



Info Artikel

Kata Kunci:

Covid19, Learning Activities

Korespondensi Penulis

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ISSN (Print)

2599-1523

ISSN (Online)

2797-7536

An Exploration: The Impact of Covid19 Towards the Learning Activities at Institut Parahikma Indonesia (IPI) Gowa

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Abstrak

The purpose of this study is to find out the Students & Lecturers' experiences about the impacts of Covid19 toward the learning quality, method, and students' emotion. This research employed qualitative descriptive case study design which was applying phenomenological approaches that focused on personal knowledge, paradigm and subjectivity. The subjects of the study were the seventh and the fifth semester of the whole academic majors at Institut Parahikma Indonesia in the odd semester of the academic year 2021/2022. The respondent of this study was 4 students and 2 lecturers. Data obtained using a qualitative questionnaire which consisted by open-ended questions. The data analysis technique used gathering past experiences, data transcription, sample extraction, theme identification, and combining phenomenon until saturation of data was achieved. The result described 4 major outlines by the impact of Covid-19 towards learning activities such as quality loss in learning activities, Technical Issue and learning limitation, and students' emotion.

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INTRODUCTION

Covid19 in the amount of its case as a pandemic is getting bigger day by day. Until this data is taken, there are 3.24 million sufferers case recorded in Indonesia, 2.60 million sufferers have been recovered, and 86.835 people have passed away caused by this Corona Virus Disease (Kementerian Kesehatan RI, 2021). In South Sulawesi, there are 73313 sufferers case confirmed, 1146 of them have passed away (Sulselprov, 2021). The data clearly is not a number only. It is a disaster which affected many essential parts of human life, especially in education.

In educational part, this pandemic caused a huge limitation in teaching and learning activities, and they are unable to use the whole educational facilities properly (Alasmari, 2021). For example, lecturers and students in higher education are not allowed to conduct a physical classroom meeting. They must convert the conventional learning process in a classroom become a virtual meeting. This is a solution in the learning physical limitation (physical distance) where the students and the lecturers no need to take much time when they go to Campus. They just set an appointment to conduct a virtual class by using various virtual meeting platforms through their device so that the lecturers and students may run a classroom face to face in the same time even though they were in different place.

In other side, virtual meeting did not overcome learning activity totally because it is unable to bring a greater experience and productivity for students (Syauqi et al., 2020). Virtual meeting is suitable for theoretical subject when delivering material for students. Unfortunately, it is quite harder when teachers try to deliver practical subject such as gymnastic, laboratory trials in biology, and so on. In addition, the common problem which is still become the teachers and parents' grievance is students' affective development. The reason why because the teachers are unable to guide them directly in their character building. So that, there are many students skip their virtual class or they still join the class but they did not give any attention. A survey illustrated the classroom condition that more than a fifth of students are truant recently (GFE, 2020). Meanwhile, online video sharing platform such as *youtube* and various social media platform such as *Instagram*, *Tiktok*, *Facebook* and so on become the easiest resources for student to acquire and learn freely without any limitation in age, culture, politeness level and without teachers' control.

Previous observation showed a specific problem in students' learning activities at Institut Parahikma Indonesia. Network problem, character building limitation, lack of creativity in teaching, ignoring classes, technical issue, demotivated learners and many more. Those problems need to be underlined as common issues in learning activities because the problems are impactful.

Therefore, this research entitled **An Exploration: The Impact of Covid19 Towards the Learning Activities at Institut Parahikma Indonesia** will clearly demonstrate the impact of this pandemic towards the learning process at Institut Parahikma Indonesia. This research will briefly describe the lecturers' and students' perspectives about this condition. This descriptive study will answer a Research Question "What are Students & Lecturers' experiences about the impacts of Covid19 toward the learning quality, method, and students' emotion?"

LITERATURE REVIEW

Coronavirus Disease 2019 (COVID-19) is a disease caused by a novel coronavirus (SARS-CoV-2) that found in the Chinese city of Wuhan in 2019 (Zu et al., 2020). The pandemic affects physical health, mental health and well-being. Mental health distraction because of COVID-19 may become a serious problem for health because of a higher level of exposure. This pandemic has further impact in various human life aspect.

Recent condition of Covid19 has affected various parts of human life including education aspect. The policy maker (government) forced us to convert face to face classroom meeting into virtual meeting (Pujilestari, 2020). This is the reason why the Ministry of Education and Culture of Indonesia decided to do the same in the middle of March 2020 (Nadeak, 2020). Since in the beginning of pandemic, the scientific and medical evidence have released the policy about education and care, it explained the risks of COVID-19 infection, transmission and illness, but still consider public health and education (Departament for Education G.UK, 2021). By that decision, the Ministry of Education and Culture has released the implementation guideline which explain the Learn from Home rules and policy during this pandemic (Kemendikbud, 2020). Therefore, there is a challenge for teachers to adapt with the new style of learning in this pandemic. Their pedagogic competence will be very tested because the whole teachers must provide the knowledge and manage the classroom in well condition even though physical limitation. In addition, teachers' pedagogic competence is not enough when conducting virtual class for lower-level students because it requires parents' supervision during the online learning.

