

Learning Management of Physical Education for Sports and Health During the Covid-19 Pandemic in MIN 2 Palangka Raya City

Abdurrahman

Madrasah Ibtidaiyah Negeri-1 Palangka Raya
abdurrahmanmin2020@gmail.com

Ahmadi

IAIN Palangka Raya
ahmadiiainplk@yahoo.co.id

Aulia Mustika Ilmiani

IAIN Palangka Raya
aulia.mustika.ilmiani@iain-palangkaraya.ac.id
DOI: 10.35719/educare.v3i1.105

Abstract

This study aims to determine the process of implementing PJOK learning in limited face-to-face learning during the Covid-19 pandemic in class V MIN 2 Palangka Raya City. This type of research is qualitative with case studies. Data collection techniques by observation and interviews. Meanwhile, data analysis uses descriptive data analysis. The results of this study show that: 1) planning for sports and health physical education learning during the Covid-19 pandemic in MIN 2 Palangka Raya City: Teachers plan the PJOK class V learning program, develop the Annual Program, carry out Semester Program activities, carry out learning plans in the learning syllabus, distribute effective weeks. 2) Implementation of Sports and Health Physical Education learning in MIN 2 Palangka Raya City, namely: development of the Annual Program into the Learning Implementation Plan, carrying out Semester Program activities, implementation of learning plans in the learning syllabus, online teaching, and learning process activities teachers explain teaching materials, apply learning methods.

Penelitian ini bertujuan untuk mengetahui proses pelaksanaan pembelajaran PJOK pada PTM terbatas pada masa pandemi covid-19 di kelas V MIN 2 Kota Palangka Raya. Jenis penelitian ini yaitu kualitatif dengan studi kasus.



Tehnik pengumpulan data dengan observasi dan wawancara. Sedangkan analisis data menggunakan analisis data deskriptif. Hasil penelitian ini menunjukkan, bahwa: 1) perencanaan pembelajaran pendidikan jasmani olahraga dan kesehatan masa pandemi Covid-19 Di MIN 2 Kota Palangka Raya: Guru merencanakan program pembelajaran PJOK kelas V, pengembangan Program Tahunan, melaksanakan kegiatan-kegiatan Program Semester, melaksanakan rencana pembelajaran dalam silabus pembelajaran, pendistribusian minggu efektif. 2) Pelaksanaan pembelajaran Pendidikan Jasmani Olahraga dan Kesehatan di MIN 2 Kota Palangka Raya, yaitu: pengembangan Program Tahunan ke dalam Rencana Pelaksanaan Pembelajaran, melaksanakan kegiatan-kegiatan Program Semester, melaksanakan rencana pembelajaran dalam silabus pembelajaran, dalam kegiatan proses belajar mengajar secara daring guru menjelaskan materi ajar, menerapkan metode pembelajaran.

Keywords: *Covid-19; Physical Education; Learning Management*

Introduction

The development of education is a topic that is always hotly discussed from time to time because education has the task of preparing human resources for development that is in harmony with the demands of the times. Therefore, education providers, both the government and educational institutions, always strive to provide quality educational services in order to produce quality graduates who are relevant to the development and changing times. One of them is physical education in sports and health in madrasah ibtidaiyah.

Physical education is a learning process through a physical activity designed to improve physical fitness, develop motor skills, knowledge and healthy and active living behaviors, sportsmanship, and emotional intelligence. The learning environment is carefully organized to enhance the growth and development of each student's entire realm, physical, psychomotor, cognitive, and affective. Physical education is essentially an educational process that utilizes physical activity to produce holistic changes in the quality of the individual, both in physical, mental, as well as emotional terms.

Coinciding with the Covid-19 Pandemic, educational institutions, including Madrasahs, are required to be able to make learning management for students, as well as a provision for students to face changes in situations and conditions at this time. Learning management has an important role in the teaching and learning process in schools.¹ Its important role is the management of all institutional needs in the learning process in an effective and efficient way. Learning management is an important system that is interrelated with each other. Where learning management is the entire process of organizing in the work efforts of an educational institution to utilize all resources effectively, efficiently, and rationally to support the achievement of learning objectives. So learning management is considered important because it is planning, organizing, implementing, and supervising, which is characterized as a process of cooperation in achieving learning objectives. Therefore, the existence of management in managing learning is very important.

