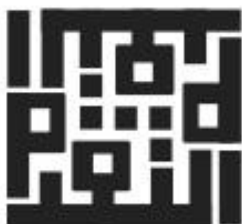


Analysis of Distance Learning Management during the Covid-19 Pandemic

Saptono, Suyatmini, Darsinah

Master of Education Muhammadiyah University of Surakarta

Email correspondence: saptono@gmail.com



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ABSTRACT

The Covid-19 pandemic has resulted in a change in the learning system which was originally carried out face-to-face and replaced with distance learning (DLP) or online. This study aims to describe DLP management (planning, implementing, and controlling), the constraints that arise and the solutions to overcome them. This research is a type of qualitative research carried out in the field with a case study design and an ethnographic approach. The research was conducted at SMP Negeri 27 Surakarta. Primary data sources were obtained from school principals, vice principals for curriculum, teachers, and students. Data collection techniques using in-depth interviews, observation and documentation. The validity of the data was carried out using source triangulation techniques and double checking. Data analysis techniques in this study include data reduction, data presentation and drawing conclusions. The results of the research show that: (1) Distance learning planning (DLP) at SMPN 27 Surakarta includes preparation of learning instruments, preparation of teaching materials, preparation of infrastructure, teacher training, and preparation of implementation schedules; (2) The implementation of DLP has been running well and smoothly. Implemented using an LMS in the form of Google Classroom and Zoom, and supported by the Whatsapp (WA) chat application; (3) DLP control is carried out by carrying out monitoring and evaluation activities; (4) The constraints found were divided into two, namely internal constraints (obstacles in the school) and external constraints (coming from outside the school); (5) The solution to overcoming obstacles is to maximize the role of teachers and parents, increase the diversity of file types and sources of teaching materials,

Introduction

The Corona Virus Disease (Covid 19) pandemic has had an impact on the implementation of education in Indonesia. There has been a total change in the

learning system or learning process which was originally carried out face-to-face in class, then carried out remotely or online. The Distance Learning Option (DLP) is the best option chosen by the government to inhibit the transmission of Covid-19 but the learning process can still take place

(Simanjuntak and Kismartini, 2020). Internet-based distance learning or E-learning utilizes internet applications that can connect teachers and students in the online learning process in a study room or online class. E-learning was indeed developed to overcome the limitations between teachers and students, especially in distance, place and time (Munir, 2009). E-learning as a provider of distance learning facilities that utilize computer technology and internet networks. E-Learning makes it possible for students to study independently through computer facilities that are connected to the internet network in their respective places, without having to meet face-to-face with educators and follow the learning in the classroom (Henderson, 2003: 29).

Implementation of DLP can be carried out if it is supported by learning facilities and services as well as a good service system. A study of the service system in distance/online learning had been carried out by the Ministry of Education and Culture long ago. The Ministry of Education and Culture (2010) uses a conceptual approach called the 3P approach, namely People, Process, and Product. People are parties or people who use the online learning system (students, teachers and other parties with an interest in education). Process is related to the ability of online learning systems to carry out certain functions (learning management, content, delivery, etc.). Products, are various forms of services that can be utilized by people through processes carried out by an online learning system.

Learning management is one of the 3 important factors that influence the

success of online learning. Learning management is a management process that aims to achieve a goal effectively and efficiently using all available resources. George Terry explained: "Management is performance of consistent desired result by means of group efforts consisting of utilizing human talent and resources". This means that management or management is the ability to direct and achieve the desired results by empowering humans and other resources (Syafaruddin, 2015).

The management process consists of the basic elements of the management function which are the school principal's reference in carrying out online learning activities. Sufyarma (2014) states that the management function was first introduced by a French industrialist named Henry Fayol in the early 20th century. The management function is the activity of planning, organizing, commanding, coordinating and controlling. The management function according to the theory put forward by George R. Terry, the main function of management consists of four parts, namely planning, organizing, actuating, and controlling (Syafaruddin, 2015).

The results of observations at SMP Negeri 27 Surakarta show that online learning management activities have been implemented starting in March 2020. Guidelines for implementing DLP have been prepared by the Surakarta City Education Office. However, there are still some weaknesses, such as limited mastery of information technology by teachers and students, inadequate facilities and infrastructure, and limited internet access. These conditions indicate that the implementation of online learning cannot

be separated from the problems that arise following it.

