

Existence of Covid-19 Pandemic Learning Institution In Bandar Lampung City

Yusuf Perdana
Historical Education
University Of Lampung
yusuf.perdana@fkip.unila.ac.id

Suroto
Economic Education
University Of Lampung
suroto.1993@fkip.unila.ac.id

Sumargono
Historical Education
University Of Lampung
sumargono.1988@fkip.unila.ac.id

ABSTRACT

This study examines the existence of co-19 pandemic learning guidance institutions as well as its socio-economic impact. Various formal and non-formal institutions including their routines are forced to conduct face-to-face learning and they are directed towards online learning. The implementation of online learning itself can not be undertaken optimally due to several things such as inadequate networking until teachers who are not ready for the technology. The impact of the Covid-19 Pandemic was not only affected in formal education, but a great effect was also gotten by non-formal education such as tutoring institutions. Due to the importance of learning guidance on student achievement, the existence of institutional education and guidance on learning must always be a concern. A qualitative method with a descriptive approach was employed in this research. Data collection was undertaken through observation, interviews, literature study, concluding. The validity of the data analysis and documentation. Data were analyzed through data reduction, data presentation, and concluding. The validity of the data analysis technique used source triangulation. The results indicated that the existence of a tutoring institution in the city of Bandar Lampung tended to delay because of the increasing demand for online learning. The pandemic period participated in providing socio-economic impacts for tutoring institutions in the city of Bandar Lampung, including reduced income because of the small number of registrants, as well as additional costs for meeting facilities in online learning. Some of these impacts are quite influential in the existence of tutoring institutions in Bandar Lampung during the Covid-19 Pandemic Period.

CCS CONCEPTS

• General and reference~Document types~General conference proceedings

Permission to make digital or hard copies of all or part of this work for personal or classroom use is granted without fee provided that copies are not made or distributed for profit or commercial advantage and that copies bear this notice and the full citation on the first page. Copyrights for components of this work owned by others than ACM must be honored. Abstracting with credit is permitted. To copy otherwise, or to republish, to post on servers or to redistribute to lists, requires prior specific permission and/or a fee.

Request permissions from Permissions@acm.org.

ICLIQE 2020, September 5, 2020, Surakarta, Indonesia

© 2020 Association for Computing Machinery.

ACM ISBN 978-1-4503-7572-6/20/09...\$15.00

<https://doi.org/10.1145/3452144.3452286>

KEYWORDS

Existence, Tutoring, Covid-19

1. Introduction

At the beginning of 2020, the world was experiencing a pandemic that quite made a variety of sectors, both in the economy and in education. The pandemic called Covid-19 was first reported in Indonesia on March 2, 2020, with a total of 2 cases. The graph continues to increase as of March 31, 2020, by showing the number of confirmed cases with a significant jump, with 1528 cases accompanied by 136 deaths[1]. The Covid-19 Pandemic is a crippling pandemic that even changes learning methods including in Indonesia. Learning that was originally done offline or face-to-face, since the Covid-19 Pandemic period took place then changed with distance learning or what is called online or online learning.

“Education is one of the effective media to give birth to a generation that has a view that can make diversity as a part that must be appreciated constructively. Because education is systemic, with the level of spread is quite evenly. Educational institutions of various levels that have spread widely in various parts of Indonesia. Therefore, education is a sufficiently effective means to achieve that ideal goal”[2]. However, given that currently, education is “...obsessed with incorporating the right technology”[3]. Various technologies were created to support education in the Industrial Revolution 4.0 Era. “Government is a dominant force that controls education for the country’s specific purposes”[4]. In the last few decades “many new tertiary education facilities have been established all over the world” [5]. Parents, teachers, and education stakeholders are on the watch to ensure that “...the students attain better academic results forgetting the crisis that the students encounter during their study periods in schools”[6]. Throughout the world, education has become a vast and complex social institution that prepares citizens for the overall development of society[7].

