

Succesfull Learning in the Middle of Pandemic COVID-19

by Fkip Unitomo

Submission date: 24-Jul-2022 09:53PM (UTC-0400)

Submission ID: 1874714773

File name: Proceeding_Seminar_Internasional_Unmuh-10-18.pdf (350.97K)

Word count: 5022

Character count: 27237

Succesfull Learning in the Middle of Pandemic COVID-19

Windi Setiawan

Universitas Dr. Soetomo, Jl. Semolowaru 84, Surabaya, 60119, East Java, Indonesia

windi.s@unitomo.ac.id

Abstract. COVID 19 Has become an epidemic that changes the way of human life. Starting from small things so that we care more about our health. Like washing hands before and after doing activities, to wear a mask when leaving the house. Not only that, but COVID-19 has also demanded that we stay away from the crowd and keep our distance. This situation results in an educational policy implemented in the network (e-learning). However, please note that the implementation of e-learning has not run optimally. Several obstacles result in learning not going as expected. Such as, teachers who must quickly change the learning system, students who stammer for so many tasks, and parents who are increasingly stressed in accompanying their children in learning material delivered by teachers through e-learning. Through this paper the author wants to convey any obstacles that occur in the field during e-learning takes place, how to resolve these obstacles, and what applications are easy to use by teachers, parents, and students in the success of learning during a COVID 19 pandemic supported by the results of research that has been there is.

1. Introduction

In December 2019, China announced that a virus had spread so quickly. This virus was first detected in Wuhan, Hubei Province. Its rapid spread makes Wuhan the epicenter of the world's virus-spreading epicenter, corona, or what we call CoronaVirus Disease-19 (COVID 19). Corona virus can spread from one human to another and can attach to objects around an infected individual [1]. The impact it causes is very dangerous for the respiratory tract to cause death. One effort made by China to suppress the spread of COVID 19 is to impose a lockdown or lock the city of Wuhan so that all residents do not move outside the home [2]. That way, its spread can be controlled given the vaccine that has not been found.

On March 2, 2020, President of the Republic of Indonesia Joko Widodo announced that there were two people tested positive for being infected with COVID 19. The myth of Indonesia as a corona-immune country was broken [3]. Various government recommendations so that the virus does not spread have been given such as diligent washing hands, wearing masks when leaving the house, and away from the crowd to prevent the virus from spreading further. Social media is filled with information about the symptoms of individuals infected with COVID-19 to avoid increasing numbers of individuals who die because there is no information to recognize the first symptoms experienced by sufferers infected with COVID-19.

Increasingly, patients are increasing, until finally in mid-March 2020, the President of the Republic of Indonesia determines the policy of social distancing, to prevent the spread of Corona Virus or COVID-19 in the community. To realize this, he suggested studying at home, worshipping at home, and working at home [4]. Of course, this policy is not easy for Indonesia, because its people are known for their high cooperation, but this policy must be taken so that the coronavirus chain can be broken. As a result of this policy, religious facilities were closed, restrictions on the number of workers in a company and school were closed replaced by learning in the network

Learning in the network or called e-learning began to be carried out according to Surat Edaran No. 4 Tahun 2020 dated March 24, 2020, regarding the Implementation of Education in Coronavirus Disease Emergency Period (Covid-19) [5]. E learning is learning done by utilizing information and communication technology [6]. Some teachers also consider that e-learning is a form of leap in learning as a substitute for classrooms because of their flexibility and efficiency. Learning done in the classroom has a limited time, in contrast to e-learning that can be accessed by users anytime and anywhere [7]. This is a challenge for teaching staff to be ready to utilize existing

13 technology to present learning as interesting as possible so that students do not get bored in the learning delivered. Teachers can make learning videos as interesting as possible to attract students' attention, teachers can take advantage of various applications such as Zoom, Google Classroom, Google Meeting and many others