Studies on the management of distance learning have been carried out a lot. Ariadhy, et al., (2020) concluded that the management of remote (online) training activities consists of a preparatory stage (determination of teacher capacity, goals and objectives); Implementation stage (using the zoom application to practice DLP directly and make it easier to absorb material); Evaluation Stage (whether the training has achieved its objectives). Wahyuningsih, et al., (2016) concluded that e-learning learning management is the implementation of management functions, namely planning, organizing, implementing, and supervising human resources, materials, methods and machines to achieve learning goals. Brammer and Clark (2020) in their journal concludes that the COVID-19 pandemic has affected many things, including educational life. There is potential that can be developed in online learning. Teachers must be able to manage online classes well, from planning to evaluation.

Several studies that have been conducted have not comprehensively explored the management of distance learning related to the implementation of the functions of education management. Referring to the theory of management or management by George Terry and Henry Fayol which includes planning (planning), organizing (organizing), actuating (implementation), and controlling (control), it is necessary to carry out further studies related to the management of distance learning in terms of planning, implementation and evaluation in an effort to create good and quality distance learning.

Based on the description of the background above, the problem is formulated as follows: How is the planning, implementation, and control of distance learning at SMP Negeri 27 Surakarta? What are the obstacles that arise and solutions to overcome the obstacles in managing distance learning at SMP Negeri 27 Surakarta?

Literature Reviews

Distance learning is when the learning process does not occur face-to-face contact between the instructor and the learner. Communication takes place in two directions bridged by media such as computers, television, radio, telephone, internet, video and so on. The purpose of distance learning is to provide educational opportunities to members of the public who cannot attend conventional face-to-face learning (Munir, 2009). Internet-based learning or e-learning is learning that is able to bring together students and lecturers to carry out learning interactions with the help of the internet (Sadikin and Hamidah, 2020).

E-learning as a provider of distance learning facilities that utilize computer technology and internet networks. E-Learning makes it possible for students to study independently through computer facilities that are connected to the internet network in their respective places, without having to meet face-to-face with educators and follow the learning in the classroom (Henderson, 2003). E-learning is a learning system that utilizes electronic media as a tool to assist learning activities. Most assume that the electronics referred to here are more directed at the use of computer and internet technology (Daryanto, 2013).

Internet-based distance learning (DLP) or what is commonly called online learning currently needs to be managed properly. Management or management is the activity of administering, regulating or structuring an activity. Stoner and Freeman (1992: 76) state that management is the process of planning, organizing, leadership and controlling the efforts of members of the organization and the use of organizational resources to achieve the goals set effectively and efficiently. George Terry (2000) and Henry Fayol in Robbin (2011) state that the management function includes planning, organizing, leading and controlling all school resources effectively and efficiently. . In general, there are four management functions that are familiarly called according to Terry "POAC", namely Planning, Organizing, Actuating, and Controlling (Nurdiansyah and Rahman, 2019). Referring to the theory of management or management by George Terry and Henry Fayol, it is necessary to carry out further studies related to the management of distance learning in terms of planning, implementation and evaluation in an effort to create good and quality distance learning.

The various results of previous studies that have been described have not comprehensively analyzed the management of DLP in relation to the implementation of the functions of education management. Aji's research (2020) focuses more on the impact of the Covid-19 pandemic on learning effectiveness. Wirawan and Mukid (2020) focus more on the function of managing and implementing online learning. Rahmawati & Puspita (2020) focus on the implementation of learning management based on the implementation of the

functions of planning, mobilizing, and supervising. Meanwhile, Keles and Ozel (2016) focus on managing the selection of online learning applications. Chaliyyah, et al., (2019) is more on developing e-learning learning management models. Ciuclea, et al., (2016) and Brammer and Clark (2020) focus more on implementing DLP. Therefore, this renewal of research intends to describe the management of DLP in terms of planning, implementation and control functions, so that through this management good and quality DLP can be created which can be taken into consideration in the implementation of DLP in schools, especially the junior high school level.

Schools must be able to manage DLP so that learning can continue even though learning is carried out online. Management of learning is a process that aims to achieve a goal effectively and efficiently using all available resources. The management process consists of the basic elements of the management function which are the reference for schools in carrying out online learning activities. DLP management includes planning, implementation, and control. Even though the school has made every effort to manage it, the DLP that is implemented is not free from various obstacles. Schools must be able to overcome these obstacles with various solutions so that learning objectives can be achieved properly.