One of the results of the decision of the Minister of Education stated that all learning activities both at the school level to the tertiary level were carried out in their respective homes through the available applications[8]. The Minister of Education issues Circular Letter No. 3 of 2020 concerning the Prevention of *Corona Virus Disease* (Covid-19) in the education unit stating that it includes schools and colleges[9]. Temporary closure that was carried out by educational institutions as one of the efforts in suppressing the spread of the Covid-19 Pandemic throughout the world, especially Indonesia, which affected millions of

students or students. Disorders in this kind of learning process have an impact on the psychological side of students and the decline in the quality of skills in students themselves[10]. This is also undertaken in various countries that have been exposed to the Covid-19 Pandemic, some policies including Lockdown to quarantine must be done with consideration as an effort to reduce the interaction of many people who can provide a gap or access to the spread of the corona virus[11]. As affected in the field of education, not only in the field of formal education, but non-formal education providers such as tutoring institutions are also significantly affected. The school can be perceived as an educational environment in which the educational processes take place[12].

Not without reason, significant influence is gotten by institutions tutoring which incidentally is organizing non-formal education and encountered many obstacles. The Covid-19 outbreak was so urgent in testing distance education that had rarely been carried out simultaneously in Indonesia before, for all elements involved in the field of education be it, students teachers to parents of students. Considering the Covid-19 pandemic, time, location and distance became a major problem during the current pandemic[13]. Covid-19 disrupted economies and school systems and wreaked devastation on those worse affected [14].

Tutoring institutions that are now rife in big cities are also implementing instructions from the government, namely conducting distance learning. Problems arise from a decrease in the number of enrollees to obstacles both on the infrastructure that is not following the network in the provision of non-formal education. At the time of the Covid-19 Pandemic now it was a bitter pill felt by tutoring institutions. There was a bit of a tutoring agency in the city - a big city with the agency guidance because it is felt between expenditures and revenues are not comparable[15]. One example is the tutoring institution in Bandar Lampung City, which is the capital of Lampung Province.

The mushrooming of tutoring institutions in Bandar Lampung City also felt the same impact during this pandemic. Many institutions such as tutoring that before the Covid-19 period were still doing conventional learning, had to be diligent in carrying out distance learning or online. The presumption is less effective and high costs in the process of teaching and learning activities helped reduce the motivation of students intending to enroll in the tutoring agencies. The number of tutoring institutions that decreased their existence in the city of Bandar Lampung during the covid 19 periods made a study on the existence of tutoring institutions in the City of Bandar Lampung with the factors that caused them and what their impacts were very necessary.

Indonesia, which is generally not ready with technology, has made some teaching staff in tutoring institutions not optimal in conducting online learning processes. The existence of a tutoring institution does not mean that without dynamics during the Covid-19 pandemic, various obstacles have already

occurred. As the organization of education in the non-formal field, the government is obliged to take part in cooperating with these learning guidance institutions to get more priority. Based on this, it is necessary to conduct a study of the existence of a tutoring institution in Bandar Lampung City, especially in the existence of a tutoring institution in the city of Bandar Lampung, both from the factors that caused it to the socio-economic impact of tutoring institutions during the Covid-19 period.

2. Research methodology

This research was a form of qualitative research through a descriptive approach. Descriptive research or familiarly heard as *Descriptive Research* was a kind of research that was describing the results of research and the el- variable variables in research accurately. Exposure was generally concerned miscellany bell in research that, so it can be obtained present information in full on each variable with by category – a category that has been established by previous researchers[16].

Sugiyono describes on qualitative research method which is a method of research conducted on natural objects, growing by as it is, with no influence on the dynamics of these objects, in qualitative research instrument is the researchers themselves. This study was conducted from June to July. The Object of this research is the tutoring institution in the city of Bandar Lampung, with the subject being the teacher in the tutoring.

To be an instrument, the researcher's emotions have provision theory, knowledge, and extensive knowledge, to inquire, analyze, photograph, and constructing social situations studied education becomes more clear and meaningful[17].

Data were collected through observation and interviews, recording important information. All the formal interviews were audio tape-recorded, while the informal conversations were written down in a personal notebook during and after the conversations/meetings with the respondents[18].

Data analysis used data reduction, data display, and conclusion drawing[19]. Data Reduction contained data classification based on the results of in-depth interviews, observations, and documentation, the data presentation was undertaken after the data reduction process is complete, and presented in the form of descriptive text. The next was the last stage, namely the conclusion of verification carried out by looking at the meaning of the relationships between the data obtained from the results of observation, in-depth interviews with documentation[20].