Over time there are certainly many obstacles in implementing learning during the COVID-19 emergency response. Like teachers who are stuttering in using technology to support learning, students who have too much work, so many distractions that it is difficult to focus [8], the stress of parents in helping their children to complete schoolwork [9]. The government has tried its best to overcome all the deficiencies by providing a variety of interesting learning content broadcast on TVRI to overcome all the deficiencies that exist during e-learning takes place [10], but not all students can enjoy because electricity is not evenly distributed for those in the interior. Even in Madura, teachers must come from house to house to deliver material that should be delivered at school. The teacher covered a distance of 22 km so students did not miss the material. This is done because students do not have smartphones and there is no television at home. Not to mention when the parents of students who work as farm laborers are unable to help complete the task [11]. This inspires the teacher's enthusiasm to come from one house to another to realize good quality education. This is a special note for the Government in implementing learning in the network. There are still many weaknesses that must be used as an evaluation. E-learning will succeed if the required components can carry out their functions properly, if not, then learning cannot run as expected. This article will discuss workable solutions for the success of online learning amid limited resources available during the COVID-19 pandemic.

19 The writing of this article was carried out with a literature study by reviewing several reports related to the implementation of learning in the network during the pandemic COVID 19. Furthermore, the researcher formulated some existing problems and provided solutions to those problems based on a literature review obtained from articles published in national or international journals. The following is the title of a research article that has been contained in national or international journals, namely the Effectiveness of E-Learning through Whatsapp as a Teaching-Learning Tool [12], Implementasi WhatsApp Mobile Learning Untuk Meningkatkan Hasil Belajar Mahasiswa Pokok Bahasan Pengenalan Komponen Elektronika, Persepsi Peserta Didik terhadap Metode Blended Learning dengan Google Classroom[13], Edmodo-Based Blended Learning Model as an Alternative of Science Learning to Motivate and Improve Junior High School Students' Scientific Critical Thinking Skills[14] and Penerapan E-Learning dengan Media Schoology untuk Meningkatkan Motivasi dan Hasil Belajar Siswa Pada Kompetensi Dasar Mendeskripsikan Konsep Badan Usaha Dalam Perekonomian Indonesia[15].

2. Result and Discussion

During the pandemic, COVID-19 distance learning is needed so that the material can be conveyed well to all students. The following authors provide solutions to several applications that can be used in terms of the problems that the author mentioned before.

a. WhatsApp

23 WhatsApp is a messenger application that can be used in learning in the COVID-19 pandemic era. One study has also proven that WhatsApp is also effectively used in learning such as research conducted by Pratama in his research entitled "Implementasi WhatsApp Mobile Learning Untuk Meningkatkan Hasil Belajar Mahasiswa Pokok Bahasan Pengenalan Komponen Elektronika"[13]. Furthermore, research conducted by Sonia Gon with the title "Effectiveness of E-Learning through Whatsapp as a Teaching-Learning Tool" [12]. This research succeeded in proving that more than 80% of students agreed that learning done using WhatsApp as a supporting application in learning had improved student learning outcomes by more than 80%. Based on the results of these studies, it should not be doubted that WhatsApp can be used as an application that supports learning in the network. WhatsApp is one application that is very easy to be accessed by all people, please also note that WhatsApp is only able to be used on Android or iPhone-based phones besides its features that are not too complicated WhatsApp also has several advantages as follows [16].

1) Free international calls

All users know that this application can be used to send messages and international calls without reducing your credit. WhatsApp only reduces the data plan you have, but it's free with

no fee or subscription because it uses 4G, 3G, 2G, EDGE, or your mobile Wi-Fi connection instead of your minutes of voice or text package for your cellular package..

- 2) Easy chat and calling
To chat with users, we do not need to have the same brand of cellphone. If we both have the WhatsApp application, we can chat with each other or through groups that we form. Besides, WhatsApp also has an easy to send location, document, or photo that we want..
- 3) WhatsApp Has an end-to-end feature, with this feature, this indicates that the message can only be read by the sender and receiver. Even WhatsApp will never know what we send or know our data.
- 4) Website Version
The existence of the WhatsApp Web feature allows users to carry out activities in the application just like on the cellphone that we have. Whatever we do will be synchronized automatically with an Android or iPhone based cellphone.