Research methods

This type of research is qualitative research carried out in the field (field research). This qualitative research intends to describe the management of distance learning at SMP Negeri 27 Surakarta. The research design

uses a case study design with an ethnographic approach, where the researcher is directly involved in the research arena. The research design is ethnographic. Spradley (1997) states that ethnography is learning about the heart of anthropology (human culture), especially social anthropology. The distinctive feature of ethnographic research is its holistic, descriptive and qualitative analysis in order to draw conclusions. Ethnographic research is characterized by participatory observation and a more inductive and systematic approach.

The research was conducted at SMP Negeri 27 Surakarta. Primary data sources were obtained from school principals, vice principals for curriculum, teachers, and students. The presence of researchers in the field is absolute, because researchers must be able to obtain the right data as much as possible and in accordance with the actual facts (Moleong, 2013). The presence and involvement of researchers in the field include researchers as teachers and researchers as research instruments.

Data collection techniques using in-depth interviews, observation and documentation. The interviews in this study are indep interview in nature, namely the process of meeting face to face between the researcher and the respondent which is planned to obtain the necessary information. The validity of the data was carried out using source triangulation techniques and double checking. Data analysis techniques in this study used interactive qualitative analysis which included the process of data reduction, data presentation and drawing conclusions.

Result and Discussion

Distance Learning Planning (DLP)

The DLP planning stage at SMPN 27 Surakarta starts with the activities of preparing learning instruments, making teaching materials, preparing facilities, training teachers, and preparing lesson schedules. The preparation of the syllabus and Learning Implementation Plan (RPP) is adapted to online classes. The preparation of the syllabus is guided by the syllabus of the National Education Standards Agency (BNSP) which includes school identity, time allocation, core competencies, basic competencies, learning materials and learning activities. Next, prepare an online Learning Implementation Plan (RPP) which contains school identity, time allocation, themes, learning objectives, media, tools and resources, learning activities, and assessment.

Furthermore, the stage of making DLP teaching materials is arranged in the form of digital text, both MS Word, PDF, and PPT which can be stored in an application or website. Students also use teaching materials from printed textbooks and Digital School Books (BSD) from the Ministry of Education and Culture in <http://bookschooldigital.com>.

Preparation of DLP infrastructure includes computers, laptops, smartphones, and internet networks. Meanwhile, DLP facilities are in the form of software or Learning Management System (LMS) with Google Classroom and Zoom. The next step is to hold teacher training for teachers at SMPN 27 Surakarta. Training is in the form of online learning workshops to create virtual classes, upload materials,

create assignments, and conduct assessments. The next step is to arrange a DLP implementation schedule that is integrated with the DLP coordinator. The lesson schedule usually starts at 07.30 WIB until 10.30 WIB which is carried out for 6 days from Monday to Saturday. Lesson schedules are given by each teacher or can be downloaded by students at <https://www.smpn27ska.sch.id>.

Based on this description, it can be stated that the DLP planning stage at SMPN 27 Surakarta starts with the activities of preparing learning instruments, making teaching materials, preparing infrastructure, training teachers, and preparing lesson schedules. In line with the opinion of Robbins (2011: 174) who argues that planning activities include defining goals and objectives, establishing strategies to achieve goals, and developing a series of overall plans to integrate and coordinate work. Alfirevic, & Granić (2010: 556) reinforces the opinion that planning within the scope of internet-based learning (e-learning) includes: preparatory activities starting from formulating learning topics and contexts, learning scenarios, number of participants, background knowledge, then setting goals,

Implementation of DLP

The findings of the research show that the implementation of DLP at SMPN 27 Surakarta is an implementation of the plan that was prepared previously, namely the process of implementing online learning which is the core activity of DLP. The implementation of DLP at SMPN 27 Surakarta uses an LMS in the form of Google Classroom and Zoom, and is supported by the Whatsapp (WA) application. The implementation of DLP

at SMPN 27 Surakarta consists of the opening, core and closing stages. The core stage is the provision of subject matter. The implementation of DLP at SMPN 27 Surakarta uses a variety of methods, starting from lectures, debriefing, observation and assignments. The learning media used in the implementation of DLP with Google Classroom are learning media in the form of images, videos, and PPT. DLP learning resources are a variety of learning materials/resources used in the learning process. Learning resources can be in the form of printed or electronic teaching materials, learning videos, the environment or other relevant learning resources. Implementation of DLP with Google Classroom is a student-centered learning activity. Student-centered learning activities, where students must actively listen, learn and do assignments.

