

Online Learning Challenges in School

Haerul¹, Andi Agustang², Andi Muhammad Idhan³, Rifdan⁴

¹ Mahasiswa Program Pascasarjana UNM

^{2,3,4} Universitas Negeri Makassar

Email: haerulwrd@gmail.com

ABSTRACT

The concept of independent learning has been echoed and realized in the management of education in Indonesia, especially now that the Covid-19 pandemic has affected almost all aspects of human life. This research is intended to examine and analyze related to the application of learning from school. The type of research used is a qualitative approach. Data were collected through interviews, observation, and documentation review. The data analysis technique was carried out by descriptive analysis, namely data reduction, data presentation, and drawing conclusions or verification. The results of the study indicate that in distance learning or online but its implementation there are still polemics or challenges experienced by teachers including; lack of online teaching skills, lack of Learning Facilities, lack of teacher interaction with students. Therefore, it is necessary to improve the ability of teachers in the implementation of online learning through workshops and the provision of assistance for learning facilities in the form of smartphones for the underprivileged.

Keywords: Freedom to Learn, online learning;

INTRODUCTION

The concept of independent learning has been echoed and realized in the management of education in Indonesia, especially now that the Covid-19 pandemic has affected almost all aspects of human life. To break the chain of transmission of the virus. Various countries have taken policies, including Indonesia, by reducing all forms of activity in various academic activities that allow physical contact (physical distancing) and mass crowds (social distancing) in excess to occur (Mardiana & Umiarso, 2020). This policy forces the government and leaders of educational institutions to be able to present alternative learning activity options that can accommodate the COVID-19 pandemic situation while still trying to maintain good quality learning. The learning process is carried out through the implementation of Learning from Home) as stated in the Circular Letter of the Ministry of Education and Culture Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Corona Virus Disease (COVID-19), reinforced with Circular of the Secretary-General Number 15 of 2020 concerning Guidelines for the Implementation of learning from home During the Covid 19 Emergency.

The regulation indirectly hopes for readiness to face the dynamics of changes in the education system that occur massively and thoroughly. However, it cannot be denied that not all parties are ready for the change in the education system, especially teachers with inadequate computer literacy skills Simatupang et al., (2020) with less effective learning outcomes Arizona et al., (2020) but require them to keep doing the learning because of the rules for implementing health protocols.

According to Purwanti et al., (2019) online learning is a form of delivery of conventional learning that is poured in digital format via the internet. Online learning is considered to be the only medium for delivering material between teachers and students, during a pandemic emergency. In these conditions all teachers or educators are required to replace learning using E-learning or through online media. Various platforms are used to carry out teaching so that it needs to be supported by good learning facilities and the use of information technology (Andrian & Rusman, 2019). All students are required to use communication tools such as mobile phones wisely to support the learning process. Face-to-face online learning through applications is the most profitable thing to break the spread of Covid-19 and maintain the mental health of teachers and students from exposure to the virus (Jamaluddin et al., 2020).

As expressed by Sobron et al., (2019) which states that online learning makes students happy, they can listen to learning through an android cellphone, laptop, or computer, not just listening to books. Agree with that, (Goddess, 2020) said that online learning is an innovation in the world of education to answer the challenge of the availability of a variety of learning resources.

According to Mulyasa, (2010) Currently, efforts to improve the quality of education continue to be carried out by various parties in the context of developing human resources and developing the character of the nation. Improving the quality of education is a development goal in the field of national education and is an integral part of efforts to improve the quality of Indonesian people as a whole (Idzhar, 2016). The quality of education is an important factor that must be realized in the educational process (Jannah & Nasaruddin, 2016).

The policy of the educational revolution is to form a superior and modern educational character with various activities designed for learning both in the classroom and in the school environment, to give birth to super students and innovator teachers who are supported by IT-based facilities and infrastructure. The educational revolution will answer the challenges and the carrying capacity as well as provide solutions and alternatives in improving the quality of education twice as well in Makassar City.