The hallmarks of learning management include the actions of planning, organizing, implementing, and evaluating to achieve goals effectively and efficiently.² Learning management is an activity to teach students, starting from learning planning to learn assessment. Learning planning includes the process of preparing the subject matter, the use of learning media, the use of learning approaches or methods, and assessment in a time allocation to be carried out.³ Based on this, the effectiveness of learning management can be achieved if the functions of planning, implementing, organizing, and evaluating can be implemented properly and correctly in the learning program implemented by the teacher.

¹Ahmadi, *Metodologi Pembelajaran Bahasa Arab Konvensional Hingga Era Digital*, (Ruas Media, 2020). 23.

²Mohamad Miftah, *Manajemen Pembelajaran Berbasis TIK Terintegrasi*, (Pascal Books, 2022). 67.

³Sri Rokhmiyati, "Manajemen Madrasah dalam Pembelajaran Jarak Jauh Melalui Peningkatan Efektivitas Peserta didik MAN 1 Sragen," *QUALITY* 9, no. 1 (May 31, 2021): 1–21, <https://doi.org/10.21043/quality.v9i1.10204>.

The success of teachers in carrying out their daily duties is not only required to master the subject matter, methods, and learning strategies, but a teacher must be able to carry out management skills in his learning well.⁴ Learning management practices carried out by teachers will result in the development of good student self-management skills as well, so when students have learned to organize themselves better, teachers will find it easier to concentrate on improving the effectiveness of learning. Therefore, good learning management is needed by a teacher, including sports and health physical education teachers, because by carrying out good learning management, learning will be carried out properly and effectively. Learning management is definitely an important factor in determining the success of the educational process. Therefore, great attention is needed to learning management that can improve the quality of education. However, in this time, when the coronavirus outbreak hit the world today, many activities must be done online, including learning problems. Learning today uses an online system (in the network). This is a learning system without face-to-face between teachers and students but is carried out online using the internet network.⁵ The Corona Virus Disease (Covid 19) pandemic has spread to 189 countries worldwide, including Indonesia. Such conditions require educational institutions to innovate in the learning system. One form of innovation is by conducting learning online or online (online).⁶

Teachers or educators must ensure that teaching and learning activities continue, even if students are at home. This online learning policy was made by the government, which aims to break the chain of the spread of Covid-19, which is so fast happening. The Ministry of Education and Culture

⁴Laode Ismail Ahmad, "Konsep Penilaian Kinerja Guru Dan Faktor Yang Mempengaruhinya," *Idarah: Jurnal Manajemen Pendidikan* 1, no. 1 (June 14, 2017), <https://doi.org/10.24252/idaarah.v1i1.4133>.

⁵Kristin Mars Hutabarat, "Penerapan Pembelajaran Jarak Jauh (PJJ) Di Masa Pandemi Covid-19" (OSF Preprints, January 19, 2021).

⁶Nadia FairuzaAzzahra, "Mengkaji Hambatan Pembelajaran Jarak Jauh di Indonesia di Masa Pandemi Covid-19," May 7, 2020.

(Kemendikbud) issued several policy circulars regulating online learning activities in an effort to prevent and spread Covid-19. First, Circular Letter Number 2 of 2020 concerning the Prevention and Handling of Covid-19 in the Ministry of Education and Culture. Second, Circular Letter 3 of 2020 concerning Prevention of Covid-19 in the Education Unit. Third, Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period of the Spread of Corona Virus Disease (Covid-19) contains directions on the process of learning from home.⁷

The decision taken by the Ministry of Education and Culture (Kemendikbud) creates new problems that are felt by students from various walks of life, especially students who have so many limitations in studying.⁸ The source of knowledge that started from a teacher with various face-to-face methods and adapted to the circumstances of students, now learning must be carried out with multiple limitations and inability of students to take part in online learning, which has begun to be applied by the government.⁹

Online learning that has been carried out in recent months has generally gone smoothly, including online learning Physical education for sports and health, hereinafter abbreviated as (PJOK). However, over time the problem of online learning began to arise and continued to grow. Among them is because of the existence of an online system that has an impact on many tasks from teachers, complaints about quotas, and internet networks; however, it is all done for the safety of educators and students.¹⁰ Finally,

⁷Nur Latifah and AsepSupena, "Analisis Attention Peserta didik Sekolah Dasar Dalam Pembelajaran Jarak Jauh Di Masa Pandemi Covid-19," *Jurnal Basicedu* 5, no. 3 (April 6, 2021): 1175–82, <https://doi.org/10.31004/basicedu.v5i3.887>.