Overall, the implementation of DLP at SMPN 27 Surakarta has been going well. Implementation of DLP becomes an activity or interaction that has educational value between teachers and students. Educative interaction because the implementation of learning is directed to achieve certain goals that have been formulated previously. Teachers in implementing DLP have used various methods, learning resources, and media to direct and motivate students to learn.

The availability of adequate facilities and infrastructure (including computer applications as learning media, software, and internet networks) is of course very helpful in the process of implementing DLP at SMPN 27 Surakarta. Implementation of DLP with Google Classroom and Zoom makes space, place and time no longer a barrier. Students can

interact with learning resources at any time according to their time availability and wherever they are, because learning resources have been packaged electronically and are available for students to access via the internet. Likewise with assignments, students can immediately submit the results of assignments to the teacher quickly. In line with the opinion of George F. Terry in Syafaruddin (2015) that implementation is an effort to move members of the organization so that they try to achieve these goals. Confirmed by Mulyasa (2007) that implementation is an activity to realize plans into concrete actions in order to achieve goals effectively and efficiently.

DLP control

Control is carried out by monitoring DLP activities to ensure that DLP activities can run well and objectives can be achieved as planned and make corrections if deviations occur. Control is carried out by carrying out monitoring and evaluation activities. Monitoring is carried out through online class visits, coordination meetings, individual teacher guidance/coaching. Online class visits, school principals regularly conduct online class visits either directly or represented by the coordinator to check online class conditions. Furthermore, coordination meetings are meetings between school principals, teachers, and school staff to develop and improve the quality of DLP. The school principal also made efforts to improve and increase teacher professionalism in carrying out their duties and functions by summoning teachers who were considered to be experiencing problems in implementing DLP. While DLP evaluation activities are to assess whether DLP has

been implemented in accordance with the planning and objectives. The DLP evaluation includes an analysis of the standards used, evaluation of teacher performance, and evaluation of the competencies achieved by students.

In line with the opinion of Robbins (2011) supervision or control is the process of monitoring activities to ensure that activities are achieved as planned and correct any significant deviations. DLP control at SMPN 27 Surakarta is carried out by monitoring DLP activities to ensure that these DLP activities can run well as planned. Control is carried out by carrying out monitoring and evaluation activities. Monitoring is carried out through online class visits, coordination meetings, individual teacher guidance/coaching. While DLP evaluation activities are to assess whether DLP has been implemented in accordance with the planning and objectives. DLP evaluation includes an analysis of the standards used, evaluation of teacher performance.

DLP Management Constraints

The obstacles found in the management of DLP at SMPN 27 Surakarta can be divided into two, namely internal constraints and external constraints. Internal constraints are obstacles that exist in schools such as: students are often late for DLP and assignment submissions, selection of appropriate teaching materials, less varied learning methods, and obstacles in carrying out assessments. Meanwhile, external obstacles come from outside the school, namely: internet network constraints and the role of parents who are less than

optimal in accompanying children to learn online. In line with the study by Simanjuntak & Kismartini (2020), it was also revealed that students had several main obstacles, namely the lack of quality connection and internet quota, limited communication devices such as laptops and cellphones, students' lack of understanding of the various applications offered.

Discussion

The DLP planning stage at SMPN 27 Surakarta starts with the activities of preparing learning instruments, making teaching materials, preparing facilities, training teachers, and preparing lesson schedules. In line with the opinion of Robbins (2011) who argues that planning activities include defining goals and objectives, establishing strategies to achieve goals, and developing a series of overall plans to integrate and coordinate work. Strengthened the opinion of Alfirevic, & Granić (2010) that planning within the scope of internet-based learning (e-learning) includes: preparatory activities starting from formulating learning topics and contexts, learning scenarios, number of participants, background knowledge, then setting goals, sequence learning activities, preparing tools and resources, determining assessment strategies, time allocation, and planning the structure and types of learning content starting from media types, file formats, and others.

