover&hl=id&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false

http://sman1baturetno.sch.id/ REGULATIONS

Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System Chapter IV concerning the Rights and Obligations of citizens, parents, communities, and the Government.

Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System Chapter XVI on Evaluation, Accreditation and Certification.

Law of the Republic of Indonesia No. 20 of 2003 Article 1 paragraph 15 concerning Distance Education.

Circular of the Secretary General No.15 of 2020 concerning "Guidelines for Implementing Learning from Home during the COVID-19 Disaster Emergency"

Permendikbud No 719/2020 concerning Guidelines for Implementing Curriculum in Internal Education Units