

EFEKTIVITAS KOMUNIKASI PEMBELAJARAN ONLINE DI TENGAH PANDEMI COVID-19

Prima Dian Prasasti ¹

Faculty of Social and Political Sciences, Universitas Indonesia

ABSTRAK

Tujuan: Keberhasilan pembelajaran online di tengah wabah Covid-19 sangat dipengaruhi oleh faktor komunikasi yaitu efektivitas penggunaan media komunikasi elektronik oleh guru dan siswa. Tujuan dari makalah ini adalah untuk mendeskripsikan efektivitas komunikasi dalam pembelajaran online di tengah pandemi Covid-19. Metodologi: Penulisan ini menggunakan jenis penelitian kualitatif. Metode penelitian kualitatif lebih tepat dalam makalah ini karena penulis ingin mendeskripsikan efektivitas komunikasi dalam pembelajaran online di tengah pandemi Covid-19. Pengumpulan data menggunakan teknik studi pustaka. Hasil: Berdasarkan hasil analisis penulis, pembelajaran asinkron merupakan komunikasi yang efektif diterapkan pada pembelajaran online di tengah pandemi Covid-19. Hal ini karena melalui komunikasi pembelajaran yang asynchronous, interaktivitas pembelajaran dapat tercermin dalam pembelajaran jarak jauh secara online melalui jejaring pengetahuan, seperti Kompas, Kaskus, Instagram, e-mail, dan media sosial seperti Facebook, Twitter, WhatsApp, dan Google+. Keragaman sumber daya dan kegiatan mendukung siswa dalam membuat komunikasi multi-arah menjadi lebih mudah, lebih efektif, dan tidak terlalu membosankan.

Kata Kunci: Komunikasi, Pembelajaran Online, Pandemi Covid-19

THE EFFECTIVENESS OF COMMUNICATIONS ONLINE LEARNING IN THE MIDDLE OF PANDEMIC COVID-19

ABSTRACT

Purpose: The success of online learning in the midst of the Covid-19 pandemic is greatly influenced by communication factors, which are the effective use of electronic communication media by teachers and students. The purpose of this paper is to describe the effectiveness of communication in online learning in the midst of the Covid-19 pandemic. Methodology: This writing uses a type of qualitative research. Qualitative research methods are more appropriate in this paper because the author wants to describe the effectiveness of communication in online learning in the midst of the Covid-19 pandemic. Data collection using literature study techniques. Results: According to the results of the author's analysis, asynchronous learning is an effective communication applied to online learning in the midst of the Covid-19 pandemic. This is because through asynchronous learning communication, learning interactivity can be reflected in online distance learning through knowledge networks, such as Kompas, Kaskus, Instagram, e-mail, and social media such as Facebook, Twitter, WhatsApp, and Google +. The diversity of resources and activities supports students in making multi-directional communication easier, more effective, and become less tedious.

Keywords: Communications, Online Learning, Pandemic Covid-19

Korespondensi: Prima Dian Prasasti. Faculty of Social and Political Sciences, Universitas Indonesia. Alamat: Jl. Margonda Raya, Pondok Cina, Kecamatan Beji, Kota Depok, Jawa Barat 16424. **No. WhatsApp:** **Email:**

INTRODUCTION

At the end of 2019, the world was shocked by the emergence of the Corona Virus Diseases 2019 or what is known as Covid-19. Since it first broke out in China in December 2019, the Covid-19 virus has continued to spread rapidly in almost all corners of the world. Therefore, the World Health Organization (WHO) declared the Covid-19 virus a Public Health Emergencies International Concern (PHEIC), which is an extraordinary event that is at risk of public health transmission (Wiresti, 2020: 642).

The Covid-19 virus is a problem that has highlighted the attention of many people in various parts of the world. Since it was first discovered from a patient infected with the Covid-19 virus in Wuhan, Hubei Province, China on December 8, 2019, this virus has now spread to 216 countries (Taufik and Warsono, 2020: 1). Initially at the end of January 2020, WHO declared the Covid-19 virus only as an epidemic, but seeing the very fast transmission around the world, WHO finally determined the Covid-19 virus as a pandemic (Tuti, 2020: 73).