By the results of observations by researchers in the field that several education programs in schools have not been able to be implemented because they are constrained by the lack of supporting facilities and infrastructure and competent human resources to implement and support the concept of independent learning during the COVID-19 pandemic with online learning models, it was also found several constraints, according to the information received and observations by researchers, see that the use of online learning has a double value, namely, some advantages and disadvantages occur in its implementation activities, in addition to the value of effectiveness that has been stated there are also disadvantages, namely; not all students have online learning support tools (mobile phones (gadgets), laptops). Some have gadgets but do not support access to tasks because they do not have internet access. Some students usually use their parents' or older brother's cellphones but at the same time, parents go to work, which generally has to bring cellphones so that children don't take part in learning. Some students were also overwhelmed by the questions given by the teacher because some teachers gave material via WhatsApp groups without any explanation. This online learning also has an impact on lessons that require a lot of practice during the learning process under normal conditions. The skills that should be mastered by students at the time of learning become less than optimally accepted by students. Some students usually use their parents' or older brother's cellphones but at the same time, parents go to work, which generally has to bring cellphones so that children don't take part in learning. Some

students were also overwhelmed by the questions given by the teacher because some teachers gave material via WhatsApp groups without any explanation. This online learning also has an impact on lessons that require a lot of practice during the learning process under normal conditions. The skills that should be mastered by students at the time of learning become less than optimally accepted by students. Some students usually use their parents' or older brother's cellphones but at the same time, parents go to work, which generally has to bring cellphones so that children don't take part in learning. Some students were also overwhelmed by the questions given by the teacher because some teachers gave material via WhatsApp groups without any explanation. This online learning also has an impact on lessons that require a lot of practice during the learning process under normal conditions. The skills that should be mastered by students at the time of learning become less than optimally accepted by students. Some students were also overwhelmed by the questions given by the teacher because some teachers gave material via WhatsApp groups without any explanation. This online learning also has an impact on lessons that require a lot of practice during the learning process under normal conditions. The skills that should be mastered by students at the time of learning become less than optimally accepted by students. Some students were also overwhelmed by the questions given by the teacher because some teachers gave material via WhatsApp groups without any explanation. This online learning also has an impact on lessons that require a lot of practice during the learning process under normal conditions. The skills that should be mastered by students at the time of learning become less than optimally accepted by students.

In fact, with the application of the concept of independent learning through online learning, there are still various problems experienced by students, parents, and teachers. These problems include the lack of knowledge about the use of information technology by students and parents of students with this phenomenon, it is deemed necessary to conduct a research study with the title "Challenges of Online Learning in Schools."

METHOD

The location of this research was carried out in schools including Elementary Schools (SD in Indonesia), Junior High Schools (SMP in Indonesia) in Makassar City. This study uses a qualitative research approach. Data collection techniques used are observation, interviews, and documentation. The data analysis technique was carried out completely descriptively. In qualitative research, data analysis means arranging data logically and systematically, carried out continuously from data collection in the field until the entire research process is completed, and the researcher himself as the main instrument, who from the beginning must stay in the field interacting with the setting and subject. Qualitative data analysis is more of an art and emphasizes the intuition of the researcher. The data analysis technique used is data collection (data collection) (Miles et al., 2014).

RESULTS AND DISCUSSION

Teaching Skills

The teacher is the main key in learning achievement because it is the teacher who designs the learning process starting from determining the material, media, model, to the evaluation of learning. Therefore, it takes teachers who have professional skills or become driving teachers

according to what is expected by the minister of education which was initiated through the independent learning program. The existence of the Covid-19 pandemic that has hit Indonesia since the beginning of March 2020 until now, which cannot be predicted when it will end, has changed the social order, including the learning process model, which was previously held face-to-face in class, but with this pandemic, the government has made a policy to conduct distance learning. This distance learning is done online (in the network).

According to Ferismayanti, (2020) online learning has several benefits including increasing learning interactions between students and teachers; allowing learning anywhere and anytime; reaching out to students in a broad scope; facilitating storage and refinement in learning; build community.

By this view, online learning is an appropriate model to be carried out in the distance learning process. There is no reason that the learning process stops even though there is a coronavirus outbreak, but in its implementation, various problems arise as stated by "MA" a teacher from SDN 1 Mankura Makassar that online learning in elementary schools has not been effective because of students' understanding of the use of technology in the learning process. what's still lacking is that students who are at the level of grades 1-4 except for grades 5,6 are quite understanding and even then their understanding is not maximal. (Tuesday, July 6, 2021)

This statement is more or less what was put forward by Mr. MN, an SMP 54 Makassar teacher that online learning for us is not optimal because there are many factors including teachers who have not been maximally preparing online teaching materials, only giving many assignments through WhatsApp groups and also some students are lazy to follow online learning. (Tuesday, June 22, 2021)

In the concept of independent learning, the teacher not only acts as a resource person but also acts as a learning facilitator. As a learning facilitator, of course, the teacher must design fun learning so that students can achieve the expected learning objectives. With this online learning model, teachers are required to be more creative and innovative in preparing learning materials so that students are more motivated to participate in distance learning.

