

Research Article

**Constraints Faced by School of Hospitality and Tourism Students in Distance Learning
Using Online Platform in the Pandemic Covid 19**

Juliana¹, Rudy Pramono^{2*}, Amelda Pramezwary³, Jimmy Muller Hasoloan Situmorang⁴,
Arifin Djakasaputra⁵

Abstract

Covid 19 has spread to various countries including Indonesia, requiring various sectors to immediately take a stance in preventing wider transmission, including the education sector. In this regard, the Ministry of Education and Culture has taken a firm stance through several circular letters relating to education policy during the Covid 19 pandemic with online learning from home. The process of learning from home through distance education is a solution that is not yet optimal in its implementation. There are various challenges, both in terms of human resources, management arrangements, curriculum, learning facilities, as well as the process of collecting assignments, quizzes, midterm exams and final semester exams using the online platform Moodle and Microsoft Teams. The government supports the learning process by providing learning quotas to every student is active in the implementation of online learning. The research objective is to identify the obstacles faced by students in implementing online learning using an online platform. This research is a descriptive qualitative research which is a research method or a case study approach. In this study, the respondents who were related were 34 students. To maintain the confidentiality of the respondent's identity, the researcher gave the respondent's name M1, M2, M3, M4, and M5. The interviews were structured with questions that were compiled and linked and developed with related literature. The results of this study are the constraints faced by students are still fundamental, namely internet connection, wifi error, lack of focus.

¹ Universitas Pelita Harapan, Indonesia, Juliana.stpph@uph.edu

^{2*} Universitas Pelita Harapan, Indonesia, rudy.pramono@uph.edu

³ Universitas Pelita Harapan, Indonesia, amelda.pramezwary@uph.edu

⁴ Universitas Pelita Harapan, Indonesia, jimmy.mhs@uph.edu

⁵ Universitas Tarumanagara, Indonesia, arifind@fe.untar.ac.id

Received: 23.06.2016, Accepted: 03.10.2016

Keywords: *Constraints, online learning, online platforms, covid 19.*

Introduction

The Ministry of Education and Culture issued a populist policy to support the distance learning process during the Covid-19 pandemic. This policy is in the form of subsidizing internet quotas for students, teachers, students and lecturers. The plan is to give it four times from September to December 2020. A quota of 35 GB per month for students, 42 GB for teachers, and 50 GB for lecturers and students. The subsidy budget is also fantastic at Rp. 7.2 trillion. The government previously issued a joint decision regarding guidelines for implementing learning in the new academic year and academic year during the coronavirus disease (Covid-19) pandemic. (Darmawan, 2020). Online lectures are a lecture system that utilizes internet access as a learning medium designed and displayed in the form of lecture modules, video recordings, audio, or writing by the Academy / University using various platforms that utilize education digitization technology. The impact of the existence of Covid 19 has certainly been complained of by students, for several reasons such as online lecture times that are not in accordance with the proper lecture schedule, minimal explanations from lecturers, difficulties related to practicum courses (Dwi Citra M, 2020). The Covid-19 pandemic forces social distancing policies, or in Indonesia it is more introduced as physical distancing to minimize the spread Covid-19. So, this policy is being pursued to slow down the rate of spread of the Corona virus in the community. The Ministry of Education and Culture responded with a policy of learning from home, through online learning and this year following the elimination of the National Examination. (Suharwoto, 2020). The home learning policy is implemented while still involving educators and students through Distance Learning (Arifa, 2020). Online learning is not limited by time and space. The interaction between lecturers and students can take place anytime and anywhere. Online learning is a distinct advantage for lecturers and students to continue carrying out lectures amid the Covid-19 pandemic. This can be used as a distance learning solution when situations occur that do not allow face-to-face activities. As happened when the government established a social distancing policy (Syarifudin, 2020). Even so, online learning must still be oriented towards the principle of learning outcomes and still pay attention to the accessibility abilities of students. With the Covid-19 pandemic, the higher education learning system has changed from an offline learning system to an online learning system. The School of Hospitality and Tourism currently implements online learning. This study discusses the obstacles faced by