Based on the description above, teachers can use it to support distance learning in the COVID-19 epidemic. The facilities available in WhatsApp enable teachers to be able to use it to send learning materials, assignments, and assessment results to assignments sent by students directly in the form of photos / scanned PDFs. The existing video call feature can also be used to communicate face-to-face if students feel that they do not understand the material presented in the form of documents. Steps that can be taken if learning is done with WhatsApp, i.e.

- 1) The teacher creates the class group.
- 2) The teacher distributes material both in the form of learning documents / videos according to the indicators to be achieved,
- 3) The teacher provides time to discuss material that children find difficult
- 4) The teacher shares the work that must be done by the students
- 5) The teacher allows children to send assignments via private chat. If the teacher wants to have a daily test, the teacher can also send questions in the group and students are asked to send answers in a private chat to avoid students cheating answers of friends who have collected in advance.

b. Google Classroom

Google classroom is a platform used for the blended learning method that was started in 2014. Google classroom is used based on its use in simplifying communication between teachers and students and making it easy to provide and assess student assignments. This provides an opportunity for the teacher to give an assessment based on the specified deadline and students can improve their work based on comments provided by the teacher [17]. The results of research conducted by Sugama Maskar with the title "Persepsi Peserta Didik terhadap Metode Blended Learning dengan Google Classroom" shows that Google Classroom makes the learning process interesting, effective, fosters motivation, fosters independent, active, and creative learning attitudes. Also, this method can also improve students' understanding and learning outcomes. However, students feel the learning process becomes inefficient because it requires them to have a data package [19]. Some of the features found in Google classroom are [18]

- 1) Assignment
The teacher can upload assignments given to students, and students can download the assignment file.
- 2) Grading
The teacher gives an assessment as well as a comment on the work of students, so students can improve according to the comments given by the teacher.
- 3) Communication
The teacher can make announcements about the learning activities to be carried out, students can give comments about the announcements. That way there will be two-way communication between teacher and student.
- 4) Time Cost
The teacher can add students by giving the desired class code, after that the teacher can also use the material in all the desired classes, with this the teacher saves time in delivering the material even though he teaches in many classes.
- 5) Mobile Application

Since 2015, Google Classroom can be used on iPhone or Android-based phones, thereby making it easy for students to upload assignments or photos according to class teacher demands.

6) Privacy

As part of G-Suite Education, there will never be advertisements when doing face-to-face meetings with students. User data will also be preserved and not used for advertising.

How teachers use Google Classroom in learning in the midst of a COVID-19 pandemic.

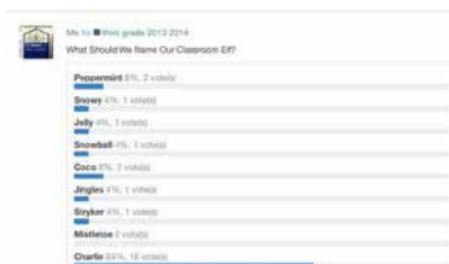
- 1) The teacher asks all students to download the google classroom application on their smartphone.
- 2) The teacher shares class code so students can join the class that has been created
- 3) The teacher shares class code so students can join the class that has been created
- 4) After all students are incorporated, the teacher can share materials, assignments, or tests

c. Edmodo

Edmodo is a social networking platform that can be used by teachers, students, and parents in learning. Edmodo is a fun and easy-to-use social network for teachers and students. Research conducted by Sri Wahyuni with the title "Edmodo-Based Blended Learning Model as an Alternative of Science Learning to Motivate and Improve Junior High School Students' Scientific Critical Thinking Skills" has shown that with Edmodo students can be motivated to learn and able to improve critical thinking skills [14]. Then, similar research conducted by Agung Wahono was able to show that Edmodo with collaborative learning models can improve student learning outcomes [20]. Some features contained in Edmodo namely

1) Polling

Polling is often used by teachers to find out student responses about certain things. This poll is the best feature to find out students' responses regarding events, new material provided by the teacher.



Picture 2. Polling in Edmodo

2) Gradebook

In this feature, the teacher can provide an assessment of student assignments automatically or manually. Students can only see the value either in the form of graphs or a summary of their grades.

