

CHALLENGES AND STRATEGIES IN ONLINE LEARNING PROCESS DURING COVID-19 PANDEMIC : THE STUDENTS' VOICES

Eriza Puspita¹, Atik Umamah²

Universitas Islam Malang^{1, 2}

erizapspta@gmail.com¹, atikumamah@gmail.com²

Abstract: The purpose of this study was to find out students' opinions about the challenges they face in the online learning process during Covid-19, as well as to find out what strategies students use in overcoming the challenges they face. This research method uses descriptive qualitative. The subjects of this study were taken from 4 2nd semester students from the English Department of UNISMA. Researchers used online interviews to obtain the data needed in this study. The theory of data collection in this study uses the theory of Miles & Huberman (2013) where in theory there are 3 ways of collecting data, namely data reduction, data analysis, and drawing conclusions. The results of this study indicate that students face many challenges or difficulties in the online learning process during the Covid-19 pandemic such as limited internet, signal interference, difficulty understanding material, and boredom and laziness when studying online. In addition, the researchers also found strategies used by students in overcoming these challenges.

Keywords: Challenges, Strategies, Online Learning.

INTRODUCTION

Corona or what is known as covid-19 is the reason education in Indonesia is still carried out online. At present, as a result of Covid-19 Habibah, etc. (2020) states that around 1.2 billion students worldwide are experiencing social restrictions which have an impact on the closure of schools and universities. As we know, since Covid-19 entered Indonesia, the Minister of Education and Culture (2020) issued an appeal to study at home, conduct online learning activities. This is done with the aim that students can learn properly, as well as to prevent the spread of Covid-19 from becoming more widespread.

Currently, education in Indonesia has not yet determined when schools will be opened. Even the ongoing Covid-19, no one can predict when this Covid-19 will end. As a result, until now education in Indonesia is still doing online learning-based learning. Saleh (2020) said online learning is something new for students. Therefore, students who usually do face-to-face learning must familiarize

themselves with online learning. Of course, This is because Padmo (2020) said that until now there are still many obstacles caused by online learning, so that current learning is still not optimal, due to the limited learning that students get when studying online.

In addition, with the application of online learning, education in Indonesia is not as smooth as usual, because there are several challenges faced by students when doing online learning during the Covid-19 pandemic. Arifa (2020) said that the main problem faced by students is the limited use of the internet. That makes it difficult for some students to follow the lesson well. In addition, Sadikin & Hamidah (2020) stated that when Jambi students returned to their villages, it was difficult for them to get a signal in certain areas. And Aini (2020) also argues that limited internet data, and sometimes weakened networks, are common during online learning. Other than that, students must continue to carry out learning as usual even though through online learning. So, this can be a challenge for students on online learning process during the Covid-19 pandemic. This is of course a challenge for students that can hinder the learning process.

Several studies have been conducted by researchers related to the implementation of distance learning during the Covid-19 period. Research conducted by Shadikin & Hamidah (2020) states that the biggest challenge is the use of the internet which is quite large and they have to spend quite a lot of money just to buy internet quota. In addition, according to Teymori & Fardin (2020) distance learning has challenges and several problems, including their ignorance of how to overcome these challenges. Likewise, Briilianur et al (2020) revealed that there was inconvenience during the online learning process because not all students had complete equipment for distance learning, such as laptops, as well as sufficient internet quota. This is because not all students have enough money to buy a laptop or internet quota to do online learning, especially since Covid-19 came to Indonesia, many students' parents have experienced problems in their economy. Of course, some of the things above are challenges that must be resolved by the students, so that they can still take part in online learning as they should.

Another difficulty was also discussed by Hidayat et al (2020) that students have difficulty doing the assignments given by the lecturer, because they cannot discuss directly with friends like face-to-face learning usually. So they cannot discuss the task directly with their friends as usual, and require them to complete the task independently.

From some of the studies above, it can be concluded that previous research only found the challenges faced by students during online learning. Furthermore, previous researches did not examine how students cope with challenges during online learning. Therefore, in this case, the researcher wants to know the challenges faced by students, especially in the learning process, and how to overcome these challenges during online learning.