Overall, the implementation of DLP at SMPN 27 Surakarta has been going well. Implementation of DLP becomes an activity or interaction that has educational value between teachers and students. Educative interaction because the implementation of learning is directed to

achieve certain goals that have been formulated previously. Teachers in implementing DLP have used various methods, learning resources, and media to direct and motivate students to learn.

The availability of adequate facilities and infrastructure (including computer applications as learning media, software, and internet networks) is of course very helpful in the process of implementing DLP at SMPN 27 Surakarta. Implementation of DLP with Google Classroom and Zoom makes space, place and time no longer a barrier. Students can interact with learning resources at any time according to their time availability and wherever they are, because learning resources have been packaged electronically and are available for students to access via the internet. Likewise with assignments, students can immediately submit the results of assignments to the teacher quickly. In line with the opinion of George F. Terry in Syafaruddin (2015) that implementation is an attempt to move members of the organization so that they try to achieve these goals. Confirmed by Mulyasa (2007) that implementation is an activity to realize plans into concrete actions in order to achieve goals effectively and efficiently.

DLP Control Control is carried out by carrying out monitoring and evaluation activities. In line with the opinion of Robbins (2011) supervision or control is the process of monitoring activities to ensure that activities are achieved as planned and correct any significant deviations. DLP control at SMPN 27 Surakarta is carried out by monitoring DLP activities to ensure that these DLP activities can run well as planned. Control

is carried out by carrying out monitoring and evaluation activities. Monitoring is carried out through online class visits, coordination meetings, individual teacher guidance/coaching. While DLP evaluation activities are to assess whether DLP has been implemented in accordance with the planning and objectives. The DLP evaluation includes an analysis of the standards used, evaluation of teacher performance, and evaluation of the competencies achieved by students.

DLP Management Constraints

The obstacles found in the management of DLP at SMPN 27 Surakarta can be divided into two, namely internal constraints and external constraints. Internal constraints are obstacles that exist in schools such as: students are often late for DLP and assignment submissions, selection of appropriate teaching materials, less varied learning methods, and obstacles in carrying out assessments. Meanwhile, external obstacles come from outside the school, namely: internet network constraints and the role of parents who are less than optimal in accompanying children to learn online. In line with the study by Simanjuntak & Kismartini (2020), it was also revealed that students had several main obstacles, namely the lack of quality connection and internet quota, limited communication devices such as laptops and cellphones, students' lack of understanding of the various applications offered. The results of Aji's research (2020) state that the problems that impede the effectiveness of online learning include: limited mastery of information technology by teachers and students, inadequate facilities and infrastructure, and limited internet access.

Solutions to Overcome DLP Management Constraints

The solution to overcoming the problem that students are often late in participating in DLP and collection is to maximize the functions of teachers and parents. Teachers can increase student motivation to focus on learning. Teachers can use teaching aids, and/or audio visuals, for example through the Whatsapp application to interact with students by reminding them of schedules and assignments, both individually and in groups. Parents of students also need to be involved to accompany, guide, and assist children when carrying out DLP and doing assignments.

The solution to overcome the problem of selecting teaching materials is to increase the diversity of file types and the variety of sources of teaching materials from official sources. The diversity of sources of teaching materials can be obtained from electronic books (digital school books), textbooks, manuals, the internet, and others. In addition, power points and learning videos are also used as media presentations. The diversity of file types used can be in the form of MS-Word, PDF, PowerPoint, audio, video, and others. The solution to increase the variety of learning methods, teachers need to optimize features in Google Classroom. This is at the same time to increase teacher-student interaction. This increase in interaction is to overcome the limited number of meetings (class hours). Students need to be given the opportunity to apply the knowledge they have mastered, work on and submit their learning assignments immediately, conduct questions and answers, or discuss with the teacher.

The solution to overcome the problem of assessing knowledge aspects is to use oral tests, written tests, and assignments. Assessment on the aspect of attitude using observation with indicators of discipline, cooperation, and responsibility can be seen from the results of the assignment. The solution to overcoming external obstacles, especially poor internet networks, is to ask students to join other students whose areas have good internet networks.