Whereas the teacher holds full access in giving assessment. Existing values can also be exported in the form of file.csv

Student	Total	Finding Figurative Language	Participation
Jane Addams	60%	-	-
Sophia Andrews	88%	-	-
Trey Armstrong	63%	-	-
Jamie Benson	50%	-	-
Tucker Bowman	88%	-	-

Picture 3. Grade Book Feature

3) File and links

If the teacher has material on the computer, the teacher can share the material by uploading files on Edmodo, but if the material is large or still on the website, then the teacher can share the material link so students can download it to learn

4) Quiz

In this quiz feature, the teacher has the authority to provide online evaluations to students in the form of multiple-choice, short entries, or descriptions.

5) Assignment

This feature is used by teachers to give assignments to students. The advantage of this feature is that students can collect assignments in the form of pdf, doc, Xls, or ppt. Also, the teacher can also add a time limit to the assignment.

6) Library

This feature is used by teachers to upload all material, presentations, pictures, videos, reference sources, and others. This feature can also be used by students or teachers to upload files or links owned by the teacher.

7) Award Badge

This feature is used by teachers to give awards to students who excel to students who have done assignments with excellent results. This badge also serves to motivate to students to try their best to do the work.

8) Parent Code

Every student who creates a student account on Edmodo, then students get a parent code that can be used by parents to participate in monitoring their children's learning activities. The teacher's steps in using Edmodo in learning during the COVID-19 pandemic is.

- 1) The teacher asks all students to download the Edmodo application on the smartphone they have.
- 2) The teacher shares the class code with all students
- 3) The teacher ensures whether all students have joined the desired class
- 4) The teacher shares the class code with students' parents to join the class, thereby jointly monitoring the development of the children in Edmodo class that has been made.
- 5) The teacher distributes materials, assignments, or tests as desired

d. Schoology

Schoology is a site that integrates Learning Management System (LMS) with networking. social. An attractive appearance, making Schoology has a function for social interaction in addition to its function for learning. Research conducted by Joko Widodo with the title "Penerapan E-Learning dengan Media Schoology untuk Meningkatkan Motivasi dan Hasil Belajar Siswa Pada Kompetensi Dasar Mendeskripsikan Konsep Badan Usaha Dalam Perekonomian Indonesia" successfully demonstrated that student learning outcomes and motivation increased. This is shown in the results of research based on action research. Student learning motivation in the first cycle of 2.7 with moderate criteria, increased to 3.5 with high criteria in the second cycle. While the average value of student learning outcomes in the first cycle of 78.19 with classical completeness of 75%, increasing to 86.19 with classical completeness of 83.33% in the second cycle [15]. Based on the description above, the Schoology application can be used as part of learning in the network. Some of the features of Schoology include [21]:

1) Courses

This feature is used to make classes according to the desired subject. In the Course menu questions/quizzes or exercises can be made in the form of choices (multiple choice), matching/pairing, right-wrong, filling (short), and others. Also, these problems can be imported. In making Math problems, it can be easier for teachers, because many are equipped with Equation, Latex, and Symbol. So that in addition to simplifying it also makes it look more attractive.

2) Group

The teacher can create a study group consisting of the desired students

3) Learning Resources

Langkah-langkah menggunakan schoology dalam pembelajaran yaitu.

- 1) The teacher asks all students to have a schoology application on a smartphone

- 2) The teacher distributes class codes to students
- 3) The teacher makes sure all students are included in the desired class
- 4) The teacher can share materials, assignments, and tests.

e. Zoom

Zoom is an application used for remote conferencing. In pandemic conditions COVID-19 this application is very useful for seminars, scientific discussions, or distance teaching. Some features that can be used to support these activities are [22].

1) Record Video Call

This feature is useful for recording video calls made at the same time the advantage for users to save any conversation during the call in the form of MP4, M4A, even M3U and can be exploited to the desired social media. The teacher can use it to record material explanations to students, then upload them to YouTube so that they can share with others about the material that has been taught. Students also benefit from repeating parts of the material that they do not understand.

2) Host A meeting

In this feature, the teacher and students can take turns acting as presenters. If today the teacher wants to explain the material, then the teacher acts as the host of a meeting, otherwise, if students are asked to present the material, then students do the same thing.