The existence of Covid-19 which has plagued almost evenly throughout the world, there were approximately 215 countries including Indonesia, which is the reason for the Covid-19 virus to be declared a global pandemic by WHO. The Covid-19 virus pandemic affects all sectors, including education. This was followed up by the Minister of Education and Culture of the Republic of Indonesia through Circular Number 4 of 2020, which stated that the implementation of the teaching and learning process was carried out from home or what was often referred to as distance / online learning, in order to break the chain of spreading the Covid-19 virus (Gusty, et.al., 2020: 1).

Education, which was originally using the direct communication method in educational institutions, has now shifted to learning using online media (mediated communication) or online learning and carried out from each home to prevent and overcome the spread of the Covid-19 virus. This policy applies to all levels of education, from early childhood education (PAUD) to tertiary levels. This is an initiative step from the government because learning does not have to be met in person, does not have to be face to face, but is carried out with social media, technology media, and applications (Suhendro, 2020: 134).

Online learning connects students with learning resources (databases, experts / instructors, libraries) that are physically separate or even far apart but can communicate, interact or collaborate (directly / synchronously and indirectly / asynchronously) (Sadikin and Hamidah, 2020 : 216).

Online learning provides benefits for both parties, both teachers or teachers and students or students. For students, online learning has emerged as an alternative method of learning that does not require them to be present in class. Online learning will also help students establish independent learning and also encourage interaction between students. Whereas for teachers, online learning methods exist to change conventional teaching styles which will indirectly have an impact on work professionalism. Online learning models also

provide more opportunities for teachers to more efficiently assess and evaluate the learning development of each student (Zhafira, et.al., 2020: 38).

The use of virtual learning in the distance learning process is believed to make learning easier, it can communicate directly so that the material is easy to accept. However, to carry out online learning, adequate facilities and infrastructure are needed, for example an internet network, smartphones, laptops and computers (Handarini and Wulandari, 2020: 500).

The online learning system is implemented through a Personal Computer (PC) or laptop connected to an internet network connection. Teachers can learn together at the same time using groups on social media such as WhatsApp, google classroom, zoom applications or other media as learning media. Thus, teachers can ensure students take part in learning at the same time, even though in different places (Elfahmi, 2020: 46).

Online learning is not a new thing to be recognized and applied in the world of education at this time. The concept of online learning has actually existed since various jargon starting with e, such as e-books, e-learning, e-laboratory, e-education, e-library, and so on. The implementation of online learning in Indonesia and even in all countries in the world begins simultaneously in 2020. This condition is triggered by global problems in the form of the transmission of the Covid-19 outbreak. Between being effective and being forced to become a necessity for implementing online learning during the Covid-19 pandemic. In general, there are many problems that occur in implementing this online learning. Problems based on the availability of infrastructure are placed as the main problem in several regions in Indonesia, especially in 3T areas (Frontier, Infected, and Disadvantaged). The problems referred to are problems with the availability of electricity and internet access in educational units (Pohan, 2020: 4).

The main factor that determines the success of online learning is the readiness of educators and students for mastery of media technology in combining the material being taught. So that the strength of online learning lies in mastering the material and the use of communication media. In the learning process, the communication media that is often used is electronic media so it is also known as electronic learning (e-learning). When the online learning policy was implemented, almost all parties involved in distance learning, namely educators, educator participants and parents experienced stuttering in the use of e-learning media. Because indeed most schools in Indonesia have focused on face-to-face learning. Not many educational institutions have developed online learning so schools do not yet have Learning Management Systems developed and applied in learning in schools. The use of electronic communication media to support online learning such as google classroom, schoology and edmodo is still not well known by the education community (Fahmi, 2020: 148). Thus, it can be said that the success of online learning in the midst of the Covid-19 pandemic is greatly influenced by communication factors, which are the effectiveness of the use of electronic communication media by teachers and students in this learning.