According to Helmiyati, (2013: 43), 8 basic teaching skills must be mastered by teachers and need to be integrated into the form of online learning, namely the skills of opening and closing learning aimed at teachers being able to prepare mentally, physically, psychologically and emotionally from students; teachers can focus students' attention on learning activities; the teacher can attract students' interest in the subject matter; teachers can create a pleasant atmosphere. Then the next is the skill of explaining which aims to guide students in exploring, finding, and understanding information on the subject matter; to obtain feedback from students' understanding of the material studied by students; involve students to think and solve problems; encourage students to think logically and systematically.

Questioning skills that aim to arouse students' interest and curiosity; generate motivation and encouragement of students to participate actively in learning activities; focus students' attention on the subject matter; activate and make students productive in learning activities; explore good things that are already known or not known by students; diagnosing students' problems in learning; provide opportunities for students to assimilate information; evaluate or measure learning outcomes; provide opportunities for students to repeat the material; develop critical thinking skills.

Skills provide reinforcement such as increasing the attention of students; generating and maintaining learning motivation; making it easier for students to learn; minimizing negative

behavior, foster positive student behavior. Then the skills of guiding small groups, current learning tends to give students an active role in finding information independently. Therefore, learning is set to provide opportunities for students to be in groups.

Class management skills that aim for each child to continue to work, not to get stuck, meaning that no child stops because they do not know the assigned task; each child must do the work without wasting time, meaning that each child will work as soon as possible to quickly complete the tasks assigned to him. Variation skills. Boredom and boredom will surely hit your students if, every time you teach you only use the same way of teaching. In addition, if the teacher's performance is still lacking and the class facilities are not supportive, then learning in the classroom becomes the least favorite learning. As a result, if students themselves are not comfortable and do not like learning activities, it will be difficult for them to absorb any information on the learning material.

Based on the theoretical concept above, it is ideal to carry out the offline or face-to-face learning process, but online also needs to be integrated so that learning objectives are achieved effectively. However, the reality in the field is according to observations and various statements that some teachers only give assignments to students to do and there is rarely any enrichment or explanation of the material. This statement was also stated by parents including Ms. MD from SDN Mangkura 1 Makassar saying that online learning has its good and bad things, is good because it directly controls our children in the learning process but on the other hand, there are also many obstacles, first the children after learning to use HP turns out to be more time filled with playing games, secondly more quota buyers cost,

Learning Facilities

Facilities and infrastructure are essential elements that are very supportive in achieving learning objectives. If the facilities and infrastructure are complete in schools, the learning objectives will be easy to achieve, but otherwise, it will be difficult to achieve learning outcomes, especially during a pandemic that requires students to study remotely so that the use of technology facilities is automatically more effective. It is as what was said by Wahyono et al., (2020) that the aspect of success in online implementation is seen from human resources, availability of infrastructure, and technical implementation of learning.

Online learning is inseparable from the use of technology. Technological facilities that support the implementation of online learning are the use of education management information systems. according to Rochaety et al., (2006) The educational information system is a combination of human resources with the application of information technology to select, store, process, and retrieve data to support the decision-making process in the field of education.

The existence of a distance learning policy or online learning that forces changes to every element of the school, both teachers, students, and parents of students, which significantly undergoes sudden changes that must adapt to current conditions, therefore the readiness of facilities to support the learning process on facilities and infrastructure used should be considered to see the characteristics and readiness, the availability of facilities that will support the learning process.

The change in learning patterns from face-to-face to online experienced many problems as stated by Mrs. FR, a three-story INPRES Elementary School teacher who said that online learning was something new to do, it was due to this pandemic so students studied at home, but on online learning is not effective because there are still many of our teachers who are not

proficient in using technology, for example, to teach using the zoom application, or google meet and not only student teachers are also overwhelmed because they do not understand that so what is commonly used is the Whatshap application for send assignments to students (Monday, June 21, 2021).