Online learning has defined as an effective way to enhance the quality of transferring knowledge towards the students of vocational education because it is not only motivating the students but also improving their satisfaction and build interactions (Belaya, 2018). Online learning enables students to make a quick and comfort learning process based on what students' need (Indira & Sakshi, 2017). Same method is enabled the students to expand additional literacy more than what they got in the classroom (Harsasi, 2015). However, further research underlined many impacts of this covid19 towards the educational aspect especially in students' attitude development.

It is a hot issue to know how the students survive to remain having a positive attitude and remove their anxiety in learning as good as what strategies they apply to manage a new learning way to conduct a learning in this pandemic (Baloran, 2020). In addition, psychological aspect of the students when attending an online learning is also worrying because the students' mental health needs a consideration in this condition. Therefore, further students' and teachers' experiences about the covid19 impact in teaching and learning activities is important to be investigated.

RESEARCH METHOD

This research applied qualitative descriptive case study design that focused on experience analysis. Qualitative method is applied to explore contextual information by the particular phenomenon (Creswell, 2016). Phenomenological approaches are focused on personal knowledge, paradigm and subjectivity, it also emphasized the essence of personal perspective and interpretation about the experiences of Students and lecturers about their teaching and learning activities during the pandemic.

Institut Parahikma Indonesia located at Jl. Mustafa Dg. Bunga No. 191 Kel. Paccinongan, Somba Opu – Kab. Gowa. The respondents of this study included 1) four students as the representative of each academic majors in IPI such as English Education Department, Islamic Education Management, Islamic Education, and Sharia Economy major. The students have their own experiences in learning during pandemic. 2) Two lecturers in order to make a comparison perspective towards the learning activities during the pandemic.

First, the research conducted by observed the problem that shouted by students and lecturers about learning activities nowadays. Second, The instrument is qualitative questionnaire which consisted by 10 questions through *google form*.

Third, The qualitative questionnaire to elicit more in-depth responses and are usually designed to find out what has changed as a result of the program, what the mentees have learnt, and what they are doing differently, held in online way with those respondents. The first and the second questions related to the participants' experience regarding the impact of pandemic covid19 towards the learning activities in general. The third question was concerning to the limitation of teaching and learning process. The fourth focused on other ways that the lecturers offered for the students in their learning activities. The other questions concerned on specific problems and self-solutions toward those problems. The last point of the questions were concerning about the students advices and lecturers challenge regarding to the learning activities. All of the student respondents were interviewed on 8th July 2021 through google form to avoid direct meeting as a health protocol and avoided video conferences to reduce the internet data usage of those participants. Lecturers interviewed on the same date with students. Eliciting data on those respondents were to collect deep information toward their experiences regarding the impact of *covid19* toward the learning activities in Institut Parahikma Indonesia. The documentation of respondents' answers was recorded by google. The recorded answers have been extracted to simplify the explanation in this research.

Phenomenological method focused in analyzing participants' transcripts. All transcripts are read several times to acquire major point. From each transcript, major points have been formulated directly regarding the impact of covid19 towards students' learning activities (Creswell, 2016). The results will be integrated into an indepth, exhaustive description of the phenomenon. Once major themes have been obtained, the researcher combine with other respondents answers to validate the findings.

FINDINGS AND DISCUSSION

Based on the findings, the researcher outlined various themes regarding this research:

1. Quality Loss of Learning Activities during Pandemic Covid19

According to the first & the second question which focused on the big impact of this pandemic toward students' learning activities, the respondents from the whole academic major in Institut Parahikma Indonesia indicated same feeling about the

impact. In learning quality, they have different complaints. By the answers from those respondents through qualitative questionnaire, their recorded answers had been transcript. After that, the researcher extracted their answers in order to simplify data analysis on this research.

Table. 1

No	Respondents	Covid19 has a big impact towards learning activities.
1	Eksyar Student	Covid 19 become a barrier in learning process
2	Islamic Education Student	Practical learning is unable to run properly
3	English Education Student	Ineffective in transferring knowledge from lecturer.
4	Islamic Education Management Student	Quite difficult to adapt with technology need in learning process

The 1st respondent (Eksyar Student) underlined that *Covid 19* become a barrier in learning process because the students were used to choose the place that they want to learn freely. In this situation, they are unable to do what they were used to be. Absolutely, learning place is need to be considered also as a barrier in learning activities during this pandemic because isolated place which prevent physical contact, limited movement and changed their routines, made student feel that they were unable to do valuable things, and it can trigger negative feelings (Duraku, 2021). In addition, Isolated place forced practical learnings are unable to run properly based on what the 2nd respondent (Islamic Education Student) underlined in the qualitative questionnaire. The practical learning in various subject such as computer, laboratory trials, sports and so on are need direct meeting to make it more effective as the learning result. The place limitation of practical learning may demotivate the students to reach their potential ability because they will get less facility usage and teacher control. In other words, the class will be boring during this pandemic (Brooks et al., 2020).