3) Share Screen

With this feature, Zoom users can share their desktop or personal phone display with other users. This feature is useful when a user wants to make presentations to other Zoom users online.



Picture 4. Conference with Zoom

f. Google Meet

Google meet is an application that has a function that is not much different from zoom. Google Hangouts Meet or what is now called Google Meet is now able to display 16 teleconferencing participants at once in a grid on the screen. Previously, Meet could only display four people simultaneously.

In learning, zoom and google meet can also be used to deliver material to all students. The steps they have are the same, except that Zoom is not paid for only 40 minutes. Unlike the case with Google Meet which has no time limit for use. The following are the steps if you want to use Zoom and Google Meet in learning.

- 1) Begin the meeting, and act as the meeting host.
- 2) Share the link to join with all students that you want. Link sharing can be done via the WhatsApp Group class application
- 3) The teacher has the authority to make sure students are allowed to join or not
- 4) After students are confirmed to have joined Zoom Meeting or Google Meet, teachers can display the material they want to share which has been prepared in PDF, document or PPT format
- 5) he teacher invites students to ask directly if they do not understand the material.
- 6) If Zoom is only limited to 40 minutes and the material is not finished, the teacher must make Zoom Meeting and share the link to join all students for both times, and so on.

Based on the description above, of course there are many choices of teachers to utilize applications according to their abilities. There is no need to use an application that feels good but is confusing in the middle of a COVID-19 pandemic like this. At present, if the teacher is only able to use WhatsApp then this can be used as an application to control student assignments and maintain good communication between teachers, students and parents. Indeed, we as teachers must learn appropriate applications that provide all the features or learning components like Edmodo / Google Classroom. But if you feel objected, while learning to run the application, for the sake of learning to keep going, the teacher can use WhatsApp according to the capabilities of teachers, students, and parents. There are still many applications that can be used as a support for learning in the network, such as Ruang Guru, Quipper, quizziz, and many others. The choice of the right application depends on the ability of teachers, students, and parents in using it.

For areas where there is no electricity, it is time for the government to prioritize electricity to immediately reach areas where there is no electricity because, in a pandemic such as this, electricity is needed so that learning through TVRI during COVID-19 can run well. Reporting from the business website.com in Indonesia has 433 villages that have not been electrified, the advice of Indonesian President Joko Widodo directs that PLN in the future dare to divert its power plants not only to rely on coal but also renewable energy (EBT) such as hydropower, bio thermal or biomass as an alternative to electricity development [23]. At least this gives an illustration that electricity must have flowed immediately throughout Indonesia so that learning continues to run optimally even though the pandemic continues. Whereas for children who do not have an Android-based cellphone, it may be time for schools to budget their cellphone needs at the beginning of new student registration. So, schools budget each student to have a cellphone as a form of standby in the face of this kind of plague. Moreover, based on the results of the research described above, blended learning can increase student motivation [19]. So, schools need to plan how students can have cell phones evenly so that learning in the network continues as expected. Either cellphone payments are made in cash or installments.

So that students do not stress during learning in the network, the teacher needs to pay attention to some related content provided during e-learning. Like the content that is relevant and can help students. The teacher must pay attention that the content presented is useful and able to help students to complete the given task. Furthermore, content must be easily accessed, understood, and studied. If the content is difficult to access, students will avoid it. Complicated content Directions will make students feel burdened. So, it's better to make content that is easy to digest to follow. The last requirement is that the content is interactive and involves students [24].

3. Conclusions

COVID-19 has become a pandemic plague that spreads to most countries in the world. Indonesia has become one of them. One of the government's policies to prevent COVID-19 from spreading is by closing down all schools and replacing them with online learning. The various problems that have been described above, can certainly be solved in various ways such as teachers who use learning platforms such as Edmodo, Google Classroom and Schoology. Maybe by using this platform students become interested and not feel bored with the learning done. WhatsApp can also be used by teachers to discuss so students do not feel burdened with tasks alone. The Zoom and Google Meet applications can also be used by teachers to explain material to students. So it is not impressed the teacher only gives the assignment without any explanation of the material related to the given task. The teacher also really needs to pay attention to the content that will be shared online such as content that is relevant to the material, easily accessed and understood, and can actively involve students. For regions that have not yet been reached by electricity, the government needs to pay special attention so that electricity can be evenly distributed to remote areas. With the existence of equitable electricity, learning that should be broadcasted through TVRI can run as expected. For schools where students do not have a smartphone, it is necessary to declare that the school and parents work together to budget for a smartphone purchase. It might be done through saving every month or in collaboration with one of the smartphone brands who are willing to help ease the purchase of the smartphone either in cash or in installments.