⁸Ahmad Ahmad, "Peningkatan Kompetensi Pedagogik Guru Dalam Pembelajaran Jarak Jauh Melalui Pendampingan Sistem Daring, Luring, Atau Kombinasi Pada Masa New Normal Covid-19," *Jurnal Paedagogy* 7, no. 4 (October 1, 2020): 258–64, <https://doi.org/10.33394/jp.v7i4.2803>.

⁹Sarwa M.M S. S., *Pembelajaran Jarak Jauh :Konsep, Masalah dan Solusi*, (PenerbitAdab, 2021). 78.

¹⁰Ayu DwiKesuma Putri and Nani Imaniyati, "Pengembangan Profesi Guru Dalam Meningkatkan Kinerja Guru," *Jurnal Pendidikan Manajemen Perkantoran* 2, no. 2 (August 31, 2017): 93, <https://doi.org/10.17509/jpm.v2i2.8109>.

voluntarily or forcibly have to adjust and implement the learning method as the only path taken in carrying out learning.

To carry out these learning activities, MIN 2 Palangka Raya City also applies social distancing and physical distancing policies to minimize the spread of covid-19. The social distancing and physical distancing policies carried out by MIN 2 Palangka Raya City are wearing masks, washing hands and maintaining distance; learning is also carried out at home by utilizing various supporting facilities that support, such as online learning can use video, audio, text communication, software and with the support of the internet network.¹¹ This is a modification of knowledge transfer through website forums and digital technology trends as a characteristic of the industrial revolution 4.0 to support learning during the Covid-19 pandemic.

Learning during a pandemic does not always go well but there are also obstacles faced. The COVID-19 outbreak urges distance learning that has never been done before¹² for all elements, namely students, teachers and parents of students, as well as what happened in MIN 2 Palangka Raya City. Considering that during the pandemic, time, location and distance are big problems today. The location of the student's internet network is different, the communication tools used by students do not all use mobile phones that are able to reach distance learning applications such as zoom, webinars and WhatsApp.¹³ The many additional costs of using internet quota are incurred by students during online learning during the pandemic.

¹¹Erkan Aydin and Sedat Erol, "The Views of Turkish Language Teachers on Distance Education and Digital Literacy during Covid-19 Pandemic," *International Journal of Education and Literacy Studies* 9, no. 1 (January 31, 2021): 60–71, <https://doi.org/10.7575/aiac.ijels.v.9n.1p.60>.

¹²WahyudinDarmalaksana et al., "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*, 2020, 1–12.

¹³Aulia Mustika Ilmiani et al., "Multimedia Interaktif Untuk Mengatasi Problematika Pembelajaran Bahasa Arab," *Al-Ta'rib Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab* 8, no. 1 (June 2020): 17–32.

In addition, other problems arise from the imbalance of learning methods chosen by teachers, government policies that are not optimal, and students' inability to undergo the online learning process.¹⁴ According to the specified target. There are several factors that are suspected to be the cause, namely, the learning methods and strategies used in the PJOK teaching and learning process are not appropriate, the limited media used to support PJOK learning. The lack of learning time also causes the learning targets achieved in one semester to not be achieved optimally. In addition, the evaluation through the practice deposit of each student has not been able to be carried out properly because the limitations of adequate tools that support learning are still insufficient for students.

Based on the background above, the author is interested in conducting a more in-depth study of PJOK learning management for students in MIN 2 Palangka Raya City during the Covid-19 Pandemic. This research is limited to PJOK learning management during the Covid-19 Pandemic, including the planning and implementation process of the Covid-19 Pandemic period in MIN 2, Palangka Raya City.