Referring to the phenomena and facts described above, the authors are interested in exploring the problem of communication effectiveness in online learning in the midst of the Covid-19 pandemic. This topic

contains contemporary elements and the results will be of interest to readers, because this theme was researched during the Covid-19 pandemic, where students and teachers are required to continue carrying out teaching and learning activities even though from a distance in their respective homes with limited communication. Thus, the formulation of the problem posed in this paper is how effective is communication in online learning in the midst of the Covid-19 pandemic? In line with the formulation of the problem, the purpose of this paper is to describe the effectiveness of communication in online learning in the midst of the Covid-19 pandemic.

The terms online learning and online learning are used to express the same meaning. Online is a term in Indonesian, while online is a term in English. Based on the Big Indonesian Dictionary (KBBI), online means being in a network, connected via computer networks, the internet, and so on. Online learning is the use of the internet to access material, to interact with material, instructors and other learners, to get support during the learning process with the aim of acquiring knowledge, creating understanding and to develop from the learning experience. Online learning is learning material that is presented on a computer. Online learning can be interpreted as an interaction between teachers and learners that is built in a network via a computer or other electronic device (Sudarsana, 2020: 39).

Online learning is very well known among the public and academics with the term online learning. Another term that is very commonly known is distance learning. Online learning is one type of learning that takes place in a network, where teachers and students who are taught do not meet face to face directly (Pohan, 2020: 2).

Online learning is an educational innovation that involves elements of information technology in learning. Online learning is learning that uses internet networks with accessibility, connectivity, flexibility, and the ability to generate various types of learning interactions. Online learning is learning that is able to bring together students and teachers to carry out learning interactions with the help of the internet. At the implementation level, online learning requires the support of mobile devices such as smartphones, laptops, computers and tablets which can be used to access information anytime and anywhere they are (Yuliani, et.al., 2020: 14).

The benefits of online learning are first, that it can build very efficient communication and discussion between teachers and students. Second, students interact and discuss with each other students without going through the teacher. Third, it can facilitate interaction between students and teachers and parents. Fourth, the right tools for exams and quizzes. Fifth, the teacher can easily provide material to students in the form of pictures and videos, besides that students can also download the teaching material. Sixth, it can make it easier for teachers to make questions anywhere and anytime without a time limit (Pohan, 2020: 7).

Online learning is one of the lessons that has been widely used in universities today since its publication as regulated in Article 31 of Law Number 20 of 2003 concerning the National Education System, namely regarding distance learning (Pratiwi, 2020: 3). Online learning includes all learning activities that use

technology assistance or electronic media, which can be applied in conventional education and distance education. Another opinion suggests that online learning is a new learning method in the form of a combination of network technology and multimedia combined with pedagogy and andragogy. In online learning, teachers do not just upload learning materials that can be accessed online by students, but teachers also carry out evaluations, establish communication, collaborate, and manage other aspects of learning (Jamal, 2020: 18).

Online learning is one of the learning media that is generally used today. Online learning is a form of implementing the Computer Supported Collaborative Learning (CSCL) learning method which focuses on technology as a learning aid. With online learning, of course there are several benefits that can be obtained from utilizing the use of technology, including (Rizal, et.al., 2020: 4):

1. Clarify the message / information so that it is not too verbalistic.
2. Overcoming the limitations of distance, space and time.
3. Can lead to a better enthusiasm for learning because students interact directly with learning resources.

The advantages of doing online learning, one of which is increasing the level of interaction between students and teachers, learning can be done anywhere and anytime (time and place flexibility), Reaching students in a broad range (potential to reach a global audience) , and make it easier to improve and store learning materials (easy updating of content as well as archivable capabilities). This learning model utilizes technology, especially in helping teachers and students, especially in managing learning activities. This information technology can play a role as a medium that provides between students and teachers, learning resources and means to streamline learning evaluation (Pratiwi, 2020: 3).