4. Acknowledgment

The author thanks to FKIP Dr. Soetomo University for supporting the author to complete this article to be included in *International Webinar on Education 2020 "Adapting and Transforming the Activity of Teaching and Learning in South East Asian during COVID-19 Pandemic"*

5. References

- [1] F. S. Agiesta, "Cerita Lengkap Asal Mula Munculnya Virus Corona di Wuhan," *Merdeka*, 2020. [Online]. Available: <https://www.merdeka.com/dunia/cerita-lengkap-asal-mula-munculnya-virus-corona-di-wuhan.html>.
- [2] L. A. Azanella, "Berikut Daftar 8 Negara yang sudah Tetapkan Lockdown akibat Virus Corona," *Kompas*, 2020. [Online]. Available: <https://www.kompas.com/tren/read/2020/03/18/195000965/berikut-daftar-8-negara-yang-sudah-tetapkan-lockdown-akibat-virus-corona>.
- [3] T. Detikcom, "Kapan Sebenarnya Corona Pertama Kali Masuk RI?," *Detik News*, 2020. [Online]. Available: <https://news.detik.com/berita/d-4991485/kapan-sebenarnya-corona-pertama-kali-masuk-ri>.
- [4] E. Adyatama, "Jokowi Tegaskan Kerja dari Rumah Bukan Berarti Liburan," *Tempo*, 2020. [Online]. Available: <https://nasional.tempo.co/read/1321431/jokowi-tegaskan-kerja-dari-rumah-bukan-berarti-liburan>.
- [5] I. T. Winarni, "Kendala Pendidikan Indonesia Selama Covid-19," *Kompasiana*, 2020. [Online]. Available: <https://www.kompasiana.com/indah16799/5eb2d7c9097f365828490112/kendala-pendidikan-indonesia-selama-covid-19>.
- [6] N. Ameen, R. Willis, M. N. Abdullah, and M. Shah, "higher education in Iraq : A student perspective," *Br. J. Educ. Technol.*, vol. 50, no. 3, pp. 1434–1447, 2019.
- [7] A. J. M. Karkar, H. K. Fatlawi, and A. A. Al-jobouri, "Highlighting E-learning Adoption Challenges using data Analysis Techniques : University of Kufa as a Case Study," *Electron. J. e-Learning Vol.*, vol. 18, no. 2, pp. 136–149, 2020.
- [8] H. Layardi, "HAMBATAN DAN SOLUSI SAAT BELAJAR DARING DARI RUMAH," *Kompas Korner*, 2020. [Online]. Available: <https://muda.kompas.id/baca/2020/04/10/hambatan-dan-solusi-saat-belajar-daring-dari-rumah/>.
- [9] A. Saubani, "Murid Belajar di Rumah: Stres Orang Tua dan Kendala Lainnya," *Republika*, 2020. [Online]. Available: <https://republika.co.id/berita/q7dlm409/murid-belajar-di-rumah-stres-orang-tua-dan-kendala-lainnya>.
- [10] C. Indonesia, "Jadwal Belajar dari Rumah di TVRI Hari Ini, Rabu 27 Mei," *CNN Indonesia*,