3. Discussion

3.1. The Impact of the Freedom of Learning Policy on Tutoring Institutions

No doubt, various policies implemented by the Minister of Education and Culture in advancing the world of education in Indonesia reap various pros and cons. School background is

uneven or can be said to be inadequate infrastructure and facilities that exist in various schools and students throughout Indonesia. One of the breakthroughs or policies issued by the Ministry of Education and Culture is Merdeka Belajar. Some new policy points of the Indonesian Ministry of Education and Culture :

The National Examination (UN) is replaced by the Minimum Competency Assessment and Character Survey. This assessment emphasizes the ability of literacy and numerical reasoning based on the best practices of the PISA test. The results are expected to be input for educational institutions to improve the subsequent learning process before students complete their education.

The National Standard School Examination (USBN) will be submitted to the school. According to the Ministry of Education and Culture, schools are given independence in determining forms of assessment, such as portfolios, papers, or other forms of assignment.

Simplification of the Learning Implementation Plan (RPP) is just one page.

In the acceptance of new students (PPDB), the zoning system is expanded. Local governments are given authority in determining zoning areas contained in their regions[21].

The free education policy adopted by the Minister of Education and Culture not only affects formal schools, but the tutoring institution also has various impacts, although not significant, following an explanation from the KSM Bandar Lampung tutoring agency:

" If it has an impact here, one of them is the increased vigor of learners, although the impact is not too significant, because our system is here there was one thing that may not be owned by other tutoring and can be said to be one of the characteristics of tutoring KSM is free discussion. So at the KSM tutoring institute, students want to study anytime, we from the tutoring party do not need to make an appointment first so that anytime they can come to discuss or study with the teachers here "[22].

From the explanation above, it states that the implementation of independent learning implemented by the Minister of Education and Culture of the Republic of Indonesia does not experience a significant impact. One of the reasons is the KSM learning guidance has its characteristic that is "free discussion", so the policy of free learning does not have a significant influence on the interest of students, because since before the implementation of the independent policy of learning the interest of KSM students the tutoring institution has been good.

In line with Ms. Ratna's statement, the researcher conducted a *cross-check* on other Learning Guidance institutions in Bandar Lampung, following the presentation from Mrs. Miftah Sofia as an IPS Top Privat Lampung Raya tutor :

"The impact of the policy of Independent Learning to non-formal education is quite good because learners or students can be free to choose a variety of ways and learning resources to

own it and students can conduct a deeper discussion with a variety of material that is less understood"[23].

From the above statement, it can be seen that the policy of free learning issued by the Ministry of Education and Culture received a positive response at the level of non-formal education, one of which was the Amphibian tutoring agency in Bandar Lampung. To obtain objective results, the researchers tried to *crosscheck* with interviews with other tutoring institutions in the city of Bandar Lampung. The researcher interviewed Ens Lampung's tutoring that was explained as follows:

"The application of a free learning policy has an impact on tutoring, but it is not significant. This means that there is an impact, one of the existence of a free learning policy for our tutoring institutions is the increase in students' motivation to learn more optimally because students expect to get maximum value"[24].

Based on the explanation of the IPS tutor tutoring institution Ens Lampung above, it can be explained that the independent learning policy has an impact on increasing students' learning motivation in conducting the tutoring process to carry out maximum tutoring activities to want to get maximum marks.

From the review of various tutoring institutions above, it can be concluded that the Merdeka Belajar policy has a positive impact on tutoring institutions in the city of Bandar Lampung. Various positive responses received by these tutoring institutions ranging from increased student enthusiasm for learning, freedom of students to choose learning resources, increased intensity of student guidance in discussing material that is poorly understood in their schools to increased student learning motivation caused by students' desires in getting maximum results on examinations held by the school.

Sedyadi (in Qomariyah, Fatimah, and Rochana, 2: 2017) in his research stated that the positive impact of a student studying in a tutoring institution is due to choice for students who already have potential in mastering the material more who enjoy tutoring service. This was confirmed by which reveals that the reason for the following tutoring is to establish what is obtained in school[25].