The 3rd respondent (English Education Student) said that the transfer material was ineffective because he had to re-discuss several topics with his classmates after the class was over. The reason why was because gathering knowledge through online learning become more difficult than before. Online learning style is not their learning preference and they beg for regular learning style. Potts (2019) demonstrated that in online learning there was a less of efficiency and there was less of interaction, discussions, evaluations. This problem decreased the quality of learning activities absolutely.

The 4th respondent (Islamic Education Management Student) demonstrated that Lack of computer adaptive skill was another impact of practical learning in this pandemic. Technical issue was a common problem for whole students when they involved in an online learning. Some of them did not have enough computer adaptive literacy to fit with some online teaching applications. Certainly, this issue made students unable to join in learning process so that it decreased students' satisfaction while taking online classes. Same situation indicated by Nambiar (2020) where some of students were unable to use online teaching platform effectively because of the lack of computer adaptive skill.

2. Technical Issues and Limitation in Learning during Pandemic

Pandemic Covid19 triggered many technical issue and students' limitations which affected learning activities in many higher education institutions such as Institut Parahikma Indonesia. This institution got the common technical problem after asked whole respondents to fill the qualitative questionnaire. The researcher gathered their answers and extracted some point about technical limitation for learning activities during pandemic. The following table briefly described those question points;

Table. 2

No	Questions	Respondents			
		1) Eksyar Student	2) Islamic Education Student	3) English Education Student	4) Islamic Education Management Student
1	What are the limitations that you felt on your learning activities in IPI?	Inner capacity was no longer available since covid19	Organizational engagements were unable to run properly	Blended learning made some subjects become more difficult to be understood	Emotionally, we cannot feel the energy through a laptop like what we were used to feel in a face to face meeting
2	Beside using zoom and similar application, what are the other things that your lecturer do in order to conduct learning process?	Lecturers gave us many assignments without any explanation	Lecturers gave us resume assignments	The lecturers ordered us to make a video as an assignment to be uploaded on our youtube channel. We must not only understand the subject but also the technical issue in video editing.	Edmodo, LMS, G.meet, Quizz, and Moodle
3	What are you preparing for the online classes?	I prepared my handout regarding on the subject theme from those lecturers so that it will be easier to be understood, and prepared it for zoom	Handphone, laptop, and internet data.	Mental health and self-confidence to join the class	Good network bandwidth, smartphone or laptop, snack and stationery.

		web conference			
4	When learning during pandemic, what are the barriers that you find?	Network issue	Network Issue	Network Issue	Network Issue
5	Do you have any technical issue to run the online learning application? Please explain!	1. Unstable network 2. unregistered application 3. Incompatible application on platform	-	1. Class was not on time. 2. Network issue	-

The 1st respondent indicated a limitation where before Covid19 outbreak Institut Parahikma Indonesia held *Wiridan Ilmu Hikmah*, a session when whole students and stakeholders assemble to talk about inner capacity in our selves based on Alquran & Hadist, It was removed after outbreak to prevent crowd in Institut Parahikma Indonesia. Furthermore, Abu Bakar (2017) explained that *Ilmu Hikmah* is character education based on *Ilmu Hikmah* in Institut Parahikma Indonesia is always related to 5 educational pillars such as professionalism, English, ICT, leadership, and worship. It has been removed since pandemic Covid19 outbreak. However, the atmosphere of inner capacity is still existed.

Another limitation by the 2nd respondent was the students' organizational activities were unable to run properly. All face-to-face activities of those students' organization did not work and made them lack of activity. This condition demotivated all of organization board to develop their ability in leadership and organizational management since this pandemic lead to remote work which formed in world wide web based which mean less connected to the organization (Foss, 2021). Furthermore, the 3rd and the 4th respondents underlined that they are quite harder to understand the subject since their class was converted to online meeting. Not only about their comprehension about various subject but also emotions that will never be the same as usual. Because they were unable to feel the real energy with their classmates when their class is conducted virtually. This pandemic triggered negative feelings in students' virtual class because it made students feel that they did not do any valuable things. According to Duraku (2021) It become serious problem while it may cause sleep problem, boredom, sadness, anger, feelings of helplessness, grief, less of motivation, and laziness. They demonstrated bad attitude and inefficient learning process because lack of discussion and interaction.