students in distance learning using online platforms during the Covid 19 pandemic. To break the chain of the spread of COVID-19, learning activities are carried out online for all educational stage. Pelita Harapan University is one of the universities implementing this policy. Pelita Harapan University has been providing online learning for a long time, both blended learning and hybrid learning designed by the Pelita Harapan University edutech team. Lecturers use online learning using online platforms such as Microsoft Teams and Moodle both in teaching and providing quizzes, assignments, midterm and final semester exams. Online learning facilitates students with learning resources (databases, tutors, libraries) that are physically separated or even far apart but can communicate with each other, interact or collaborate (directly / synchronously and indirectly / asynchronously). There are several online applications that can be used in online learning in the form of a learning house, our desk, Icando, IndonesiaX, Google for Education, Smart Class, Microsoft office 365, Quipper School, Ruangguru, Sekolahmu, Zenius Cisco Webex, Zoom (Adit, 2020). There are five learning management system platforms in online learning including Moodle, Schoology, Edmodo, edX, BukaKampus. In this online learning, it was found that students always experienced problems and were late in submitting assignments, quizzes and doing midterm and final semester exams. The implementation of online learning is to anticipate if the lecturer cannot face to face with students and to face sudden obstacles such as the Covid 19 pandemic which causes all human activities to be limited. The study conducted by (Darmalaksana et al., 2020) resulted in online learning as a challenge for digital higher education leaders in the 21st century which proved to be effective during the WFH due to the Covid-19 pandemic. Research conducted by the formulation of the problem in this study are the factors that are involved. Is it an obstacle for students in distance learning using online platforms, especially in the delays in submitting assignments, quizzes and projects and exams? The purpose of this study was to identify the constraints faced by students in distance learning using an online platform.

Literature Review

Distance Learning

E-learning in its implementation is usually widely used to support the concept of distance learning or distance education in Article 1 paragraph 15 of the National Education System Law, which is defined as education in which students are separated from educators and learning uses various learning sources through communication technology, information, and other media. Broadly speaking, it can be concluded that future education will be more open

and two-way, diverse, multidisciplinary, and related to work productivity, right on time (Just on Time), collaborative, and competitive. These descriptions tend to lead to a very potential distance learning system to be developed in Indonesia today. Distance learning has characteristics that distinguish it from conventional face-to-face education methods (Supradono, 2009).

The following is an explanation of distance education patterns:

1. An education system whose implementation separates lecturers and students. As the name implies, distance education clearly separates lecturers and students from both distance and time. Students are only tied to educational institutions that oversee them administratively. A student only needs to be registered in an educational institution, while the teaching and learning process is no longer on a campus like conventional education as it is today.
2. The use of educational media to unite lecturers and students. Because lecturers and students are separate, the learning process tends to use e-learning media such as print media, audio, video, and computers. Students will also get module packages in the form of books and digital modules which contain materials that must be studied. The material presented in these modules is exactly the same as what the conventional method students obtained. Because there is almost no role for lecturers or lecturers in the learning process, instead, the modules obtained are expected to be more varied, innovative, and attractive.
3. Independent learning. The existing conventional education as it is today shows the dominance of the teaching staff, both lecturers and lecturers. Absolute intervention appears when preparing lesson schedules. Schedule lessons make students "victims of dictation" educational institutions. Students seem "forced" to learn according to the schedule that has been made. Learners can hardly learn to compose their own schedule. With distance learning, students can freely arrange their own schedules. In addition to the order of the subjects to be studied, students can also freely determine when to learn. As is currently known, there are many students who do odd jobs, most of which sacrifice the teaching and learning process at their campus or school. This is clearly very unfavorable and threatens his school or college years and observance of the academic calendar. With distance learning, students can determine their own learning and working time without having to sacrifice either of the two, the most important thing is that education administrators obey the academic calendar and report to DIKTI.

4. Two-way communication, whether delivered directly (synchronous) or indirectly (asynchronous). Face-to-face communication in distance learning is the same concept as conventional learning. Face-to-face communication is carried out using the help of media, paper or digital letters (e-mail), telephone, and other supporting media.
5. The learning system is carried out systemically (structured), regularly within a certain period of time. Sometimes there are also meetings between lecturers and students, either in discussion forums, tutorials, or in a face-to-face meeting (residential class) which is structured according to the semester learning plan. But basically, face-to-face meetings should not dominate the implementation of education. The dominance of face-to-face in the implementation of education indicates a very large dependence on a student with his teaching staff.
6. The new paradigm that occurs in distance learning is the role of lecturers who are more "facilitators" and students as "active participants" in the teaching and learning process. Therefore, lecturers are required to create good teaching techniques, present interesting teaching materials, while students are required to actively participate in the learning process. The clarity of the roles of lecturers and students is not so visible in the current conventional education system. In the conventional system, the majority of lecturers act as the source of all sources which in turn creates student dependence on their lecturers. Students are less active in looking for additional material themselves. Students are more impressed that they are always being dictated by the lecturers.