This statement is in line with what was stated by the MA, Teacher at SDN Mangkura 1 Makassar saying that the understanding of elementary school students in the use of technology facilities in the online learning process is still very low, we are overwhelmed to force the will to maximally use applications for online learning, we are in the early stages of learning remotely trying to use the zoom meeting but only a few were able to follow the lesson so we tried the application and in general what teachers use is the WhatsApp application (Tuesday, 6 July 2021).

Lack of knowledge about platforms that support learning will certainly have an impact on the learning process. Students will feel bored because learning only uses the Whatsapp application continuously. As a teacher, you must be able to create a fun learning for students. Online learning is required for teachers, whether you like it or not, like it or not, you must be able to use technology in the teaching process because the concept of distance learning requires students to use technology in the form of laptops and gadgets to support the learning process.

This is very well realized by SMP 6 Makassar, As stated by Ms. MH, that we prepare gadgets at school to be borrowed to students who do not have gadgets to use during online learning. because they do not have facilities (Thursday, July 1, 2021).

However, it is very different from what was experienced by SMP 54 as stated by Mr. MN that in our school, many children cannot afford their parents, some of them work as fishermen, motorcycle taxi drivers and other jobs that fall into the lower middle category so we are not able to maximally teach online because some of the reasons are students don't have laptops, cellphones are used for learning while we also manage BOS funds are still very limited, most of which are intended for spending on honorary employees because at school only 3 three people have ASN status (Tuesday, 22 June 2021).

Teacher and Student Interaction

Teachers have a vital role in increasing students' motivation to achieve learning objectives, therefore teachers should be able to interact effectively and efficiently with students. During this pandemic, there has been a change in the pattern of interaction that used to be effective for communication between teachers and students in the classroom or school environment, but with distance learning policies, communication is carried out through cyberspace or online so that the change experiences various obstacles.

This distance learning does provide new challenges for teachers in the learning process compared to when they are face-to-face because in the actual learning process the teacher is not able to effectively control the activities of student activities. because the teacher is not able to provide feedback and solutions such as face-to-face learning. Teachers can only monitor through class groups by motivating and reminding students who have not made the practical assignment.

The student learning environment during the current pandemic is their respective home. Because online learning becomes a student at home with parental supervision, teachers must be able to understand students' conditions. The economic level of students does not necessarily mean, some students come from families with disadvantaged economic and educational backgrounds, so some of these children take advantage of their time to study at home by helping their parents

work or earn their own money and what is even worse is that some students wander around places. public places such as coffee shops (Warkop), malls, markets, etc.

This condition is in line with what the parents of SD I Mangkura Ibu ID students said that we are very concerned about the behavior of our children since learning online, their behavior is getting more and more out of control, especially when cellphones should be used for learning, but I have noticed that they play more games. online so that the quota runs out quickly, the eating pattern is also not controlled because since there is a lot of activity at home it feels like the children want to eat all the time, so we are also bothered by adding quite a lot of assignments given to the teacher so sometimes I help some of my children to do (Tuesday, July 6, 2021).

DISCUSSION

Teaching Skills

Students are already bored with online learning, especially teachers who only use the Whatsapp application continuously in teaching. The use of the WhatsApp application has very limited features so that teachers usually only send material in the form of videos or orders to do assignments. Today's students miss being at school more to interact with their friends and meet face-to-face with their teachers.

These statements are also reinforced by the results of a survey carried out on 21-25 April 2021 in 34 provinces in Indonesia using telesurveys, namely interviewing respondents via telephone contact using a questionnaire. A total of 1000 respondents were selected with a margin of error of +/- 3.1% at a 95% confidence level. The sampling method used multistage random sampling. The survey found that 75.8% of the public agreed that face-to-face learning should be opened soon. Meanwhile, 20.6% said they did not agree and 3.6% said they did not know or did not answer. The reason is that according to survey data, as many as 65.7% of the public think that online or distance learning that has been running so far is less effective.

For those who agree to face-to-face learning as much as 48.3% think online learning is not optimal, then many students are getting tired of studying at home (31.8%), the trend of the spread of Covid-19 has tended to decrease (9.7%), and there has been vaccine (8.9%). The rest didn't answer or say they didn't know. Meanwhile, 20.6% of the public who did not agree that face-to-face learning was open thought the Covid-19 spread rate was still high (39.7%), only a few were vaccinated (21%), students preferred to study at home (17.8%).), and students are more susceptible to contracting Covid-19 (17.3%). The rest said they did not know or did not answer.