Research on communication in online learning was conducted by Fahmi (2020). This research aims to determine the preferences of educators and students in choosing the type and communication media used in online learning in the implementation of Learning From Home (BDR). Qualitative methods with a comparative descriptive approach are used to describe and compare the functions, advantages and disadvantages of each communication media as well as to see preferences for the use of communication media in online learning. The learning process that is currently taking place, mostly uses hybrid communication modes that combine synchronous and asynchronous communication. In choosing communication media that are used for online learning, educators consider several factors, including: data quota consumption, ease of use (user friendly), network infrastructure conditions, and suitability with learning activities. So that educators and students have high preferences for several applications such as Whatsapp, Zoom Meeting, Google Meet, Microsoft Team, Google Classroom, Google Form, Quizziz to be used together.

RESEARCH METHODS

This writing uses a qualitative research type. Basically, a qualitative research design is intended for research that is observing cases with a focus on one variable or one research object, because it is aimed at depth. In this qualitative research, the researcher defines, arranges detailed instruments, and also assigns

resource persons, which is done when they are already in the field. Thus in its implementation, the methods in the qualitative approach require participatory involvement of researchers in research activities, because researchers are also decision makers in determining several important things when collecting data and information (Indrawan and Yaniawati, 2017: 49).

Qualitative research is research based on the philosophy of postpositivism, used to examine natural object conditions, where the researcher is the key instrument, the data collection technique is done by triangulation, data analysis is inductive / qualitative, and the results of qualitative research emphasize the meaning more than generalization (Sugiyono, 2017: 9).

Qualitative research is research that intends to understand the phenomena experienced by research subjects (such as behavior, perception, motivation, action, etc.) holistically and descriptively in the form of words and language, in a special context. natural and by utilizing various natural methods (Moleong, 2014: 6).

According to the author, qualitative research methods are more appropriate to use in this paper because the author wants to describe the effectiveness of communication in online learning in the midst of the Covid-19 pandemic. Data collection using literature study techniques. This technique is carried out by collecting, reading, and studying existing data from various media, such as books, written works, research journals, or articles from the internet related to the issues being discussed (Indrajani, 2015 : 17).

RESULTS AND DISCUSSIONS

The success of online learning in the midst of the Covid-19 pandemic is strongly influenced by communication factors, which are the effective use of electronic communication media by teachers and students. Responding to the challenges of communication in e-learning during the Covid-19 pandemic, which began to enter the new normal era, educational institutions will get used to using connected media. This utilization is no longer the medium of choice, but rather becomes the dominant support medium used in every teaching and learning process. The communication model switches to communication based on media technology. Based on the communication model, online learning can be divided into 2 (two) categories, namely synchronous and asynchronous (Fahmi, 2020: 149).

1. Synchronous Learning

Synchronous means at the same time. The learning process occurs at the same time between educators and students. This allows direct interaction between educators and students online. In practice, synchronous learning requires educators and students to access the internet simultaneously. Educators provide learning material in the form of papers or presentation slides and students can listen to presentations directly via the internet. Students can also ask questions or comments directly or through the chat column (chat window). Synchronous learning is a description of a real class, but is virtual (virtual) and all students are connected via the internet. Synchronous learning is often referred to as virtual classrooms (Pakpahan and Fitriani, 2020: 32).

Online learning with a virtual face-to-face approach is the application of synchronous communication, where communication in the learning process between educators and students is carried out in real time or at the same time (Fahmi, 2020: 152).

With synchronous type of online learning, learners engage in online learning with the instructor via streaming video and voice at the same time. In this case the teacher has previously agreed on the learning time. Teachers can directly interact with learners and answer questions when questions are asked (Sudarsana, et.al., 2020: 40).

Synchronous provides an advantage for teachers, namely by delivering material directly without extra effort when the class has a large number of students. In addition, the use of video recordings has the advantage that the video can be repeated by students, so that teachers are more flexible when students do not understand the material (Didin, et.al., 2020: 50).