RESEARCH METHOD

This research used descriptive qualitative research as a research design. Descriptive research is research that is very suitable to describe current phenomena, one of which is Covid-19. In this study, a qualitative descriptive was designed to explore challenges for English students during the distance learning process during Covid-19, as well as to find out how students overcome these challenges. The subjects of this study were second semester English students at the Universitas Islam Malang. The researcher chose 4 second semester students consisting of 2 males and 2 females, who were selected based on the availability of students to be part of this study.

There are several steps taken to collect interview data. First, the researcher asked for permission from the Office of the Teaching and Education Faculty, Advisors, and Lecturers to conduct research. After obtaining permission from several of the above parties, the researcher asked about the availability of participants to conduct interviews. Second, after participants are willing to conduct interviews, researchers conduct interviews with participants. Interviews were recorded using the WhatsApp application by making phone calls. The interview used two types of questions consisting of what challenges students faced in the learning process during Covid-19 and how students overcome these

challenges. Interviews were conducted more than once, to ensure that the answers given were consistent or did not change so that the results obtained were valid.

In this case the researcher uses the method from Matthew & Huberman (1994) where the data collected is interrelated and sustainable to get optimal results. The analysis used is data reduction, data presentation and conclusion drawing:

a. Data Reduction

Data reduction is collecting the results of interviews from several students who have conducted interviews, then simplifying the data. Then, separate the things that are considered important and are considered unimportant. Things that are not important are cut, so that researchers get clear results

b. Data Presentation

The next step after doing data reduction is data presentation or data analysis. At this stage the researcher displays all the data that has been selected and previously analyzed in the form of written text. This aims to make it easier for researchers to understand the answers obtained from the results of previous interviews.

c. Drawing Conclusions

Data that has gone through the stages of further reduction and analysis can be retrieved using short and clear sentences that are easy to understand. In addition, the results of the data obtained are checked not only once, but repeatedly to ensure the correctness of what has been obtained.

FINDING AND DISCUSSION

Overall respondents answered that online learning shows more of the negative side than the positive side. This is because there are many limitations to online learning. In addition, online learning that is less attractive makes students often feel bored when studying online. But there are also those who give positive answers about online learning, where during online learning students can also help ease the work of parents at home.

"I think there are two points, one is a positive side and the other is a negative side. In my opinion, the positive side is that for me personally, studying

online is more able to divide my time between me being able to work to help my parents and going to college as well. Then the negative factor, I in Malang rarely go to campus and never even go to campus. I went to campus just to take my address coat, that's all. So, I think that's from the negative side, sis." (S1)

"In my opinion online learning is... like... what is it where we learn but there is still a distance. In terms of health, the eyes are often sleepy, red eyes are so, sis". (S2)

"In my opinion, online learning is less effective, because not face to face is less challenging. It's like we... hmmm, we haven't been able to deal with real learning, our mentality has not been realised, so it's still mental in cyberspace and there must be a positive impact if we go online, we don't have to go to campus, it's also cost-effective for fees or expenses. the cost of finding a place to live. That's how it is, Sis." (S3)

"So hmm, online or online learning has negative and positive sides that I go hand in hand. This will later have consequences for how effective online learning is during the Covid-19 period. And the word effective is from the effect, the effect, the effect and the result. Therefore, the level of effectiveness can be said to be relative, depending on each component that supports each of these components. So, online learning can give the best results in all the limitations that exist, Ms. "(S4)

All interview participants said that face-to-face learning is more fun than online learning. They consider online learning always with the same learning atmosphere every day. This makes learning boring. In addition, they hope to come to campus to meet lecturers and classmates and learn face-to-face.