Meanwhile, the public prefers that face-to-face learning be opened in stages (49.4%) rather than being opened simultaneously (29.15%). The remaining 21.5% said they did not know or did not answer. said Ali in a written statement to detikEdu, (29/4/2021).

The results of a Makassar City Education Office survey of 429 respondents consisting of teachers, parents, and school children noted that 81 percent of teachers felt overwhelmed with online learning, and 98 percent of parents felt the same way. While 83 percent of children reported stress due to distance learning.

Many things need to be well prepared so that the learning process can run optimally, for example by paying attention to an adequate internet network and the readiness of teachers as teachers who are expected to be able to carry out online learning optimally. In online learning, teachers are required to be able to design the learning process that is usually carried out in the classroom into learning that is carried out through cyberspace. Of course, this brings changes for teachers in carrying out their learning process during the current Covid-19 pandemic. Where the

teacher must design the learning system well, starting from the preparation of lesson plans that integrate online learning, choosing strategies and learning methods that adapt to student conditions,

Based on the findings of these various problems in online learning, it can be concluded that online learning is less effective due to some teachers who are less skilled, less prepared for teaching, less creative, and innovative so that learning seems very monotonous and unpleasant.

Learning Facilities

Various statements related to the problems experienced in using online learning facilities so that it was concluded that assignments could not be delivered effectively to all students because not all students had facilities in the form of laptops or cellphones. Some parents have cell phones but take them to work, some have cell phones but they don't support access to assignments.

Research result Purwanto et al., (2020) there are several obstacles experienced by students, namely students are required to study remotely without adequate facilities and infrastructure at home. Facilities and infrastructure are considered very important to help smooth the teaching and learning process which should be provided with facilities such as laptops, computers, or cellphones to make it easier for students to listen to the online teaching and learning process. The impact on parents is the increase in the cost of purchasing internet quota because one of the needs for facilities to support online learning is the internet network. The next impact is felt by teachers who are not all adept at using internet technology or social media as a learning tool.

According to Eze et al., (2018), the results of the study identified several main problems related to the implementation of e-learning facilities. The findings show that 72% show the attitude of e-learning users to the problem of inadequate internet facilities. Availability and adequacy of facilities are some of the requirements to support the success of e-learning.

According to Fauzi & Khusuma, (2020) research results from survey responses of 73.9% of teachers consider online learning to be ineffective because there are many obstacles found, for example, the availability of facilities; network and internet usage; planning, implementation, and evaluation of learning, and; cooperation with parents.

Based on the statement from the informant by juxtaposing several previous research findings that various obstacles experienced during distance learning, especially in the use of e-learning facilities are still limited by students such as; computers, laptops, cellphones and the teacher's preparation is not yet optimal in providing online teaching materials.

Teacher and Student Interaction

Teachers who are too clumsy in delivering online learning make some students bored and bored. Moreover, students are currently experiencing problems with less focus on understanding the material given by the teacher. Because some teachers only provide material without giving much explanation, students have difficulty learning to understand without any other demonstration or some kind of video display that can explain clearly what the content of the material is so that students are overwhelmed in finding and understanding themselves when the material presented is not very clear.

Based on this statement, it can be understood that interaction between teachers and students is very necessary to improve and accelerate the achievement of learning objectives, but

during a pandemic with proper learning, communication interactions are more intensive and proactive, but experience many obstacles even though online learning can facilitate teachers in design teaching materials and can develop themselves in broadening their horizons about online learning. In online learning, the teacher has plenty of time to properly control student learning activities, evaluate student learning outcomes, and even know whether students are learning or not.

CONCLUSION

Freedom to learn is a program from the ministry of education and culture, Research and Technology that expects a transformation in the learning system to be more effective and efficient, during the COVID-19 pandemic, schools are required to carry out distance learning or online, but in practice, it is still found polemics or challenges experienced by teachers include; lack of online teaching skills, lack of learning facilities, lack of teacher interaction with students.