3.2. The Enthusiasm of Covid-19 Pandemic Study Guidance Students

No doubt the Pandemic Covid-19 period participated had a good impact on the enthusiasm of students in enrollment in tutoring institutions until the number of students who had joined in tutoring institutions throughout Indonesia, especially in the city of Bandar Lampung. The various dynamics of the enthusiasm of students in Bandar Lampung city varied, the following is an explanation from the KSM tutoring agency regarding the enthusiasm of students in tutoring throughout the Covid- 19 pandemics :

" For the enthusiasm differences still exist, albeit s, effectively, the difference is not much difference between before and during a pandemic. In the current pandemic, because of some applied health protocols, parents must have felt worried. But we from the KSM tutoring team have put in place a strategy to anticipate this, here the KSM tutoring institution has implemented health protocols and provided an agreement letter, then parents are a little relieved at least the parents feel their children are safe in the learning process in the KSM. During the Covid-19 pandemic, there was indeed a decrease in the number of registrants, a decrease in registrants for new pandemic students up to 20%, a decrease in the number of registrants also had an impact on our socio-economy as teachers at tutoring institutions" [23].

The statement above explained that the pandemic of Covid-19 gave an impact on the enthusiasm of students to parents who were afraid to be Pandemic Covid-19 was causing worry if their children do the learning activities outside the home such as as teaching and learning in the tutoring institutions. However, it was anticipated by the tutoring group by applying protective products. The Covid-19 Pandemic period that was still ongoing in Indonesia, especially Bandar Lampung City, it caused students to decrease by 20%. The significant decrease of students made the tutoring institution quite worried, the article Pandemic Covid-19 continues and the number of victims continues to increase, resulting in decreased enthusiasm of students. The decrease in the number of students who reached 20% indirectly also affected the socio-economic impact of the instructor and the decreased existence of tutoring institutions.

Researchers try to do a *cross-check* by conducting interviews with other tutoring institutions. Researchers interviewed other tutoring agencies that tutor IPS Top Privat Lampung Kingdom as follows:

"The enthusiasm of students in conducting learning when tutoring is generally quite high when compared to before the Covid-19 pandemic. The high enthusiasm of students in the intensity of pandemic learning is inversely proportional to the number of new student registrants during the pandemic. The decline in the number of new students registers to reach 30%, and the impact on the socio-economic faculty and the existence of a tutoring agency itself, which tends to increase decrease " [22].

From the explanation above shows the existence of a tutoring institution that declined during the Covid-19 Pandemic. Pandemic period there was an increase in the intensity of hungry learners will learning material to optimize learning materials that were not maximally obtained at their respective schools. The decline in the number of new student registrants, which reached 30%, also contributed to a decreased socio-economic impact on teachers at the institution.

Researchers try to cross-check at other institutions by interviewing tutors or instructors at these institutions, to

ascertain the condition of the enthusiasm of students in the period before and after the Covid-19 pandemic took place. Researchers interviewed one of the tutoring institutions in the city of Bandar Lampung namely Ens Lampung study guidance, with the following explanation :

" During the Covid-19 pandemic as it is now, there has been a decline in enthusiasm in registering new students. It could be said to be greatly reduced because parents are very worried about their children afraid of being exposed to the Covid-19 Virus. About 30% decline in the enthusiasm of registration of new learners, will te but Alhamdulillah tutoring activities can still run as usual. Indirectly with a decrease of 30% is enough to make us affected, it can even be said that the impact is quite significant. With that number, one of the things that we feel is the socio-economic impact that is felt, because inevitably the income or institution income automatically decreases, and finally, the instructors will also automatically experience a decrease. However, we still live it to accommodate some children who are still enthusiastic about learning amid the current Covid-19 pandemic. Alhamdulillah, our tutoring institution still exists, although it can be said that our existence has decreased quite dramatically"[24].

From the explanation above it can be explained that the decrease in the enthusiasm of new students was quite drastic. The decline occurred up to 30%, hitting the instructors at the tutoring institute to have an impact on the socioeconomic of the instructors at the tutoring. However, despite the drop quite dramatically, a tutoring agency Ens Lampung still existed and served learners who still want the learning was optimal in the pandemic Covid-19.