"When I consider, online learning has more negative sides. How long has it been without face-to-face learning, it's not good, we don't know the lecturer, we never meet friends. So for me, the lessons are also not enough, so it's not optimal either." (S1)

"In my opinion, it's the other way around, because what is online... we just learn in a learning atmosphere. For example, on campus, we can communicate directly with friends and there are new atmospheres as well. " (S2)

‘‘Hmmm, on the other hand, if I think face-to-face learning is more fun, we can interact with friends face-to-face like that.’’ (S3)

‘‘Hmm, if I go back to myself because hmmm at home is also far from places outside Java, so we also want to see the campus atmosphere and also want to see the campus organization directly, of course now personally it's more comfortable to study offline.’’ (S4)

From the results of student interviews, the results obtained can be said to be balanced. Each the two out of four participants answered effective and ineffective. Two people who find it effective say that learning English online is quite easy because there are many media that support learning English online, and it can also ease the work of parents at home. On the other hand, two other students considered learning English conducted online as ineffective, they found it difficult to overcome problematic networks when studying online. In addition, they also think that some courses are more optimal if done face-to-face.

‘‘The difficulty I've ever experienced is if the signal limitation is certain and sometimes... when the lecturer gives an explanation, it's called a signal that's lacking, so what, the voice from the lecturer sometimes falters, sometimes it's like that.’’ (S1)

‘‘Hmm, I don't think so, because if you're learning English, what should you do, like speaking, learning subjects like reading, it's better to do it face-to-face. If it's online sometimes there are problems in connection, and then you can't talk directly, it's not good, isn't it.’’ (S2)

‘‘In my opinion, it's less effective, because we have speaking or reading lessons, for example online, it's still not optimal for English, I think, sis.’’ (S3)

‘‘Hmmm, before that I personally thought the English department was quite easy to learn, that is how with great determination, strong will, hmmm, it will be easy. The problem of effectiveness can also be said to be effective because there are many media that support online learning, but I still feel offline learning is better.’’ (S4)

4.1.1.2 Student's Opinion about Difficulties of Online learning

The first difficulty faced by students is the difficulty in overcoming internet access in some areas, internet signal is still a big problem for students. Internet connection problems make students feel afraid of failing to attach and submit materials. Second, difficulty in understanding the material. Some students find it difficult because the explanations given online are unsatisfactory compared to face-to-face, on the other hand, not all students have a good network when studying online, so the material presented is not clear. Third, is about money that they spend to buy internet credit. Fourth, is about the lack of direct interaction between students and lecturers. As students are accustomed to receiving direct explanations from lecturers, they find it hard to understand the materials without any comment, which means that students have to make sense of the materials by reading them on their own. Lastly, some students are less enthusiastic to participate in online learning so they feel lazy and bored. This is because they have watched the screen of their smartphone or computer every day without any face to face interaction feeling lazy and bored when studying online.

"So far, I think online learning is effective, sis, because I can also help my parents work at home. Even so, I still hope that online learning ends soon" (S1)

"The difficulty may be in understanding the material, Sis, sometimes there is material that is not clear, I want to ask the lecturer who is also still shy, my friends also seem to be silent". (S2)

"The first one is, if we have difficulties, for example, when we want to ask a friend, sometimes we still don't get a response, Sis, if for example on zoom it seems like we don't understand or don't exist, there is less interaction with friends, so it's like we have difficulty understanding learning that you don't understand. The second is related to quotas. Now if you use wifi, it's good, so if you use this quota, sometimes the signal is lacking or the signal is not good. consuming a quota that is not small, especially like me, bro, hmm, 4 days is 6GB. And the last one reduces the feeling of laziness, yes, Sis. Right, we have to be independent, it doesn't seem like the friend reminds us that there is this task and there is such a task. "(S3)

"Hmmm the learning process feels boring, of course, then there are some materials that are a bit difficult to understand. And feeling lazy, it's hard to concentrate because there are many distracts / distractions. Then, of course, other colleagues must have problems, such as quota disturbances and other network disturbances because they are not evenly distributed in their residences." (S4)

In this chapter, students also experienced difficulties in the financial sector. Most of the students answered that they had no problem with money while studying online because their parents always prepared money to buy their quota. However, the financial difficulties experienced by students are more likely to lead to difficulties in paying school fees.