The synchronous teaching and learning process is delivering learning material from the teacher to the students by presenting the learning material directly at the same time. Presentation activities carried out by the teacher consisting of moving the presentation slide pages, sound, and cursor position will be broadcast to the students' pages following the teaching and learning process. On the student page, a presentation slide will be seen and an explanation sound made by the teacher like a video presentation. To interact from students in the form of questions can be done with the send message feature. The scenario for the synchronous type of online learning process is carried out with the following steps (Budiyanto and Pujiyono, 2014: 755):

- a. The teacher uploads the learning presentation material using the Powerpoint platform. Filling in the material upload form in the form of material title and description of learning material. Then the system will convert each presentation slide page into an image with .png format.
- b. After the upload process is complete, the teacher can enter the presentation page by clicking the start learning process button
- c. Then the teacher will be shown a slide page presentation of the teaching and learning process. Because the teacher has not started the presentation process, there is still a button to cancel the learning process and the status is "audio not connected", this indicates that there is no sound or data flow from the teacher's page to the student page.
- d. The teacher starts the presentation process by running the Butt application which is already installed on the teacher's computer. Furthermore, on the teacher presentation page, a button will be displayed to start the presentation process, and the information "audio connected".
- e. Furthermore, on the student page, a link button will appear to follow the teaching and learning process.
- f. The teacher's voice and presentation data will be captured by the system and sent to the server to be broadcast to all student pages.
- g. Students who take part in the learning process will be shown a learning process page in the form of a presentation slide in accordance with the teacher's presentation slide and listen to the teacher's voice

when explaining the material like a live video presentation. The student page is not equipped with controls to start or end the learning process, only connection status information and study time, as well as mute volume.

- h. Students and teachers can interact with each other by using chat facilities for questions and answers.
- i. The teacher can end the teaching and learning process by closing the Butt application that is still running on the teacher's computer. Furthermore, the learning process page will display a link to end the learning process.
- j. When the teaching and learning process is closed by the teacher, the broadcast process will stop and the student page will be given information that the teaching and learning process has been completed. Students can exit the teaching and learning process page by pressing the exit button.
- k. After the teaching and learning process is complete, the system will create documentation or recording of the teaching and learning process and display a link to open or download it.

2. *Asynchronous Learning*

Asynchronous means not at the same time. Students can take different learning times with educators providing material. Asynchronous learning is popular in online learning because students can access learning material anywhere and anytime. Students can carry out learning and complete it at any time according to a predetermined schedule range. Learning can take the form of reading, animation, simulation, educational games, tests, quizzes and assignments (Pakpahan and Fitriani, 2020: 32).

Asynchronous communication as communication between people to distribute learning materials using networked computer access that can be done anytime and anywhere. This communication takes place at different times. The interactions that occur in this communication occur between students and content, students and educators, between students, and students with groups or study groups. This communication also supports students in independent learning and group learning at the same time (Wahyuningsih and Sungkono, 2017: 231). Learning Management System (LMS) uses asynchronous communication where educators and students do not meet in a virtual room simultaneously (Fahmi, 2020: 152).

Students can participate in online learning at a time that can be determined by themselves which means that the teacher will not be able to respond directly to questions that arise. In this case, the flexibility of time is very clear (Sudarsana, et.al., 2020: 40). The asynchronous teaching and learning process is a teaching and learning process in which the interaction between teachers and students occurs indirectly at the same time. The asynchronous teaching and learning process is carried out after the teaching and learning process directly (synchronous) occurs. The learning process uses documentation of the results of the teaching and learning process and utilizes discussion forum facilities as a medium for interaction between students and teachers. The scenario of the asynchronous teaching and learning process is as follows (Budiyanto and Pujiyono, 2014: 759):

- a. Students learn learning material by replaying learning documentation either through the website or by downloading and playing the documentation offline.
- b. Students ask the teacher if they find it difficult or to ask for more explanations from the teacher by writing questions in the discussion forum according to the learning material being discussed.
- c. The teacher responds to questions written by students by writing responses to the discussions sent by students. The process of responding to student questions is carried out by the teacher on the written response form which is under questions from students.
- d. The process of responding to discussion questions can be carried out by teachers and students who will convey their knowledge experiences.