Furthermore, distance learning also has very fundamental benefits and roles (Yaumi, 2007).

First, it is able to increase the equality of education. To answer the problem regarding the centralization of education in big cities like today, distance learning deserves special attention. A student can be registered in an educational institution based anywhere that is considered of good quality, of course, after going through a selection test determined by the agency itself or the government. After that, the learning process can be carried out wherever and whenever as desired. Students can carry out their learning activities in their area of origin without having to go to the base of the educational institution as happens in conventional education. Thus, learning is no longer concentrated in big cities. All Indonesian citizens from any area can receive education in their respective areas.

Second, reducing the dropout rate or dropping out of college. This is the answer to the classic problem as mentioned earlier, namely the very minimal capacity of schools or higher education institutions. School buildings or campuses on distance learning do not really play

an important role. The learning process is carried out in accordance with the will of the students themselves. The school building or campus will be more likely later as a base and center for information and registration. This system allows an agency to accommodate the number of students far more than the conventional education system where the role of school buildings or campuses dominates. It is hoped that with distance learning, there will be no more citizens who do not enjoy education because of the limited capacity of school buildings or campuses.

Third, increase insight (outward looking). Distance learning can create enormous competition among students. This is because students can hardly know each other about the preparations and all the actions of their "competitors" in fact. For that, each student will always maintain the tempo in order to survive in the wheels of competition. Students will actively improve their respective intelligence and skills. The opportunity for students to increase their horizons is more wide open because these students are given the freedom to find sources of knowledge according to their respective wishes. Fourth, improve efficiency. Efficient here has a multidimensional meaning. The efficiency of the time dimension is clearly felt because the learning schedule is determined by the students themselves. Learners can take study time whenever they want. If they have odd jobs in the morning, then they can use the afternoon, evening, or night to study. Thus, working time no longer interferes with their learning activities as they would feel when following conventional education systems like today. The efficiency of the spatial dimension can also be felt by students with this model. The role of the school building which has dominated the course of learning is almost no longer visible in the distance learning system. The learning process doesn't even depend at all on the location of the school or educational institution that houses them. Students can carry out the learning process wherever they want, for example in their respective home areas. The efficiency of the financial dimension is clearly felt in distance learning. Building fees, uniforms, transportation costs to campus, student accommodation costs, conventional learning media costs, which have been a problem in the world of education until now are not really needed. With distance learning, all people can experience education at a very affordable cost. There are many more efficiencies that can be felt from education with a distance learning model.

Regional Government Policies in the Post-Covid Pandemic Education Sector 19

After the Covid 19 pandemic entered Indonesia, the number of people positively affected by Covid 19 was increasing, then in mid-March 2020 to reduce the number of Covid 19 sufferers, the provincial and local governments produced policies in the world of education,

namely eliminating while face-to-face learning was replaced with online learning (Agus Suprijono, 2020). The government policy that regulates this is the Circular of the Ministry of Education and Culture (Kemendikbud) of the Directorate of Higher Education No. 1 of 2020 concerning preventing the spread of covid 19 in the world of education. In this circular, the Ministry of Education and Culture instructs to organize distance learning and advises the students learners to learn from their homes. The provision of online course materials and these materials that can be accessed by anyone who needs it can be another educational service that can be accessed via the internet (Handarini & Wulandari, 2020).

Online Platform

In addition, it is important to follow the latest technological developments and innovations that can be maximized in the development of education. Media platforms can be used as media that can help teachers in the process of learning activities. Where the platform can be applied to online-based classes, which means that the learning process does not have to be done face-to-face. Some of the solutions offered to partners in community service activities are as follows (Febriyanti & Sundari, 2020):

1. During the Covid 19 period, it is hoped that the lecturers / teachers will gain knowledge and information as well as understanding in using the Zoom platform, Google Hangouts, and Google Meet for online learning.
2. During the Covid 19 period, it is hoped that the lecturers / teachers will get a variety of teaching techniques and models contained in the Zoom, Google Hangouts, and Google Meet platforms and practice when the lecturers teach English based online.
3. During the covid 19 period, it is hoped that the lecturers / teachers will get ideas or ideas on using media as a supporting tool in accordance with the Zoom, Google Hangouts, and Google Meet platforms that can help in the online-based English teaching process. It is hoped that teachers can teach with more systematic and varied procedures in using the Zoom, Google Hangouts, and Google Meet platforms and are no longer conventional or monotonous.