Based on several statements from various tutoring institutions above, it can be concluded that there was a decrease in the enthusiasm of the new student registrants. The decrease varies from 20% to 30%. The decline can be quite a drastic impact on the socio-economic in tutoring agencies which automatically will affect income or income for the faculty in these institutions. Despite the decline in students, the tutoring institutions in Bandar Lampung still exist with a variety of existing income limitations, and these tutoring institutions continue to consistently serve tutoring to students who are still joining and want to optimize learning during the Covid pandemic 19.

3.3. Strategies of Tutoring Institutions in the Covid-19 Pandemic Period

During the Covid-19 Pandemic, various polemics occurred, the pros and cons accompanying the world of education, especially the world of education in Indonesia. The Utilization of online learning systems is one form of effort that can be done in overcoming problems and making it easier for students to access learning materials[26]. Various strategies have been prepared by tutoring institutions in Bandar Lampung in facing the learning process during the Covid-19 Pandemic as follows:

" For our strategy, we have prepared since the beginning of the Covid-19 pandemic and calls for online learning. There are wifi and additional learning such as thematic (SD), there are 2 classes and use TV on the 2nd floor. After there is an appeal from the government namely from *Work From Home* including carrying out online tutoring processes, but the online ones still provide material deepening for students who don't understand, so yesterday when the grade increases thank God for the trend progress (increasing). In the quality and effectiveness of learning it together, because the system is moving into a classroom learning online learning. Although several obstacles caused signal or network, Remembering students or learners not only from Bandar Lampung alone, but many also come from outside the city of Bandar Lampung"[23].

From the above explanation, it can be understood that the KSM learning institutions have prepared strategies to optimize learning in the Covid-19 pandemic period with several strategies including preparing wifi and class separation processes to implement the covid-19 protocol implemented by the Indonesian government during the Covid-19 pandemic. To ensure the strategies implemented by tutoring in the city of Bandar Lampung, the researchers conducted a *cross-check* by interviewing parties from another tutoring, as follows:

"The strategy that we apply in the face of Covid-19 is quite diverse, some of which strategy in the face to the pandemic to remain optimal in the learning process is to shift the learning ke various video containing learning materials are attractive, *Ebook* so that they can learn anywhere, The Quiz on Social Media which is packaged is more interesting and easily understood by students. For online learning itself, it does not affect the excess, it is done online. The students continue to follow well and smoothly. Also, to prevent the spread of Covid-19 alone we During the *New Normal* perform learning system Daring and implement the Protocol Covid-19 while teaching because we teach through wifi institutions that have enhanced their capacity, so when the time our guidance remains in the office to carry out the learning of office or tutoring agency. The quality of learning itself online can be said to be less effective, To cover up these shortcomings we made breakthroughs which included giving enrichments and discussions not yet understood at the Student school[22].

The explanation above states how the various strategies are undertaken by the amphibious tutoring agency in dealing with the Covid-19 Pandemic to continue to implement the process of maximum tutoring began to integrate learning with social media, E-Books, increase wifi capacity, and so on. Researchers determine whether tutoring apart from amphibians and KSM also implement this strategy, the researchers conducted a check by interviewing other learning course institutions which are as follows:

"This online learning affects the decline in tutoring participants only. But even though like that, we still apply some special strategies. Of course, considering the enthusiasm of tutors to register is greatly reduced due to the high sense of concern for

parents of their children. So one of our strategies is the application of learning tailored to the agreement with parents of children who have enrolled in tutoring, whether their parents allow for online or face-to-face tutoring. Because for now, we are opening two types of classes, namely online classes, and face-to-face classes, so with the breakthroughs, we are doing, we hope to provide maximum service to students. We also do not forget to try to optimize our infrastructure, one of which is to increase the capacity of wifi to facilitate teachers and students who want to do learning here. Even though the cost of institutional expenses when the pandemic increased, we try to be consistent in serving students who still want to carry out the process of tutoring during the Covid-19 Pandemic as it is now"[24].