RESEARCH METHODS

This type of research is descriptive and qualitative aimed at providing a systematic, accurate and actual picture of the object under study. This qualitative research instrument is a person or human instrument, that is, the researcher himself. Data collection techniques are triangulation, that is, "using various data collection techniques combined or simultaneously".¹⁵ In descriptive qualitative research, which includes case studies, checking data validity can be done by means of credibility. Data credibility is a researcher's effort to ensure the validity of the data by confirming the data obtained to the research subjects. The data analysis used is qualitative

¹⁴Ahmadi Ahmadi and Aulia Mustika Ilmiani, "The Use of Teaching Media in Arabic Language Teaching During Covid-19 Pandemic," *Dinamika Ilmu* 20, no. 2 (2020): 307–22.

¹⁵Setiawan Santana K, *Menulis Ilmiah: Metode Penelitian Kualitatif* (Yayasan Obor Indonesia, 2007), 56.

descriptive data analysis. In the sense that the attempt at analysis is based on words composed in the form of an expanded text.¹⁶ The data was collected from the results of observations with interview techniques to teachers, students, principals and employees in schools by asking questions directly. The data that has been collected is then reduced (data reduction).¹⁷ The next stage is to interpret the data according to conditions and organize it into the conclusions of the field findings.

Results And Discussion Of Findings

Planning for Learning Physical Education for Sports and Health During the Covid-19 Pandemic in MIN 2 Palangka Raya City

Data from the study that PJOK learning planning class V in MIN 2 Palangka Raya City. What has not been done well is the allocation of effective time and weeks, annual programs and semester programs, and components of the learning syllabus. Those that have not been carried out properly will be described as follows:

a. Effective Time and Week Allocations Are Not Specified in Writing

The research findings on PJOK class V subjects in the 2021/2022 academic year in MIN 2 Palangka Raya City, both odd and even semesters, did not make the week count effective. Thus, the learning objectives in each implementation of PJOK learning will be achieved. This is in line with what Vienna Sanjaya said in her book entitled *Planning and Learning Systems: Determining the allocation of time is basically determining the effective week in each semester of a school year. The time allocation plan serves to find out how many effective hours of time are available to be utilized in the learning process*

¹⁶Musjafak Assjari, "Desain Penelitian Naratif," *JASSI ANAKKU* 9, no. 2 (2010): 172–83.

¹⁷Yuli Sudargini, "Peran Manajemen Pengetahuan Untuk Meningkatkan Kinerja Pada Masa Pandemi Covid 19 :Studi Kualitatif Pada Guru SMA Di Kabupaten Pati," *Journal of Industrial Engineering & Management Research* 2, no. 6 (December 6, 2021): 1–12, <https://doi.org/10.7777/jiemar.v2i6.214>.

in one school year.¹⁸ It is necessary to adjust to the minimum standards of competence and essential competencies that must be achieved in accordance with the formulation of the established content standards.

- b. The Annual Program is Prepared Incomplete and Not In Accordance with the Provisions while the Semester Program is Not Prepared

The Annual Program and Semester Program are learning administrations that each teacher must compile because they are the basis for other learning administrations. From the results of the research obtained, in the time allocation component of the PJOK Annual Program class V for the 2021/2022 academic year, it does not distribute time allocations to each Basic Competency. And the Annual Program created is still not following the provisions. This is not in line with the opinion of the annual Program which is often referred to as prota is part of the learning program. This annual Program contains a time allocation for each basic ability in one year of learning. The annual Program serves as a reference for creating semester programs.

The Semester Program is one part of the teaching program is a form of elaboration of the Annual Program, which contains a picture of the learning and achievements to be achieved during one semester. With the Semester Program, teachers will find it easier to complete the subjects they teach. However, the findings in the field that researchers obtained the PJOK Semester Program class V for the 2021/2022 academic year were not compiled by the teacher. This is certainly the complete opposite of Anwar Sanusi's opinion¹⁹, Semester programs (promes) are one part of the teaching program that contains time

¹⁸Ahmad, "Peningkatan Kompetensi Pedagogik Guru Dalam Pembelajaran Jarak Jauh Melalui Pendampingan Sistem Daring, Luring, Atau Kombinasi Pada Masa New Normal Covid-19."