Research Method

This type of research is descriptive qualitative by conducting a survey to students of the School of Hospitality and Tourism. Data collection techniques use interviews and data are analyzed using thematic, namely analysis techniques that emphasize coding compilation based on predetermined research questions, so that the themes are arranged according to research questions and become a reference in describing the phenomena that occur

(Heriyanto, 2018). Analysis of research data was carried out using an analytical model (Miles & Huberman, 1994) which consists of three stages, namely data reduction, data display, and conclusion drawing and verification. Descriptive qualitative research is a research method or a case study approach. Taking the subject using the snowball throwing method. Subjects consisted of 34 students at Pelita Harapan University. The research instrument consisted of the researcher as the main instrument with the interview aid instrument. The data in this study are in the form of online interviews through Microsoft Teams which are answers to the subject, which is a description of the obstacles faced by students of the School of Hospitality and Tourism in online learning using online platforms. In this case the researcher identifies what factors are faced by students in online learning using online platforms. in submitting assignments, quizzes, exams, project papers. The reason for choosing subjects in this study was based on the background of students who were always late in collecting assignments, quizzes, exams using an online platform.

Results and Discussion

From the results of online learning interviews at Pelita Harapan University, it was found that the media used in online learning at Pelita Harapan University to find out what obstacles were faced by students at Pelita Harapan University, namely using the Zoom application, and Microsoft Teams, and Moodle.

1. The Effectiveness of Online Learning and Online Final Assignment Guidance

From the results of the data obtained by the researcher, almost all 28 students are constrained by no wifi, the internet network is not good and they are not face to face. Only a few students do not complain about internet network problems because they are located in big cities that have adequate internet network quality and there are many choices of providers to choose from according to their budget. This is because the application is owned by students so that it is easier to use for lecturers to deliver material and assignments to students by sending them to the application.

From the results of the above observations, the application is good, but the internet network is constrained by good, no wifi and not face to face, so that in online learning and online final assignment guidance can be said to be less effective.

2. Facilities and Infrastructure owned by Students to Carry Out Online Learning and Online Final Assignment Guidance

From the results of an interview with one of the students at Pelita Harapan University, especially Stefanie Angelia (2020), revealed that the use of the Zoom application, Microsoft Teams, and Moodle as a learning evaluation tool in hospitality courses starting from the planning stage, infrastructure readiness, application development Zoom, and Microsoft Teams, as well as Moodle, have reached the implementation stage of using the Zoom application, and Microsoft Teams, and Moodle in learning evaluation activities have had an impact and benefit from both aspects of effectiveness, efficiency, attractiveness and display design. For lecturers, it is greatly helped by the Zoom application, and Microsoft Teams, as well as Moodle in terms of cost, time and energy. Students themselves become more interested, enthusiastic, active and not a negative thing to face online learning (Stefanie Angelia, 2020).

Online learning is carried out using the Zoom application to conduct video conferences between lecturers and students. Zoom can not only be used to conduct video conferences with one or two people but up to 100 members so this application is suitable for use in online learning with students. This application can also be used to send text messages, share files even when doing videos so that learning can take place like face-to-face learning in general (Gunawan, Ni Made Yeni Suranti, 2020). But according to Sharma Adamnya in his article in 2020 stated that the use of the Zoom application is still doubtful in the level of security in some countries, even Google prohibits its employees from using the application for online meetings (Sharma Adamnya, 2020). From the observations of Pelita Harapan University, especially students of the School of Hospitality and Tourism, found that this application supports online learning, where students all have laptops and cellphones and all have the Zoom application, and Microsoft Teams, and Moodle. But lecturers and students complained or were constrained by unstable internet connections.