The solution to increase the variety of learning methods, teachers need to optimize features in Google Classroom. This is at the same time to increase teacher-student interaction. This increase in interaction is to overcome the limited number of meetings (class hours). Students need to be given the opportunity to apply the knowledge they have mastered, work on and submit their learning assignments immediately, conduct questions and answers, or discuss with the teacher.

The solution to overcome the obstacles in assessing knowledge aspects is to use oral tests, written tests, and assignments. Assessment on the aspect of attitude using observation with indicators of discipline, cooperation, and responsibility can be seen from the results of the assignment. The solution to overcoming external obstacles, especially poor internet networks, is to ask students to join other students whose areas have good internet networks. The solution for the role of parents who are less than optimal in accompanying children to learn online is to restore the role and responsibility of parents for children's education. Communication was carried out with parents so that they did not only hand over the responsibility for their children's education to the school, but they had to

work well with parents during the implementation of DLP.

Conclusion

Based on the research results, the following conclusions can be drawn: Distance learning planning (PJJ) at SMPN 27 Surakarta includes the preparation of learning instruments, the preparation of teaching materials, the preparation of infrastructure, teacher training, and the preparation of implementation schedules. Planning is carried out so that the implementation of PJJ can take place smoothly and well. Furthermore, the implementation of PJJ at SMPN 27 Surakarta has been going well and smoothly. The implementation of PJJ at SMPN 27 Surakarta uses an LMS in the form of Google Classroom and Zoom, and is supported by the Whatsapp (WA) chat application. PJJ implementation starts from the opening, core, and closing stages. The core stage is the provision of subject matter. The implementation uses a variety of methods ranging from lectures, question and answer, observation and assignments. The learning media used in the implementation of PJJ is Google Classroom which uses learning media in the form of images, videos, and PPT. Learning resources in the implementation of PJJ are various learning resources used in the learning process. Learning resources can be in the form of printed or electronic teaching materials, learning videos, the environment or other relevant learning resources. PJJ control at SMPN 27 Surakarta is carried out by conducting monitoring and evaluation activities. Monitoring is carried out through online class visits, coordination meetings,

individual teacher guidance/coaching. While PJJ evaluation activities are to assess whether PJJ has been implemented in accordance with the planning and objectives. The PJJ evaluation includes an analysis of the standards used, evaluation of teacher performance, and evaluation of the competencies achieved by students.

The obstacles found in the management of PJJ at SMPN 27 Surakarta can be divided into two, namely internal constraints and external constraints. Internal constraints are obstacles that exist in schools such as: students are often late for PJJ and assignment collection, selection of appropriate learning media, less varied learning methods, and obstacles in carrying out assessments. Meanwhile, external obstacles come from outside the school, namely: internet network constraints and the role of parents who are less than optimal in accompanying children to learn online. The solution to overcome the obstacles found in the management of PJJ at SMPN 27 Surakarta is to maximize the functions of teachers and parents, increase the variety of media by using learning videos or applications that allow interaction and discussion between teachers and students. The solution to overcoming the scoring problem is to use all possible types of tests. The solution to overcoming external obstacles, especially the poor internet network, is to ask students to join with other students whose regions have good internet networks, communicate with parents so that they don't just hand over the responsibility for their children's education to the school, but must cooperate well with parents during implementation of PJJ.

The implications of managing distance learning (PJJ) if managed properly can be the best solution to replace face-to-face learning. PJJ management must be well planned, the principal can lead PJJ planning by organizing existing resources to develop learning instruments, produce teaching materials, prepare facilities, train teachers, and prepare implementation schedules. PJJ implementation seeks to maximize all existing elements starting from methods, teaching materials, media, and software to encourage student-centered learning activities. Teachers need to encourage students to learn to develop independent learning to improve student competence. PJJ control by monitoring online classes needs to be carried out intensively so that any problems that arise can be resolved immediately. Managerial implications that can be drawn from research on PJJ management are the need for collaboration between all parties, starting from school principals, teachers, students, and parents of students so that PJJ implementation can run well.

Suggestion

Suggestions for teachers are to increase the enthusiasm and motivation of student learning, teachers must carry out good classroom management, namely being able to interact and communicate with quality students, add resources and learning materials, use interesting learning media, and motivate students. Teachers must be able to manage existing teaching materials and media to be utilized in the implementation of DLP. Teachers must always improve their competence by participating in training, seminars, and other activities. Online learning is also

needed to add references and scientific insights.

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