" Yes... if regarding my money, there is no problem at all, because my parents always provide money to buy a quota when the wifi at home goes out. If the quota is used for studying, so my parents are very supportive". (S1)

"Hmm, if it's not money, well, if we study online at least we only buy a quota, and now there's also a special quota for zooming, so it's better than offline, especially when we need money for boarding, pocket money and others." (S2)

"If you have money to buy a quota, yes, sis, automatically sometimes yes, sometimes not, if for example there is luck, Alhamdulillah, there is money to buy a quota, if for example there is no such thing, it's difficult to buy a quota, sis." (S3)

"If the problem is money, hmm, it's not a problem, but it is more directed at the payment, right now it's also online, so in this case... the spp payment is paid for both offline and online. Although there are some colleagues who are reduced a little and there are hmmm, there are those who have to make a letter for appeal to get waivers. But we also automatically don't go to campus and don't use campus facilities, of course, even though there is also quota assistance from the government, it's enough for a month even though there are also colleagues who don't get quota assistance either, so we just have to be grateful." (S4)

This difficulty of students while online learning is ongoing on the use of laptops. All participants agreed that laptops or computers play an important role in online learning. Learning online using a laptop makes it easier to do tasks such as

making summaries, proposals, etc. However, not all students have their own laptops, so this is also quite difficult for students to study online.

"Yes, of course, if there is a shortage of electronic devices such as smartphones or laptops, what does it really matter, for example like yesterday I also experienced this semester having to have two devices (smartphones and laptops) in one course. So, its function is very important in my opinion." (S1)

"It's very influential, because if you don't have a laptop, it's very difficult to do assignments, especially if you have an essay writing task, so that the existence of technology media is very influential" Master's Degree'". (S2)

" The answer is yes, because I don't have a computer or laptop myself, I still use Ms. So, for example, if you have an assignment to make a ppt or a paper, if you use a cellphone, what can you do, sis, you can't always make it using a laptop, so if you have a task, for example making a ppt, you have to wait, for example, if the laptop is free, if you don't use it, sis." (S3)

"Hmmm, I think that laptops can affect the learning process for individuals, because the reason is also learning, hmm, such as zoom and others, if you use a cellphone, you will experience disturbances in small things such as notifications that are accidentally pressed. While laptops, I think we can also be more productive in doing tasks, such as making papers and others. Well, even though using a laptop it also gets annoying, but not as often as using a cellphone. So that's how it is, sis." (S4)

4.1.1.3 Students' Opinion on Environment Support in Online Learning

Most of the students answered that their living environment was very supportive of online learning because some of them lived in urban areas. On the other hand, living in the countryside also provides a sense of comfort in learning because it is not too noisy or too crowded. However, living in the village also has its own challenges, where students find it difficult to get a signal.

" If I look at where I live now, while there are environmental factors where I am safe, because parents and people around are very supportive in online

learning. The environment I live in is also safe and there is rarely a loud noise when studying online”(S1)

" I don't think so, because the network is difficult so it doesn't seem like it supports online-based learning."(S2)

"For the place, Alhamdulillah it supports because the signal is using Telkomsel, alhamdulillah, it's comfortable for online learning, sis. In the village, it's not too crowded, sis."(S3)

" Yes, hmm like I said earlier because it is also close to urban areas. So, it really supports online learning, I think so.” (S4)

In this section also relates to the interview above that most students feel that the environment they live in greatly affects online learning, such as difficulty in getting a signal in the village, noise when living in urban areas, and several other factors.

"I think the environmental factor is safe, Ms., it's not disturbing at all."(S1)

"Eenvironmental factors are very influential because internet signals are very disturbing in the learning process". (S2)

"For the environment, of course there is, because if for example, Ms. We are in the city, the atmosphere is very noisy, so we can't concentrate or there are neighbors who are having a celebration with loud music. And also the family environment is also included, for example, if you have a busy schedule, you may neglect your duties, often go out, especially if a friend comes and invites you to go out, it will be the most pending task. "(S3)

"Hmm, there are three factors, namely external, internal and contextual factors. So external factors such as time constraints, pressure from friends or family for example. Lack of support from people around and financial problems. So, internal factors are also related to discipline and managing time. Contextual factors are more inclined to the media, whether it is good or not, I think it is very influential in online learning, I think so.' (S4)

4.1.1.4 Students' Opinions about a Factor of Lack of Communication between Students and Teachers or other Students

According to students, this is due to the lack of communication between students and lecturers, learning that is always done online makes students not know each other either with classmates or with lecturers, this makes students feel reluctant to ask friends or lecturers if they find difficulties.