From the explanation above, it indicates that during the pandemic the Ens Lampung learning tutoring institution continued to try to maximize learning with various strategies ranging from increasing the capacity of the wifi network to providing offline learning process face to face with the condition that the parents of the students allowed their children to follow the face-to-face learning process, There are options other than offline or face-to-face learning online or specifically for students who want virtual or online learning.

Some of the statements above indicate that the tutoring institute in Bandar Lampung City has implemented a variety of strategies including increasing wifi capacity, providing face-to-face or offline options by setting up a place and enforcing the Covid-19 protocol and online learning, providing learning videos, conducting quizzes on social media to learning by visiting students' homes by applying the Covid-19 protocol. Other strategies are implemented by giving e-books to provide enrichment and discussion about learning that is not understood by students at school.

Learning innovation methods can increase activity student learning, from high activity can improve student learning outcomes, so indirectly good learning methods will be able to improve student learning outcomes[27]²¹. Student learning outcomes are influenced by many factors, including interest and student's motivation to study[28]. One of the factors from outside the individual that influence students is the availability of teaching materials that make it easy for individuals to learn them, thus resulting in better learning[29]. Creating capable teaching and learning activities to develop student learning outcomes the maximum possible and improve the quality of education is the duty and obligation of the teacher [30].

An intelligent student high and got a positive boost from his parents will then choose a learning approach that is more concerned with the quality of the results one way of learning is through tutoring institutions[31]. Learning outcomes are themselves results achieved after going through the activation process to learn how to teach[32]. From some of the statements above, it can be concluded that to maximize learning outcomes during the covid-19 pandemic, tutoring institutions optimize the factors that affect learning outcomes.

4. Conclusion

From the various descriptions above, it can be concluded that the policy of free learning that was launched by the Ministry of Education and Culture had a positive impact on the tutoring institution in Bandar Lampung. The resulting positive impact varies from increasing student participation in increasing student learning motivation to maximize the value of examinations conducted by schools. Also, the further positive impact was that learners can choose freely what course resources the desired learning to improve learning results in achieving the maximum value of the test results. The enthusiasm of students before and during the pandemic itself there was a fairly varied decline ranging from 20% to 30%. The decrease in learners also affects the income or income from the tutoring itself. From the decrease in tuition guidance income plus additional costs for wifi capacity and facilities in online learning, it also had an impact on the socio-economic teaching of the tutoring institutions which also declined. In dealing with the Covid-19 pandemic learning itself, tutoring institutions had anticipated a variety of strategies including providing learning videos, e-books to quiz methods through social media and improving the institution's wifi network to facilitate the ongoing online learning process. The guidance institution in Bandar Lampung City experienced a decrease in existence during the Covid-19 pandemic, although with various obstacles it continued to carry out an online learning process to accommodate students who still wanted to learn. The synergy between tutoring institutions and the ministry of education and culture must be done to improve student learning during the Covid-19 pandemic. Strategies and innovations must be developed by tutoring institutions, especially to support the knowledge that students have acquired in formal schools.