2020. [Online]. Available: <https://www.cnnindonesia.com/nasional/20200526185824-20-507117/jadwal-belajar-dari-rumah-di-tvri-hari-ini-rabu-27-mei>.
- [11] A. M. K. Sari, "Guru di Madura Ini Rela Tempuh 22 Kilometer untuk Datangi Rumah Murid Satu Persatu, Kisahnya Viral," *Tribun Madura*, 2020. [Online]. Available: <https://madura.tribunnews.com/2020/04/21/guru-di-madura-ini-rela-tempuh-22kilometer-untuk-datangi-rumah-murid-satu-persatu-kisahnya-viral?page=2>.
 - [12] S. Gon and A. Rawekar, "Effectivity of E-Learning through Whatsapp as a Teaching Learning Tool," *MVP J. Med. Sci.*, vol. 4, no. 1, pp. 19–25, 2017.
 - [13] H. Pratama and A. C. Yusro, "Implementasi WhatsApp Mobile Learning Untuk Meningkatkan Pengenalan Komponen Elektronika," *J. Pendidik. Fis. dan Keilmuan*, vol. 2, no. 2, pp. 65–69, 2016.
 - [14] S. Wahyuni, I. G. M. Sanjaya, Erman, and B. Jatmiko, "Edmodo-Based Blended Learning Model as an Alternative of Science Learning to Motivate and Improve Junior High School Students' Scientific Critical Thinking Skills," *Int. J. Emerg. Technol. Learn.*, vol. 14, no. 07, pp. 98–111, 2019.
 - [15] N. L. Ulva, S. Kantun, and J. Widodo, "PENERAPAN E-LEARNING DENGAN MEDIA SCHOODOLOGY UNTUK MENINGKATKAN MOTIVASI DAN HASIL BELAJAR SISWA PADA KOMPETENSI DASAR MENDESKRIPSIKAN KONSEP BADAN USAHA DALAM," *J. Ilm. Ilmu Pendidikan, Ilmu Ekon. dan Ilmu Sos.*, vol. 11, no. 2, pp. 96–102, 2017.
 - [16] M. K. Alfarizy, "6 Hal yang Perlu Anda Ketahui Tentang WhatsApp Messenger," *Tempo*, 2019. [Online]. Available: <https://tekno.tempo.co/read/1210713/6-hal-yang-perlu-anda-ketahui-tentang-whatsapp-messenger/full&view=ok>.
 - [17] R. A. S. Al-marroof and M. Al-emran, "Students Acceptance of Google Classroom : An Exploratory Study using PLS-SEM Approach," *Int. J. Emerg. Technol. Learn.*, vol. 13, no. 6, pp. 112–124, 2018.
 - [18] V. D. Wicaksono and P. Rachmadyanti, "Pembelajaran blended learning melalui google classroom di sekolah dasar," in *Seminar Nasional Pendidikan PGSD UMS & HDPGSDI Wilayah Jawa*, 2016, pp. 513–521.
 - [19] S. Maskar and E. Wulantina, "Persepsi Peserta Didik terhadap Metode Blended Learning dengan Google Classroom," *J. Inov. Mat.*, vol. 1, no. 2, pp. 110–121, 2019.
 - [20] A. Wahono and S. C. Wibawa, "PENERAPAN EDMODO DENGAN MODEL COOPERATIVE LEARNING PADA MATA PELAJARAN SISTEM OPERASI," *J. IT-Edu*, vol. 01, no. 02, pp. 38–48, 2017.
 - [21] Nurazizah, "Belajar Online Lebih Mudah dengan Mengetahui Kelebihan dan Kekurangan Schoology," *Nesabamedia*, 2019. [Online]. Available: <https://www.nesabamedia.com/kelebihan-dan-kekurangan-schoology/>.
 - [22] A. Karyanto, "Fitur di Aplikasi Zoom yang Memudahkan Pertemuan Online," *Harapan Rakyat*, 2020. [Online]. Available: <https://www.harapanrakyat.com/2020/04/fitur-di-aplikasi-zoom-yang-memudahkan-pertemuan-online/>.
 - [23] A. D. K. Sari, "Waduh, Masih Ada 433 Desa di Indonesia Belum Teraliri Listrik," *Bisnis.Com*, 2020. [Online]. Available: <https://ekonomi.bisnis.com/read/20200406/44/1223112/waduh-masih-ada-433-desa-di-indonesia-belum-teraliri-listrik>.
 - [24] Binus, "Kriteria Konten yang Baik dalam Online Learning," *Binus*, 2019. [Online]. Available: <https://binus.ac.id/knowledge/2019/04/kriteria-konten-yang-baik-dalam-online-learning/2/>.