" Yes, there is a lack of communication, Ms. because now learning is done online with friends rarely see each other, contacting each other is also rare so maybe that's why sis' ".(S1)

"I think it's because of what, maybe because I'm too shy to ask the lecturer, then hmm what is it... because we haven't met face-to-face with friends and lecturers either." (S2)

"Hmmm what do I think, maybe because I'm shy. Moreover, we don't all know that class, bro. For example, if there is a group assignment, we want communication to be difficult, so sometimes there are people who are not active, so it's like it's difficult, Sis. I don't meet face to face so I can't control it, so that's how it is.." (S3)

"Yeah, I think the first one is, hmm, learning is boring, it means that the way of teaching is just like that and is not accompanied by some kind of variation in learning that can make us not feel bored. So, teaching with variations or other ways, of course, will be able to lead to good communication. And the lack is also interactive, so for example in zoom, for example, the teacher / lecturer does not give a question and answer session in learning then there are students who do not understand the lesson so they don't ask questions then there is no good communication. So, that's how it is." (S4)

4.1.1.5 Student Opinion on the most Difficult Challenges for Students to Overcome in Online Learning

This question discusses what challenges are the most difficult for students to face during online learning. According to some students, they struggle with unexpected distractions in online learning, such as prolonged blackouts or prolonged, network disturbances. In addition, they also have difficulty understanding the material presented by the lecturer when studying online.

According to some students, they struggle with unexpected interruptions in online learning, such as prolonged blackouts or network interruptions. In addition, they also have difficulty understanding the material presented by the lecturer. lastly, they also have difficulty overcoming the lack of quotas.

"The most difficult challenge to overcome is when the lights go out, Ms., sometimes I buy a quota too far" (S1)

"I think it's like understanding the material, then networking. That's what's hard." (S2)

"The most difficult thing to overcome is the quota. Because I don't use wifi, so that's the challenge. If it's a laptop, you can borrow it from Ms. "(S3)

"I think it's more of a distraction or a distraction. What was earlier was both external and internal in terms of emotions, feelings and then the atmosphere. ." (S4)

4.1.2 Student Strategies in Overcoming Difficulties in the Online Learning Process During Covid-19

The difficulties faced by students are limited internet quota, unstable internet network, difficulty understanding the material presented by lecturers, internet signal interference, lack of interaction between classmates and lecturers, rotating/prolonged blackouts, difficulty overcoming boredom, and lazy learning. To overcome these difficulties, students used several strategies, such as fully charging the laptop or cellphone battery first, to avoid the problem of prolonged blackouts. so that when online learning is carried out students do not experience difficulties because the cellphone or laptop battery runs out. In terms of quotas, students must prepare quotas in advance to avoid the problem of quotas suddenly running out later. In addition, they recommend that as much as possible find a good network to make zoom calls while studying online, such as hitching a ride on a good neighbor's wifi, or going to high ground. Students are also advised to ask the lecturers or classmates if they do not understand the material, there is no need to feel ashamed to ask questions because apart from being able to understand

the material that we do not understand, we can also improve communication between classmates. and lecturers. If students feel bored or lazy in learning, they look for their own alternatives in learning, such as looking for interesting learning materials on YouTube.

"To solve the problem if the lights go out or turn off the lights, I have to charge my phone and laptop to full first, I also have to prepare more quota reserves for online learning,. So, if the lights go out, I don't have any problems because the cellphone and laptop batteries are full, and the quota is still a lot." (S1)

"Hmm, maybe it's like, look for a place that has a signal for zooming. So sometimes I ride to my neighbor who uses wifi. Meanwhile, if you don't understand my material, yes... you can't help but have to ask a friend who understands the material." (S2)

"The solution is to buy wifi, if you don't have wifi, how can you buy it again if the quota runs out.." (S3)

"Hmm, first of all, everyone is different. I think the way to find other learning media so as not to feel bored of course. then prepare all the supporting facilities such as laptops and so on, then the schedule must be adjusted and understand the study plan and control yourself from distractions, or distractions. Lastly, find a comfortable place like that." (S4)

Most of the students answered that the methods they used were effective to solve their problems in online learning. However, other students also feel less effective because the strategies used have not given optimal results.