REFERENCES

- Andrian, Y., & Rusman, R. (2019). Implementasi pembelajaran abad 21 dalam kurikulum 2013. *Jurnal Penelitian Ilmu Pendidikan*, 12(1), 14–23.
- Arizona, K., Abidin, Z., & Rumansyah, R. (2020). Pembelajaran Online Berbasis Proyek Salah Satu Solusi Kegiatan Belajar Mengajar Di Tengah Pandemi Covid-19. *Jurnal Ilmiah Profesi Pendidikan*, 5(1), 64–70.
- Dewi, W. A. F. (2020). Dampak Covid-19 terhadap implementasi pembelajaran daring di Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 2(1), 55–61.
- Eze, S. C., Chinedu-Eze, V. C., & Bello, A. O. (2018). The utilisation of e-learning facilities in the educational delivery system of Nigeria: a study of M-University. *International Journal of Educational Technology in Higher Education*, 15(1), 1–20.
- Fauzi, I., & Khusuma, I. H. S. (2020). Teachers's Elementary School in Online Learning of Covid-19 Pandemic Conditions. *Jurnal Iqra': Kajian Ilmu Pendidikan*, 5(1), 58–70.
- Ferismayanti. (2020). *Meningkatkan Motivasi Belajar Siswa pada Pembelajaran Online Akibat Pandemi Covid-19*.
- Helmiyati. (2013). *MICRO TEACHING Melatih Keterampilan Dasar Mengajar*. Aswaja Pressindo.
- Idzhar, A. (2016). Peranan Guru dalam Meningkatkan Motivasi Belajar Siswa. *Jurnal Office*, 2(2), 221–228.
- Jamaluddin, D., Ratnasih, T., Gunawan, H., & Paujiah, E. (2020). Pembelajaran daring masa pandemik Covid-19 pada calon guru: hambatan, solusi dan proyeksi. *LP2M*.
- Jannah, M., & Nasaruddin, N. (2016). PENILAIAN PRESTASI KERJA PEGAWAI FUNGSIONAL UMUM DI LEMBAGA PENJAMINAN MUTU PENDIDIKAN PROVINSI SULAWESI SELATAN. *Jurnal Office*, 2(2), 209–214.
- Mardiana, D., & Umiarso, U. (2020). Merdeka Belajar di Tengah Pandemi COVID-19: Studi di

- Sekolah Menengah Pertama di Indonesia. *Al-TA'DIB: Jurnal Kajian Ilmu Kependidikan*, 13(2), 78–91.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). Qualitative data analysis: A method sourcebook. In *CA, US: Sage Publications*.
- Mulyasa, E. (2010). Penelitian tindakan kelas. *Bandung: PT Remaja Rosdakarya*.
- Purwanti, Y., Imania, K. A. N., Rahadian, D., Bariah, S. H., & Muljanto, S. (2019). Mobile learning in promoting student's engagement. *Journal of Physics: Conference Series*, 1402(6), 66033.
- Purwanto, A., Pramono, R., Asbari, M., Santoso, P. B., Wijayanti, L. M., Choi, C. H., & Putri, R. S. (2020). Studi Eksploratif Dampak Pandemi COVID-19 Terhadap Proses Pembelajaran Online di Sekolah Dasar. *EduPsyCouns: Journal of Education, Psychology and Counseling*, 2(1), 1–12.
- Rochaety, E., Rahayuningsih, P., & Yanti, P. G. (2006). *Sistem Informasi Manajemen Pendidikan*. Bumi Aksara.
- Simatupang, N. I., Sitohang, S. R. I., Situmorang, A. P., & Simatupang, I. M. (2020). Efektivitas pelaksanaan pengajaran online pada masa pandemi covid-19 dengan metode survey sederhana. *Jurnal Dinamika Pendidikan*, 13(2), 197–203.
- Sobron, A. N., Bayu, B., Rani, R., & Meidawati, M. (2019). Pengaruh Daring Learning terhadap Hasil Belajar IPA Siswa Sekolah Dasar. *Seminar Nasional Sains & Entrepreneurship*, 1(1).
- Surat Edaran Kemendikbud Nomor 4 Tahun 2020 tentang Pelaksanaan Kebijakan Pendidikan dalam Masa Darurat Penyebaran Corona Virus Disease (COVID-19).
- Surat Edaran Sekjen Nomor 15 tahun 2020 tentang Pedoman Pelaksanaan BDR selama Darurat Covid 19.
- Wahyono, P., Husamah, H., & Budi, A. S. (2020). Guru Profesional di Masa Pandemi Covid-19: Review Impelementasi, Tantangan, dan Solusi Pembelajaran Daring. *Jurnal Pendidikan Profesi Guru*, 1(1), 51–65.