Succesfull Learning in the Middle of Pandemic COVID-19

ORIGINALITY REPORT

14%

SIMILARITY INDEX

11%

INTERNET SOURCES

9%

PUBLICATIONS

5%

STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to City University College of Science and Technology Student Paper	2%
2	core.ac.uk Internet Source	1%
3	www.researchgate.net Internet Source	1%
4	download.atlantis-press.com Internet Source	1%
5	fkip.um-surabaya.ac.id Internet Source	1%
6	tech-blogs.com Internet Source	1%
7	eudl.eu Internet Source	1%
8	repository.wima.ac.id Internet Source	1%
9	doaj.org Internet Source	1%

10

A N Azhiimah, T Rijanto, Munoto, L Nurlaela, I Basuki, Joko. "An analysis of online learning media in promoting learners' autonomy during covid-19 pandemic", Journal of Physics: Conference Series, 2021

Publication

<1 %

11

Vina Serevina, Silfia Arianti. "Development of online learning devices based on PDEODE (predict - discuss I - explain I - observe - discuss II - explain II) on the material doppler effect in the covid-19 pandemic era", Journal of Physics: Conference Series, 2021

Publication

<1 %

12

repository.lppm.unila.ac.id

Internet Source

<1 %

13

pharmacyeducation.fip.org

Internet Source

<1 %

14

repositorii.urindo.ac.id

Internet Source

<1 %

15

digilib.unimed.ac.id

Internet Source

<1 %

16

Haidir Haidir, Muhammad Arizki, Miftah Fariz. "An Innovation of Islamic Religious Education in The Era of The Industrial Revolution 4.0 in Elementary School", Nazhruna: Jurnal Pendidikan Islam, 2021

Publication

<1 %

17	www.atlantis-press.com Internet Source	<1 %
18	Submitted to Pathfinder Enterprises Student Paper	<1 %
19	Nur Aisyah Zulkifli, Zaitun, Yenni Rozimela, Mirawati. "Online Applications to Support Remote Classroom Dialogue and Assessment", Journal of Physics: Conference Series, 2021 Publication	<1 %
20	www.alamy.com Internet Source	<1 %
21	dikmenjur.net Internet Source	<1 %
22	journals.umkt.ac.id Internet Source	<1 %
23	Andika Bagus Nur Rahma Putra, Tee Tze Kiong, Anita Dwi Rahmawati, Eddy Sutadji, Nurul Ulfatin, Mahfud Sahly Subandi. "Virtual Simulation Learning Based on AR with Sawing Machine Design to Improve and Evaluate the Special Skill for Vocational Education in the COVID-19 Pandemic Era", 2022 2nd International Conference on Information Technology and Education (ICIT&E), 2022 Publication	<1 %

24

Sri Wahyuni, Fauzul Etfita, Nadya Alkhaira. "Students' preferences and challenges in learning English fully online with Google Classroom", Journal of Education and Learning (EduLearn), 2022

Publication

<1 %

25

Suharlan Suharlan. "The Improvement of Reading Skills Through Pictorial Word Cards in Second Grade Students of SDN 36 Sungai Ambawang", JP2D (Jurnal Penelitian Pendidikan Dasar) UNTAN, 2019

Publication

<1 %

26

Faiz Hasyim, Tjipto Prastowo, Budi Jatmiko. "The Use of Android-Based PhET Simulation as an Effort to Improve Students' Critical Thinking Skills during the Covid-19 Pandemic", International Journal of Interactive Mobile Technologies (ijIM), 2020

Publication

<1 %

27

Purwanti Taman, Sukma Septian Nasution, Tommy Hastomo, Nur Najibah Sukmawati, Laksmi Ady Kusumoriny. "THE YOUNG LEARNERS' PERCEPTION TOWARDS ENGLISH INSTRUCTIONAL PRACTICES USING VIRTUAL PLATFORMS", JOALL (Journal of Applied Linguistics and Literature), 2021

Publication

<1 %

Exclude quotes Off
Exclude bibliography On

Exclude matches Off

Succesfull Learning in the Middle of Pandemic COVID-19

GRADEMARK REPORT

FINAL GRADE

/0

GENERAL COMMENTS

Instructor

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9