Based on several literature studies that have been reviewed, the authors analyze that effective communication applied to online learning in the midst of the Covid-19 pandemic is asynchronous learning. This is because through asynchronous learning communication, learning interactivity can be reflected in online learning. The interactivity of learning, if done correctly, motivates students to think, analyze, reflect, and learn effectively, so it is very important that it is designed properly (Wahyuningsih and Sungkono, 2017: 231).

In simple terms, the application of asynchronous communication can be done when online learning takes place through knowledge networks, such as Kompasiana, Kaskus, Instagram, e-mail, and social media such as Facebook, Twitter, Whatsapp, and Google+ (Wahyuningsih and Sungkono, 2017: 233).

The diversity of resources and activities that support asynchronous communication makes learning interactivity increase. With this diversity of activities, students can make multi-directional communication more easily and effectively, and not boring (Wahyuningsih and Sungkono, 2017: 236).

The existence of the teaching and learning process with asynchronous learning communication is very helpful for students in carrying out the learning process, because students who cannot participate in the learning process directly can still learn and interact with the teacher if they encounter problems about the learning material by rotating the documentation of the teaching and learning process. In addition to students who were not present during the learning process directly, students who were already present were also greatly helped by the indirect learning process to increase their understanding of the learning material, because they could still participate in the teaching and learning process. In the synchronous teaching and learning process, students can interact with the teacher to ask questions using the question and answer facility (chats). The teacher can respond to or answer questions from students with the chats feature as well. In the teaching and learning process asynchronous interaction between students and teachers uses discussion forum facilities (Budiyanto and Pujiyono, 2014: 760).

CONCLUSION

The type of communication in the online learning method can be divided into 2, namely the type of synchronous communication and the type of asynchronous communication. This type of synchronous communication occurs when the learning process between educators and students is carried out at the same time. Meanwhile, asynchronous communication occurs when educators and students do not meet in a virtual space simultaneously. The choice of the type of communication is influenced by the communication media used by educators and students.

According to the results of the author's analysis, asynchronous learning is an effective communication applied to online learning in the midst of the Covid-19 pandemic. This is because through asynchronous learning communication, learning interactivity can be reflected in online learning through knowledge networks, such as Kompasiana, Kaskus, Instagram, e-mail, and social media such as Facebook, Twitter, Whatsapp, and Google+. The diversity of resources and activities offers a platform for students to make multi-directional communication easier, more effective and less boring.