3. Implementation of Online Learning in Breaking the Chain of the Spread of Covid 19 in Tertiary Institutions

From the results of the research, there were 14 students who answered both online learning in breaking the chain of the spread of covid 19, because all procedures were carried out and carried out strictly and well, did not dare to leave the house, so it really helped break the chain of spreading covid because then they could not gather together and can help the government so that this pandemic period is fleeting and over. While students who complained there were 20 students in the implementation of this online learning. This is because it is very tiring, especially for the mentality of students and female students because approximately 6-8 hours in front of a laptop screen is not very good for eye health, and when added to the

assignments that are given, students' eyes do not feel resting and break time. which sometimes do not have time to be used optimally to eat or take a drink so that makes us sometimes feel hungry until heartburn (fortunately there are some lecturers who are understanding to students so that they are given more time to rest) and it is very difficult for students with study programs that require practice to understand the material because it cannot be practiced and it is impossible for the practice to be replaced by watching videos only. However, in November and December, a practicum has been held for students who are allowed to come to campus.

Based on the results of observations, there are obstacles, namely in the implementation of this online learning, the results will definitely be different from what is only seen. So it is very difficult for students to understand.

4. Implementation of Learning Activities at Pelita Harapan University after the COVID-19 Pandemic

Based on the data that the authors found at Pelita Harapan University, especially the School of Hospitality and Tourism, there were 4 students who answered well, fluently and well. The majority of students because of the learning activities at Pelita Harapan University, especially the Tourism Faculty, are implemented quite well and are complete with facilities and infrastructure. However, the authors also found that 30 students answered very difficult, because it was done online so that some of the students had difficulty focusing on learning and when they experienced problems with the internet or laptop students could be left far behind in learning material, even resulting in absences and the holding of online learning which had a very wide scope. limited, especially studying in the service department and more comfortable direct practice, quite difficult to do online and plus students have to do more research and study on their own because the explanation from the lecturer is less effective.

From the results of observations at Pelita Harapan University, especially the Tourism Faculty, there are obstacles, namely students are very difficult to understand so that the implementation of learning activities at Pelita Harapan University after the COVID-19 pandemic is less effective.

5. Implementation of Online Learning using these Applications and Platforms

Based on the answers of students at Pelita Harapan University, especially the School of Hospitality and Tourism, there are answers that almost all students answered well, because in the implementation with applications and platforms students can share links, or by inviting

students to groups and it is quite useful, given information about assignments, quizzes and exams nicely. In each course several platforms are used to deliver learning material. The use of this platform is the right alternative to simplify the online learning process. This application also has an attractive appearance with many templates so that it can be more colorful, and also has facilities for users to add images or photos. In the teaching and learning process using this application students can send their responses or answers quickly and wherever they are (Batubara & Ariani, 2016)

From the results of observations at Pelita Harapan University, especially the Hospitality Management Study Program, there are obstacles, namely that many students complain because of the internet connection, for example sometimes the lecturers' signal is not good, sometimes the student's signal is not good, there are also connection problems when using Ms. Teams. So it is very annoying and difficult with an internet connection.

6. What are the Obstacles Faced by Students in Online Learning

Based on the answers of students at Pelita Harapan University, especially the School of Hospitality and Tourism, there are answers for all students to answer problems with an internet connection, less focus on online learning. The majority of respondents are due to wifi which sometimes has an error, loss of focus when doing online learning, finding book references on the internet is difficult, difficulty understanding and understanding what the lecturer says, because the interaction is only through conversation and assignments, also sometimes because of connection or hardware problems. students and lecturers, cannot practice, contacting lecturers becomes more difficult with online learning, moodle and internet errors, network constraints and students who do not use wifi at home will feel heavy because they have to buy quotas to study online, as well as network constraints and electrical conditions. This is in accordance with research conducted by (Joesyiana, 2020) which found that students of the Persada Bunda Pekanbaru Management Study Program have carried out online class processes from home using cellphones / smartphones by utilizing a fair internet data connection. The online class process shows a general picture that students' understanding of the material provided is less than optimal and the increasing number of assignments given to students has an impact on the class process which is less effective. From the results of observations at Pelita Harapan University, especially the School of Hospitality and Tourism, there are obstacles, namely internet connection, wifi errors, lack of focus on finding book references on the internet which is difficult, difficulty understanding and understanding what

the lecturers say. So it can be concluded that it is very constrained in the face of online learning.