¹⁹Anwar Sanusi, "*Analisis Kompetensi Profesional Guru Untuk Meningkatkan Kualitas Lulusan Melalui Pembelajaran Bahasa Arab Di Sekolah :Studi Kasus Terhadap Guru Bahasa Arab Di Madrasah Aliyah Al-Musdaryah 2 Kota Cimahi*" (Masters, Universitas Pendidikan Indonesia, 2019).

allocations for each basic ability in each semester. This planning is called a unit plan which is comprehensive planning, where it can be seen the teacher's activities for one semester. Time allocation is necessary so that all Competency Standards / Core Competencies and Basic Competencies can be applied and accepted by students. The average in a school year, the number of effective weeks ranges from 34 to 38 weeks. That means PJOK learning for class V can be taught with an effective number of weeks for one year of study. However, the allocation of face-to-face time of only 15 minutes in one week compared to the depth of the PJOK class V material will affect the success of achieving the Basic Competency objectives.

c. Incomplete Learning Syllabus Components and Undistributed Time Allocation

The development of the syllabus of PJOK MIN 2 subjects in Palangka Raya City has been carried out by its supervisors. Based on the findings obtained during the research, the learning syllabus of PJOK Class V for the 2021/2022 academic year prepared by Mr. JF has one component that is not included, namely competency standards or core competencies. And the time allocation on each Basic Competency is not listed. Regarding the incomplete preparation of the PJOK syllabus, it is not appetizing with what Anwar Sanusi stated, namely:

The elements present in the syllabus include both general and special elements. In the general elements include subjects, classes, semesters, and competency standards. While the special elements include basic competencies, indicators, subject matter, learning activities, assessments, time allocation and learning resources. Core Competencies or Competency Standards are an important component that is the minimum ability qualification of learners that describes the mastery of knowledge, attitudes, and skills that are expected to be achieved in a

subject. Therefore, it must be included in the preparation of the learning syllabus.

Logically, the syllabus is a learning plan for a certain subject and/or group of subjects or themes that includes Competency Standards / Core Competencies, Basic Competencies, subject matter/learning, learning activities, indicators, achievement of competencies for assessment, time allocation, and interrelated learning resources to achieve mastery of Basic Competencies for one semester. Meanwhile, in compiling the PJOK class V syllabus for the 2021/2022 academic year, the components of competency standards or core competencies are not included, and the time allocation for each Basic Competency is not listed. This means that in the implementation of achieving mastery of Basic Competencies, there will be gaps in the achievement of learning objectives. In addition, it will impact further learning development, such as making a Learning Implementation Plan, managing learning activities and developing an assessment system.

Implementation of Physical Education Learning for Sports and Health During the Covid-19 Pandemic in MIN 2 Palangka Raya City

Based on the findings of observations, the implementation of PJOK learning in MIN 2 Palangka Raya City online in preliminary activities, core activities, and closing activities has been carried out by the teaching teacher even though it is still in the Learning Implementation Plan has not been applied, namely: The teacher does not explain the learning material, does not apply learning methods, and does not conduct assessments on closing activities because learning is carried out online and only through WhatsApp group messages on cellphones as a medium. This is not in line with the statement of the Word in his journal.²⁰

²⁰Firman Firman, Arlinda Puspita Sari, and Firdaus Firdaus, "Aktivitas peserta didik Dalam Pembelajaran Daring Berbasis Konferensi Video: Refleksi Pembelajaran

The implementation of learning includes preliminary activities, core activities and closing activities. The core activities use methods adapted to the characteristics of learners and subjects, which include the processes of exploration, elaboration and confirmation. In teacher exploration activities, students involve finding information about the material to be studied, using various approaches, media, and learning resources, and involving students actively involved in learning. In elaboration activities, a teacher familiarizes students with reading, writing, and discussing, facilitating students to compete to improve achievements, and creations and foster pride and self-confidence of students. Furthermore, in the confirmation activity, the teacher provides positive feedback and reinforcement, provides confirmation of the results of the exploration and elaboration of students, and facilitates students to reflect to obtain learning experiences.