REFERENCES

- Budiyanto, A. dan Pujiyono, W. (2014). Sistem Broadcast Proses Belajar Mengajar dengan Synchronous dan Asynchronous. *Jurnal Sarjana Teknik Informatika*, 2 (1): 749-761.
- Didin, F.S., et.al. (2020). Analisis Beban Kerja Mental Mahasiswa saat Perkuliahan Online Synchronous dan Asynchronous Menggunakan Metode Rating Scale Mental Effort. *Jurnal OPSI*, 13 (1): 49-55.
- Elfahmi, R. (2020). Upaya Peningkatan Kompetensi Guru dalam Menerapkan Pembelajaran Dari Masa Pandemi Covid-19 di SMA Negeri 3 Seunagan. *Bionatural*, 7 (2): 45-52.
- Fahmi, M.H. (2020). Komunikasi Synchronous dan Asynchronous dalam E-Learning pada Masa Pandemi Covid-19. *Jurnal Nomosleca*, 6 (2): 146-158.
- Gusty, S., et.al. (2020). Belajar Mandiri: Pembelajaran Daring di Tengah Pandemi Covid-19: Konsep, Strategi, Dampak, dan Tantangan. Jakarta: Yayasan Kita Menulis.
- Handarini, O.I. dan Wulandari, S.S. (2020). Pembelajaran Daring Sebagai Upaya Study From Home (SFH) Selama Pandemi Covid 19. *Jurnal Pendidikan Administrasi Perkantoran (JPAP)*, 8 (3): 496-503.
- Indrawan, R. dan Yaniawati, P. (2017). Metodologi Penelitian Kuantitatif, Kualitatif, dan Campuran untuk Manajemen, Pembangunan, dan Pendidikan. Bandung: PT Refika Aditama.
- Jamal, S. (2020). Analisis Kesiapan Pembelajaran E-Learning saat Pandemi Covid-19 di SMK Negeri 1 Tambelangan. *Jurnal Nalar Pendidikan*, 8 (1): 16-22.
- Moleong, L.J. (2017). Metode Penelitian Kualitatif. Bandung: Remaja Rosdakarya.
- Pakpahan, R. dan Fitriani, Y. (2020). Analisa Pemanfaatan Teknologi Informasi dalam Pembelajaran Jarak Jauh di Tengah Pandemi Virus Corona Covid-19. *JISAMAR: Journal of Information System, Applied, Management, Accounting and Research*, 4 (2): 30-36.
- Pohan, A.E. (2020). Konsep Pembelajaran Daring Berbasis Pendekatan Ilmiah. Grobogan: CV Sarnu Untung.
- Pratiwi, E.W. (2020). Dampak Covid-19 Terhadap Kegiatan Pembelajaran Online di Sebuah Perguruan Tinggi Kristen di Indonesia. *Jurnal Perspektif Ilmu Pendidikan*, 34 (1): 1-8.
- Rizal, R., et.al. (2020). Sistem Pembelajaran Daring (e-learning) Dengan Perekomendasi Materi Kursus Menggunakan Metode Collaborative Filtering dan MAE. Bandung: Kreatif Industri Nusantara.
- Sadikin, A. dan Hamidah, A. (2020). Pembelajaran Daring di Tengah Wabah Covid-19. *BIODIK: Jurnal Ilmiah Pendidikan Biologi*, 6 (2): 214-224.
- Sudarsana, I.K. (2020). Covid-19: Perspektif Pendidikan, Jakarta: Yayasan Kita Menulis.
- Sugiyono. (2017). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta.
- Suhendro, E. (2020). Strategi Pembelajaran Pendidikan Anak Usia Dini di Masa Pandemi Covid-19. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, 5 (3): 133-140.
- Taufik dan Warsono, H. (2020). Birokrasi Baru untuk New Normal: Tinjauan Model Perubahan Birokrasi dalam Pelayanan Publik di Era Covid-19. *Dialogue: Jurnal Ilmu Administrasi Publik*, 2 (1): 1-18.

- Tuti, R.W.D. (2020). Analisis Implementasi Kebijakan Work From Home pada Kesejahteraan Pengemudi Transportasi Online di Indonesia. *Transparansi: Jurnal Ilmiah Ilmu Administrasi*, 3 (1): 73-85.
- Wahyuningsih, D. dan Sungkono. (2017). Peningkatan Interaktivitas Pembelajaran Melalui Penggunaan Komunikasi Asynchronous di Universitas Negeri Yogyakarta. *Jurnal Inovasi Teknologi Pendidikan*, 4 (2): 227-237.
- Wiresti, R.D. (2020). Analisis Dampak Work From Home pada Anak Usia Dini di Masa Pandemi Covid-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5 (1): 641-653.
- Yuliani, M., et.al. (2020). Pembelajaran Daring untuk Pendidikan: Teori dan Penerapan. Jakarta: Yayasan Kita Menulis.
- Zhafira, N.H., et.al. (2020). Persepsi Mahasiswa Terhadap Perkuliahan Daring Sebagai Sarana Pembelajaran Selama Masa Karantina Covid-19. *Jurnal Bisnis dan Kajian Strategi Manajemen*, 4 (1): 37-45.