"Yes, in my opinion, yes, it's effective. It's just a bit long, I still have to wait for this and it will take a while''. (S1)

"Not very effective, because the environment I live in is in a crowded atmosphere, so sometimes I find it difficult to overcome these problems". (S2)

" Logically, yes, it is effective, Sis, because if the quota runs out, I have to buy again, Sis. (S3)

"So far it's been pretty effective, because there are results that feel like doing it and yeah, you can say it's a little effective." (S4)

The results of this study indicate that students get a lot of challenge in the online learning process during covid-19. According to Ghoshal (2020) that the learning load carried out by students online is heavier than learning done offline. Based on the findings, all students experienced challenges in the online learning process during the COVID-19 pandemic.

4.2.1 Students Challenge

In online learning students are having difficulties during covid-19. The first difficulty that students face is that students have difficulty in dealing with disturbances in the internet network when doing online learning. Second, students have difficulty when the internet quota is not sufficient to do online learning. Third, students have difficulty understanding the material presented by the lecturer when learning is done online. Fourth, students have difficulty communicating with classmates and also with lecturers in class. Fifth, students also find it difficult to avoid boredom when studying online. Finally, not all students have laptops so that it is also quite difficult for students to study online.

According to them, some of the challenges above are things that can hinder them in the online learning process during the COVID-19 period. This finding is in line with the previous study Yuzulia (2021) that students feel pressured and feel bored when they usually study online, plus more assignments from lecturers than usual. This becomes a burden for students when doing online learning. It was said by Efriana (2021) that the challenges faced by students when learning online also came from the environment they lived in such as a crowd of many people at home that made noise so that it interfered with students learning online. It was also said by Agustina et al (2020) that students experience challenges in the form of natural difficulties in understanding the material conveyed by the lecturer during online learning, this is because the lecturer only provides material and asks students to study the material provided by themselves. In short, some of the above researchers also agree that online learning provides challenges that can hinder students in their learning process.

4.2.2 Students Strategy

In this section, researchers find several strategies that can be used to overcome challenges faced by students in online learning during COVID-19.

Talking about the challenges in online learning, students agree that the strategies they use can help in overcoming their challenges. Lidiawati & Helsa (2021) said that motivating oneself and establishing learning goals is one way that can be used to avoid student difficulties in online learning which is called self-regulation. Motivating yourself in learning can increase students' enthusiasm for learning. In addition, having a target or goal in learning makes students motivated to achieve the targets they have planned. Elfina (2021) also said that sharing connections with family members while studying online can help in dealing with internet connections that suddenly run out. In other words, if while studying online the student's internet quota runs out or has an internet quota, students can ask for help from family members who have internet quotas to share the quota used for studying.

CONCLUSION

The conclusion drawn in this section is an analysis of the previous chapter. The results of interview questions regarding the challenges faced by students during the online learning process showed that students had some difficulties faced during online lectures such as limited internet, signal disturbances, difficulty understanding material, and feeling bored and lazy when studying online. Their biggest difficulty is the problem of limited internet quota. These difficulties hinder the student's learning process, especially in understanding the material. But they also have strategies to overcome these problems, including preparing more quotas, finding strategic places with good signals, strengthening relationships between friends and lecturers, and looking for interesting learning media. The results of this study indicate that online learning is less effective during the Covid-19 pandemic. However, online learning can be more effective if students can overcome these difficulties using the best strategies they can do.

SUGGESTION

From the conclusions of this study, the researcher provides several suggestions related to study.

1.Students

In this study, students are expected to be able to use effective strategies to overcome challenges in online learning during COVID-19. One of the important things that students must do is always provide internet quota before doing (zooming) online learning. Make sure the quota is enough to study online. However, if students do not have a quota, it is recommended to ask for a hotspot from a family member or friend who has a quota. Meanwhile, to avoid signal problems, students are expected to find a place that gets the fastest internet network to zoom, make sure the signal in the place for online learning is stable before starting online learning so that students can learn well, so they can avoid missing learning materials when studying online.