In the closing activity, the teacher, together with the students and / or themselves, make a summary of the conclusion of the lesson, conducts an assessment and/or reflection on the activities that have been carried out consistently and programmatically, and provide feedback on the learning process and results, Planning follow-up activities in the form of remedi learning, enrichment programs, counseling services or providing tasks both individually and in groups according to the learning outcomes of students, submitting learning plans at the next meeting.²¹

Regarding the closing activities, the same was also conveyed by Anwar Sanusi,²² that the stage after learning includes assessing the work of students. Assessment is an activity that cannot be separated from the work that the teacher must do after teaching. So in this case the work that the

Menggunakan Zoom Dan Google Meet,” *Indonesian Journal of Educational Science (IJES)* 3, no. 2 (March 31, 2021): 130–37, <https://doi.org/10.31605/ijes.v3i2.969>.

²¹Halid Hanafi Muzakkir La Adu& H., *Profesionalisme Guru Dalam Pengelolaan Kegiatan Pembelajaran Di Sekolah* (Deepublish, 2018). 89.

²²Anwar Sanusi, “Analisis Kompetensi Profesional Guru Untuk Meningkatkan Kualitas Lulusan Melalui Pembelajaran Bahasa Arab Di Sekolah.”

teacher does one of them is to carry out written tests, oral or deeds, with quantitative and qualitative analysis approaches.

The learning objective is the achievement of changes in behavior or competence in students after participating in learning activities. The task of the teacher in learning is to help or make it easier for students to carry out learning activities by applying methods and strategies that follow the teaching material. The process is carried out by explaining, giving examples to learners or practicing certain skills or applying concepts given to learners in order to become skills that can be used in everyday life. In addition, the task of the teacher is to assess learners on aspects of skills, attitudes and knowledge. The goal is to measure the extent of student competence after the teaching and learning process is completed.

Because in the PJOK class V learning activities, the teaching teacher does not carry out the tasks as planned in the Learning Implementation Plan such as not explaining the teaching material, not applying the learning method, it will certainly affect the achievement of learning objectives, namely the achievement of changes in behavior or competence in students so that they become skills that can be used in daily life, especially in the motoric aspects of students.

Conclusion

The results of research in the field which includes planning, and implementing sports and physical health education during the Covid-19 pandemic in min 2 Palangka Raya city, it can be concluded, that: 1) planning for learning physical education sports and health during the Covid-19 pandemic in MIN 2 Palangka Raya City: Teachers plan the PJOK class V learning program, develop the Annual Program, carry out Semester Program activities, carry out learning plans in the learning syllabus, distribute effective weeks. 2) Implementation of Sports and Health Physical Education learning in MIN 2 Palangka Raya City, namely: development of the Annual Program into the Learning Implementation Plan, carrying out Semester

Program activities, implementing learning plans in the learning syllabus, in the online teaching and learning process activities teachers explain teaching materials, apply learning methods.

Bibliography

- ahmad, Ahmad. "Peningkatan Kompetensi Pedagogik Guru Dalam Pembelajaran Jarak Jauh Melalui Pendampingan Sistem Daring, Luring, Atau Kombinasi Pada Masa New Normal Covid-19." *Jurnal Paedagogy* 7, No. 4 (October 1, 2020): 258–64. <https://doi.org/10.33394/Jp.V7i4.2803>.
- Ahmad, Laode Ismail. "Konsep Penilaian Kinerja Guru Dan Faktor Yang Mempengaruhinya." *Idarah: Jurnal Manajemen Pendidikan* 1, No. 1 (June 14, 2017). <https://doi.org/10.24252/Idarah.V1i1.4133>.
- Ahmadi, Ahmadi. "Metodologi Pembelajaran Bahasa Arab Konvensional Hingga Era Digital." Ruas Media, 2020.
- Ahmadi, Ahmadi, And Aulia Mustika Ilmiani. "The Use Of Teaching Media In Arabic Language Teaching During Covid-19 Pandemic." *Dinamika Ilmu* 20, No. 2 (2020): 307–22.
- Anwar, Sanusi. "Analisis Kompetensi Profesional Guru Untuk Meningkatkan Kualitas Lulusan Melalui Pembelajaran Bahasa Arab Di Sekolah :Studi Kasus Terhadap Guru Bahasa Arab Di Madrasah Aliyah Al-Musdariyah 2 Kota Cimahi." Masters, Universitas Pendidikan Indonesia, 2019. <http://Repository.Upi.Edu>.
- Assjari, Musjafak. "Desain Penelitian Naratif." *Jassi Anakku* 9, No. 2 (2010): 172–83.
- Aydin, Erkan, And Sedat Erol. "The Views Of Turkish Language Teachers On Distance Education And Digital Literacy During Covid-19 Pandemic." *International Journal Of Education And Literacy Studies* 9, No. 1 (January 31, 2021): 60–71. <https://doi.org/10.7575/Aiac.Ijels.V.9n.1p.60>.
- Azzahra, Nadia Fairuza. "Mengkaji Hambatan Pembelajaran Jarak Jauh Di Indonesia Di Masa Pandemi Covid-19," May 7, 2020. <https://Repository.Cips-Indonesia.Org/Id/Publications/309163/>.