REFERENCE

- [1] A. Susilo *et al.*, "Coronavirus Disease 2019: Tinjauan Literatur Terkini," *J. Penyakit Dalam Indones.*, vol. 7, no. 1, p. 45, 2020, doi: 10.7454/jpdi.v7i1.415.
- [2] Y. Perdana, D. Djono, and S. Ediyono, "The Implementation of Multicultural Education in History Learning At SMAN 3 Surakarta," *Int. J. Multicult. Multireligious Underst.*, vol. 5, no. 3, p. 11, 2018, doi: 10.18415/ijmmu.v5i3.135.
- [3] J. M. Shim, "Multicultural education as an emotional situation: Practice encountering the unexpected in teacher education," *J. Curric. Stud.*, vol. 46, no. 1, pp. 116–137, 2014, doi: 10.1080/00220272.2013.834076.
- [4] C. C. Hsieh, "Internationalization of higher education in the crucible: Linking national identity and policy in the age of globalization," *Int. J. Educ. Dev.*, vol. 78, no. July, p. 102245, 2020, doi: 10.1016/j.ijedudev.2020.102245.
- [5] C. Chen and F. Vanclay, "International Journal of Educational Development University social responsibility in the context of economic displacement from the proposed upgrading of a higher education institution: The case of the University of Groningen Yantai campus," vol. 78, no. March, 2020, doi: 10.1016/j.ijedudev.2020.102268.
- [6] O. Calvince, F. O. Odera, and S. Ichari, "INTERVENTIONAL MEASURES FOR THE CONTROL OF PSYCHOSOCIAL ISSUES TO PROMOTE ACADEMICS IN PUBLIC SECONDARY SCHOOLS IN MIGORI," *Int. J. Educ. Res.*, vol. 8, no. 7, pp. 15–32, 2020.
- [7] C. Chima, H. Blessing, O. Nwagba, M. Emerinwe, G. A. T. Scent, and D. Ph, "a Critical Appraisal of Nigeria ' S University Education At Crossroads : Checkmating the Decay and the Way Forward," vol. 8, no. 6, pp. 35–54, 2020.
- [8] Kemdikbud RI, "Surat Edaran Kementerian Pendidikan dan Kebudayaan Nomor 15 Tahun 2020 Tentang Pedoman Penyelenggaraan Belajar Dari Rumah Dalam Masa Darurat Penyebaran Corona Virus Disease (Covid 19),"