2.Teacher Lecturer

This research can be a goal for teachers who will teach online when it is held if Covid-19 is still recommended, it is recommended that lecturers can improve communication with students and pay attention to students in class such as paying attention to student attendance, instructing that all students' cameras are zoomed in so they can check whether students really pay attention to learning and ensure that students really understand the material that has been delivered. In addition, it is hoped that in the future lecturers will use interesting and fun learning methods so that students do not feel bored when studying online.

3. Future Research

For further researchers who are interested in this research. Researchers suggest increasing the number of participants in the interview so that the results obtained are more valid.

REFERENCES

- Agustina et al., (2020). Challenges of Having Online Learning Activities : University Students' Perspective. *iNELTAL Conference Proceedings*. Universitas Pekalongan, 9-14.
- Aini et al., (2020). Exploring E-Learning Challenge During the Globabl Covid-19 Pandemic : A Review. *Jurnal of Information System*. Vol 16 (2), October 2020, 57-65.
- Apriliana, S,A,M,N. (2020). Problematika Pembelajaran Daring pada Siswa Kelas IV Bustanul Muhtadhin Kecamatan Suruh Kabupaten Semarang Tahun Pelajaran 2019/2020.
- Arifa, N,F (2020). Tantangan Pelaksanaan Kebijakan Belajar Dari Rumah Dalam Masa Darurat Covid-19. Vol. XII, No. 7/I/Puslit/April/2020.
- Efrina L., (2021). Problems of Online Learning During Covid-19 Pandemic in EfL Classroom and the Solution. *JELITA: Journal of English Language Teaching and Literature*. Volume 2, Number 1, February 2021, pages 38-47.
- Habibah et al., (2020). Konsep Layanan Responsif Bagi Siswa yang Mengalami Kesulitan Belajar secara Daring di Masa Pandemi Covid-19. Vol 4, No 2 (2020). *Journal of Guidance and Counseling*.
- Hamidah, A. & Shadikin, A. (2020). Pembelajaran Daring di Tengah Wabah Covid-19. (Online Learning in the Middle of the Covid-19). *Jurnal ilmiah pendidikan biologi*, Vol 6, Nomor 02, Tahun 2020, Hal. 214-224. Published 30-06-2020.
- Hidayat et al., (2020). Crisis Management and Communication Experience Education During the Covid-19 Pandemic Indonesia. *Malaysian Journal of Communication* vol 36(3) 2020: 67-82. E-ISSN: 2289-1528. <https://doi.org/10.17576/JKMJC-2020-3603-05>.
- Lidiawati, R, K & Helsa (2021). Online Learning During Covid-19 Pandemic: How self-Regulated Learning Strategies Impact Student Engagement? *Jurnal Psibernetika*, vol.14 (No.1): 1-10. Th. 2021 ISSN: 1979-370.
- Matthew, B.M., & Michael Huberman. (1994). An Expanded Sourcebook: Qualitatite Data Analysis. London: Sage Publications.
- Minister of Culture (2020). Pelaksanaan Kebijakan Pendidikan Dalam Masa Darurat Penyebaran Coronavirus Disease (COVID-19).
- Padmo, D., & Ardiasih, S, L., (2020). Online Learning During Covid-19 Pandemic and Its Effect on Future Education In Indonesia. *Pages 81-76*.
- Saleh, M, A. (2020). Problematika Kebijakan Pendidikan di Tengah Pandemi dan Dampaknya Terhadap Proses Pembelajaran Di Indonesia.

Shadikin, A, & Hamidah, A. (2020). Pembelajaran Daring di Tengah Wabah Covid-19. Vol 6 n0 (2) 2020. Published 2020-06-30.

Teymori, N, A. & Fardin, A, M. (2020). Covid-19 and Educational Challenge : A Review of the Benefits of Online Education.

Yuzulia, I. (2021). The Challenges of Online Learning during Pandemic: Students' Voice. Jurnal Bahasa dan Sastra, Vol 13 no (1) 2021.

Approved by

Advisor I,

A handwritten signature in black ink, appearing to be 'Atik Umamah', with a stylized flourish at the end.

Atik Umamah, S.Pd., M.Pd
NPP.142008198632226