- Darmalaksana, Wahyudin, R. Yuli Ahmad Hambali, Ali Masrur, And Muhlas Muhlas. "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, 2020, 1–12.
- Firman, Firman, Arlinda Puspita Sari, And Firdaus Firdaus. "Aktivitas Mahasiswa Dalam Pembelajaran Daring Berbasis Konferensi Video: Refleksi Pembelajaran Menggunakan Zoom Dan Google Meet." *Indonesian Journal Of Educational Science (Ijes)* 3, No. 2 (March 31, 2021): 130–37. <https://doi.org/10.31605/Ijes.V3i2.969>.
- Hutabarat, Kristin Mars. "Penerapan Pembelajaran Jarak Jauh (Pjj) Di Masa Pandemi Covid-19." *Osf Preprints*, January 19, 2021. <https://doi.org/10.31219/Osf.io/54fwa>.
- Ilmiani, Aulia Mustika, Ahmadi Ahmadi, Nur Fuadi Rahman, And Yulia Rahmah. "Multimedia Interaktif Untuk Mengatasi Problematika Pembelajaran Bahasa Arab." *Al-Ta'rib Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab* 8, No. 1 (June 2020): 17–32.
- K, Setiawan Santana. *Menulis Ilmiah: Metode Penelitian Kualitatif*. Yayasan Obor Indonesia, 2007.
- Latifah, Nur, And Asep Supena. "Analisis Attention Siswa Sekolah Dasar Dalam Pembelajaran Jarak Jauh Di Masa Pandemi Covid-19." *Jurnal Basicedu* 5, No. 3 (April 6, 2021): 1175–82. <https://doi.org/10.31004/basicedu.V5i3.887>.
- Miftah, Mohamad. *Manajemen Pembelajaran Berbasis TIK Terintegrasi*. Pascal Books, 2022.
- M.M, Sarwa, S. S. *Pembelajaran Jarak Jauh :Konsep, Masalah Dan Solusi*. Penerbit Adab, 2021.
- Muzakkir, Halid Hanafi, La Adu& H. *Profesionalisme Guru Dalam Pengelolaan Kegiatan Pembelajaran Di Sekolah*. Deepublish, 2018.
- Putri, Ayu Dwi Kesuma, And Nani Imaniyati. "Pengembangan Profesi Guru Dalam Meningkatkan Kinerja Guru." *Jurnal Pendidikan Manajemen Perkantoran* 2, No. 2 (August 31, 2017): 93. <https://doi.org/10.17509/Jpm.V2i2.8109>.

Rokhmiyati, Sri. “Manajemen Madrasah Dalam Pembelajaran Jarak Jauh Melalui Peningkatan Efektivitas Siswa Man 1 Sragen.” *Quality* 9, No. 1 (May 31, 2021): 1–21. <https://doi.org/10.21043/Quality.V9i1.10204>.

Sudargini, Yuli. “Peran Manajemen Pengetahuan Untuk Meningkatkan Kinerja Pada Masa Pandemi Covid 19 :Studi Kualitatif Pada Guru Sma Di Kabupaten Pati.” *Journal Of Industrial Engineering & Management Research* 2, No. 6 (December 6, 2021): 1–12. <https://doi.org/10.7777/jiemar.v2i6.214>.