7. Constraints Faced by Students in Submitting Assignments, Exams, Quizzes and Projects so that they Experience Delays

Based on the answers of students at Pelita Harapan University, especially the School of Hospitality and Tourism, there are answers that all students experience problems in collecting assignments, exams, quizzes and projects, due to connections and errors in moodle, internet networks so that collection is late, sometimes late information or material needed to do late assignments sent by the relevant lecturer to students, which results in delays in submitting assignments or time for assignments, sometimes not understanding how, signal / network, slow / crashing system, not mastering applications, deadlines that are too fast not in accordance with the weight of the assignment given, the difficulty of group work is because some students live in different parts of Indonesia so the time difference makes this happen, as well as the internet connection, which should have accumulated on time to be too late. All complaints were obtained from respondents both in villages and big cities.

From the results of observations at Pelita Harapan University, especially the School of Hospitality and Tourism, there are obstacles, namely internet connection, which causes delays in collecting assignments.

Discussion

From the results of interviews from respondents, it can be seen that in general the obstacles experienced are fundamental or fundamental, including obstacles in terms of internet networks and also obstacles in terms of services provided by lecturers to students. The fundamental obstacle for the respondents is the internet network problem. Urban areas have many internet service providers, with sufficient internet network capabilities to support the online learning process. However, for rural areas, there are very few choices of internet service providers. Of those available, it turns out that the quality of the internet network is inadequate so that it does not support online learning.

From the results of interviews conducted by researchers, most respondents complained about the quality of the internet network and the high price of internet packages. One of the solutions taken to overcome internet network problems is to leave the house and go to higher places, and some go to busier areas and are considered to have better network quality. On the one hand, this is contrary to government programs that are required to avoid crowds as much

as possible and carry out activities around the house only, but with such constraints, they are forced to leave the house in order to participate in online learning properly and smoothly. This is supported by research conducted (Hamid et al., 2020) explaining that one of the obstacles is network access and applications to access the internet. The same thing was also done by research (Giatman et al., 2020) showing the results that the main obstacles for students: 39.8% of the internet is less stable and 47.7% of signal difficulties and no signal at all 12.4%. Another difficulty is internet access 82%, credit fee 75.9%.

The next obstacle that he complained about was the obstacle for the study program not being able to practice. Respondents admitted that they had difficulty understanding the theory and features provided by the lecturers that were not optimal. Most lecturers only provide theories, then they are told to understand them. Then ask students to study on their own, then given assignments to do. This is supported by research conducted (Irfan et al., 2020) explaining that there are many obstacles faced, one of which is the availability of features on the academic portal of each university, limited interaction between lecturers and students, and limitations in writing mathematical symbols. . This is very problematic faced by students in using the e-learning platform. To overcome obstacles in understanding the lecture material, respondents opened a website or YouTube that had an explanation of the topic being studied. Thus students can understand from the explanations of others apart from the lecturer concerned. This is considered as one of the obstacles and shortcomings in online learning that is being followed.

From the results of the above research, the researcher in this case concluded that the obstacles in online learning faced by students were still in the very basic or fundamental category. This should be one of the things that needs to be considered in preparing and implementing online learning.

Conclusions and Suggestions

The obstacles faced by students in the online learning process are fundamental constraints that must be faced, including obstacles in the field of internet networks, limited features of online learning applications, and constraints in terms of learning services provided by lecturers that are not optimal because students cannot practice at first, and over time in the end some students can practice on campus with the consent of their parents. These constraints should be a concern in preparing and implementing online learning. From the results of this research interview, there are suggestions for improving this online learning for the next

semester if learning is fully carried out online in the face of the COVID-19 pandemic at Pelita Harapan University, especially the School of Hospitality and Tourism, must run even better.