- No 15 Tahun 2020*, no. 021, 2020, [Online]. Available: www.kemdikbud.go.id.
- [9] E. Windhiyana, "Dampak Covid-19 Terhadap Kegiatan Pembelajaran Online Di Perguruan Tinggi Kristen Di Indonesia," *Perspekt. Ilmu Pendidik.*, vol. 34, no. 1, pp. 1–8, 2020, doi: 10.21009/pip.341.1.
- [10] R. H. Syah, "Dampak Covid-19 pada Pendidikan di Indonesia: Sekolah, Keterampilan, dan Proses Pembelajaran," *SALAM J. Sos. dan Budaya Syar-i*, vol. 7, no. 5, 2020, doi: 10.15408/sjsbs.v7i5.15314.
- [11] A. Purwanto *et al.*, "Studi Eksploratif Dampak Pandemi COVID-19 Terhadap Proses Pembelajaran Online di Sekolah Dasar," *EduPsyCouns J. Educ. Psychol. Couns.*, vol. 2, no. 1, pp. 1–12, 2020, [Online]. Available: <https://ummaspul.e-journal.id/EdupsyCouns/article/view/397>.
- [12] R. Lisnerova, J. M. Safranková, and E. Urbanová, "Managerial Competencies and Education Need of School Headmasters in the Czech Republic," *Int. J. Teach. Educ.*, vol. 8, no. 1, pp. 33–46, 2020, doi: 10.20472/TE.2020.8.1.003.
- [13] L. D. Herliandry, Nurhasanah, M. E. Suban, and K. Heru, "Pandemic learning during the Covid-19," *J. Teknol. Pendidik.*, vol. 22, no. 1, pp. 65–70, 2020, doi: <https://doi.org/10.21009/jtp.v22i1.15286>.
- [14] K. M. Lewin, "Beyond business as usual: Aid and financing education in Sub Saharan Africa," *Int. J. Educ. Dev.*, vol. 78, no. July, 2020, doi: 10.1016/j.ijedudev.2020.102247.
- [15] A. P. Abdi, "Guru Bimbel Terjepit Saat Corona, Bersaing Pula dengan Sekolah," 2020. [Online]. Available: <https://tirto.id/guru-bimbel-terjepit-saat-corona-bersaing-pula-dengan-sekolah-fG18>.
- [16] S. E. Zaluchu, "Strategi Penelitian Kualitatif dan Kuantitatif Di Dalam Penelitian Agama," *Evang. J. Teol. Injili dan Pemb. Warga Jemaat*, vol. 4, no. 1, p. 28, 2020, doi: 10.46445/eji.v4i1.167.
- [17] E. A. Permatasari, "Implementasi Pendekatan Saintifik Dalam Kurikulum 2013 Pada Pembelajaran Sejarah," *Indones. J. Hist. Educ.*, vol. 3, no. 1, pp. 11–16, 2014.
- [18] S. Malakolunthu, "Culturally responsive leadership for multicultural education: The case of 'Vision School' in Malaysia," *Procedia - Soc. Behav. Sci.*, vol. 9, pp. 1162–1169, 2010, doi: 10.1016/j.sbspro.2010.12.301.
- [19] D. A. Nasution, E. Erlina, and I. Muda, "Dampak Pandemi COVID-19 terhadap Perekonomian Indonesia," *J. Benefita*, vol. 5, no. 2, p. 212, 2020, doi: 10.22216/jbe.v5i2.5313.
- [20] Yusuf Perdana, S. Sumargono, and V. Rachmedita, "Integrasi Sosiokultural Siswa Dalam Pendidikan Multikultural Melalui Pembelajaran Sejarah," *J. Pendidik. Sej.*, vol. 8, no. 2, pp. 79–98, 2019, doi: 10.21009/jps.082.01.
- [21] S. Mustaghfiroh, "Konsep 'Merdeka Belajar' Perspektif Aliran Progressivisme John Dewey," *J. Stud. Guru dan Pembelajaran*, vol. 3, no. 1 SE-Articles, pp. 141–147, 2020, doi: 10.30605/jsgp.3.1.2020.248.
- [22] M. Sofia, "Interview," 2020.
- [23] R. Lestari, "Interview," 2020.
- [24] A. Wandira, "Interview," 2020.
- [25] A. Qomariyah, N. Fatimah, and I. Artikel, "Melanggengkan Bimbingan Belajar Dalam Kapitalisme Pendidikan," *Solidar. J. Educ. Soc. Cult.*, vol. 6, no. 1, pp. 11–24, 2017.
- [26] A. R. Riyanda, K. Herlina, and B. A. Wicaksono, "Evaluasi Implementasi Sistem Pembelajaran Daring Fakultas Keguruan dan Ilmu Pendidikan Universitas Lampung," *J. IKRA-ITH Hum.*, vol. 4, no. 1, pp. 66–71, 2020, [Online]. Available: <https://journals.upi-yai.ac.id/index.php/ikraithumaniora/article/view/669>.
- [27] W. - and L. Widayanti, "Peningkatan Aktivitas Belajar dan Hasil Belajar Siswa dengan Metode Problem Based Learning pada Siswa Kelas VIIA MTs Negeri Donomulyo Kulon Progo Tahun Pelajaran 2012/2013," *J. Fis. Indones.*, vol. 17, no. 49, pp. 32–35, 2014, doi: 10.22146/jfi.24410.
- [28] R. Ricardo and R. I. Meilani, "Impak Minat dan Motivasi Belajar Terhadap Hasil Belajar Siswa," *J. Pendidik. Manaj. Perkantoran*, vol. 2, no. 2, p. 79, 2017, doi: 10.17509/jpm.v2i2.8108.
- [29] V. Rahmayanti, "Pengaruh Minat Belajar Siswa dan Persepsi atas Upaya Guru dalam Memotivasi Belajar Siswa terhadap Prestasi Belajar Bahasa Indonesia Siswa SMP di Depok," *SAP (Susunan Art. Pendidikan)*, vol. 1, no. 2, pp. 206–216, 2016, doi: 10.30998/sap.v1i2.1027.
- [30] P. Hutaaruk and R. Simbolon, "MENINGKATKAN HASIL BELAJAR SISWA DENGAN ALAT PERAGA PADA MATA PELAJARAN IPA KELAS IV SDN NOMOR 14 SIMBOLON PURBA," *SEJ (School Educ. Journal)*, vol. 8, no. 2, p. 112, 2018.
- [31] A. Syarifuddin, "Penerapan Model Pembelajaran Cooperative Belajar Dan Faktor-Faktor Yang Mempengaruhinya," *Ta'dib*, vol. 16, no. 01, pp. 113–136, 2011.
- [32] A. Syafi'i, T. Marfiyanto, and S. K. Rodyah, "Studi Tentang Prestasi Belajar Siswa Dalam Berbagai Aspek Dan Faktor Yang Mempengaruhi," *J. Komun. Pendidik.*, vol. 2, no. 2, p. 115, 2018, doi: 10.32585/jkp.v2i2.114.