References

1. Adit, A. (2020). *12 Aplikasi Pembelajaran Daring Kerjasama Kemendikbud, Gratis*. Kompas. com.
2. Agus Suprijono, D. (2020). *Kesiapan Dunia Pendidikan Menghadapi Era New Normal*.
3. Arifa, F.N. (2020). Tantangan Pelaksanaan Kebijakan Belajar Dari Rumah Dalam Masa Darurat Covid-19. *Info Singkat; Kajian Singkat Terhadap Isu Aktual Dan Strategis*, Xii(7/I), 6.
4. Batubara, H.H., & Ariani, D.N. (2016). Pemanfaatan Video Sebagai Media Pembelajaran Matematika Sd/Mi. *Muallimuna : Jurnal Madrasah Ibtidaiyah*, 2(1), 47. <https://doi.org/10.31602/muallimuna.v2i1.741>
5. Darmalaksana, W., Hambali, R.Y.A., Masrur, A., & Muhlas. (2020). Analisis Pembelajaran Online Masa Wfh Pandemic Covid-19 Sebagai Tantangan Pemimpin Digital Abad 21. *Karya Tulis Ilmiah (Kti) Masa Work From Home (Wfh) Covid-19 Uin Sunan Gunung Djati Bandung Tahun 2020*, 1(1), 1–12.
6. Darmawan, C. (2020). Kedaulatan Digital Dan Subsidi Kuota Internet Untuk Pelajar. *Republika.Co.Id*.
7. Dwi Citra M, I. (2020). Harapan Mahasiswa Selama Masa Pandemi Covid 19. *Kompasiana.Com*.
8. Febriyanti, R.H., & Sundari, H. (2020). Platform For Application of use in Online English Based Teaching. *Jurnal Pengabdian Pada Masyarakat*, 2(1), 17–27.
9. Giatman, M., Siswati, S., & Basri, I.Y. (2020). Online Learning Quality Control in the Pandemic Covid-19 Era In Indonesia. *Journal of Nonformal Education*, 6(2), 168–175. <https://Journal.Unnes.Ac.Id/Nju/Index.Php/Jne>
10. Gunawan, G., Suranti, N.M.Y., & Fathoroni, F. (2020). Variations of models and learning platforms for prospective teachers during the COVID-19 pandemic period. *Indonesian Journal of Teacher Education*, 1(2), 61-70.
11. Hamid, R., SENTRYO, I., & Hasan, S. (2020). Online Learning And Its Problems in the Covid-19 Emergency Period. *Jurnal Prima Edukasia*, 8(1), 86–95.
12. Handarini, O.I., & Wulandari, S.S. (2020). Pembelajaran Daring Sebagai Upaya Study From Home (Sfh) Selama Pandemi Covid 19. *Jurnal Pendidikan Administrasi Perkantoran (Jpap)*, 8(3), 496–503.

13. Heriyanto, H. (2018). Thematic Analysis sebagai Metode Menganalisa Data untuk Penelitian Kualitatif. *Anuva: Jurnal Kajian Budaya, Perpustakaan, dan Informasi*, 2(3), 317-324. <https://doi.org/10.14710/Anuva.2.3.317-324>
14. Irfan, M., Kusumaningrum, B., Yulia, Y., & Widodo, S.A. (2020). Challenges During The Pandemic: Use of E-Learning In Mathematics Learning In Higher Education. *Infinity Journal*, 9(2), 147. <https://doi.org/10.22460/Infinity.V9i2.P147-158>
15. Joesyiana, K. (2020). The Effectiveness of Online Classes during the Covid-19 Pandemic (Case Study: Students of the Management Study Program of Persada Bunda). *Journal Prodi Management, Stie Persada Bunda*, 2507(1), 1–9.
16. Miles, M.B., & Huberman, A.M. (1994). Qualitative Data Analysis Second Edition. Sage Publications. In *Qualitative Data Analysis: An Expanded Sourcebook*.
17. Suharwoto, G. (2020). Pembelajaran Online Di Tengah Pandemi Covid-19, Tantangan Yang Mendewasakan. *Timesindonesia.Co.Id*.
18. Supradono, B. (2009). Perancangan Pengembangan Komprehensif Sistem Pembelajaran Jarak Jauh (Distance Learning) Di Institusi Perguruan Tinggi Yang Berbasis E-Learning. *Jurnal. Unimus.Ac.Id*, 2(2), 31–36.
19. Syarifudin, A. (2020). Impelementasi Pembelajaran Daring Untuk Meningkatkan Mutu Pendidikan Sebagai Dampak Diterapkannya Social Distancing. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 5(1), 31–34.
20. Yaumi, M. (2007). The Implementation of Distance Learning in. *Lentera Pendidikan*, X(2), 196–215.
21. Sharma, Adamnya. (2020). Is Zoom Safe? Yet Another Country Doesn't Seem to Think So, Dari <https://Www.Androidauthority.Com/>