According to the 2nd open ended questions on the preceding table, some lecturers usually assign some assignments without any explanation regarding their own subjects. The direct assignments appeared few forms such as summarizing or creating video contents. The technical issue when they do those assignments is lack of video editing literacy so that made them slower in producing task to be submitted via Learning Management System, Edmodo or other similar platforms. In other side, they will learn more about technology literacy to overcome the technical issue not only using *Zoom* and *Google Meet*. Sari (2021) indicated the positive impacts of online learning during pandemic are students' digital literacy development, improving students' motivation and liveliness to involve their self in various online seminar, Maintain the competition sense of each student, creating cooperative students, added networks, and creating flexible learning activity. Unfortunately, those positive impacts are unable to get when the learning process are constrained by some technical issues.

Some technical issues that the respondents got i.e unstable network connection, unregistered application, and incompatible software platforms. Unstable network connection has become a common problem not only in Institut Parahikma but also in Indonesia generally. It become a main problem during the virtual class while lecturers and teachers were unable to communicate properly since their pronounced opinion or argumentation were disjointed by bad internet connection. Absolutely, it caused a bigger negative mental distraction. An empirical study outlined pupils in university experienced psychological disorder by inefficient learning way and fear of academic year loss (Hasan & Bao, 2020). Unregistered application such as Free Version of Zoom has limited usage time in 30 minutes for each meeting. Incompatible software platform based on students' device specifications. In addition, this issues affected students' learning mood (Duraku, 2021).

3. Covid19 Influenced Students' Learning Enthusiasm

2 of 4 respondents indicated that Covid19 did not affect their learning enthusiasm but 2 others are affected. The data was briefly described in the table below:

Table. 3

No	Respondents	As a student, does covid 19 affect your enthusiasm in learning?
1	Eksyar Student	This pandemic did not affect my enthusiasm to learn
2	Islamic Education Student	Nope
3	English Education Student	Absolutely yes, sometimes I fall asleep while my lecturer is explaining the material
4	Islamic Education Management Student	At the beginning, yes It does and then I adapt it

In other research, there are many students who did not feel much distraction by this pandemic Covid-19. Some college students are able to see the excesses of online learning during pandemic. Jena (2020) demonstrated a good condition in India where students who enjoyed blended learning, enhance the usage of their Learning Management System, Improve the copied learning handout, develop students' collaboration, engage meetings virtually, improve digital knowledge, engage the electronic usage, world-wide expansion, build on-time culture, and wider distance learning.

In other side, other respondents felt much distraction by learning through online meeting platform. i.e a respondent is usually fall asleep while her lecturer is explaining the material through a video conference platform. This condition may cause some students ignore the class, the teachers or the students have not ready to start the class, increase parents' responsibility, decrease employment exposure, quality loss in learning activity, formative assessment will not work properly, character building is quite difficult to do and so on. However, those distraction are getting minimized by adaptation based on an argumentation of a respondent.

4. Lecturers' Experiences toward the Impact of Covid19 on Their Teaching Activities.

All respondents confirmed that there was a big impact of pandemic Covid19 towards their teaching activities. The respondent 5th (Lecturer A) expressed that he felt a big evolution in teaching method such from face-to-face teaching method become a virtual class which used web conferences platform named Zoom. Certainly, this condition is significantly different with normal teaching habit because the lecturers need to face many limitations in teaching. A previous finding has demonstrated that lecturers found many obstacles in learning such as using sophisticate technologies in a certain time, constructing teaching material based on the new normal condition, providing long distance learning atmosphere, and preparing new assessment techniques so that the lecturers were not ready for this condition (Serhan, 2020). In other side, other respondent indicated a positive impact where online learning during pandemic can sharpen lecturers' creativity to innovate teaching methods, media, technology, and contextual material. This condition also enriches lecturers teaching literacy and their readiness in transferring knowledge because they will maximize their efforts in order to create an impressive class during this pandemic. In order to maximize

their potency, all teachers/instructors are working harder to find solutions for some difficulties, ignoring their own personal barriers and professionalism (Zhang, 2020).

One of the respondents utilize some technological media such as Kahoot and Quizziz to conduct fun learning activity in their class. When applying those online quizzes platform, the lecturers believed that those web-based application provided fun and easy way in working multiple choice questions in virtual classes to avoid students' boredom. Same situation had been implied in Martín-Sómer et al. (2021) that transferring knowledge from physical classroom meeting to online classroom had demotivated students generally and it could be avoided by using Kahoot! Or any similar platform. The other one still focuses on *whatsapp* features to share any *powerpoint* material and screen explanation recording. Although *whatsapp* did not provide any interactive quiz appearance and it is not made for learning, *whatsapp* has become a favorite platform to manage a class because it provided many facilities which is easy to be used. It is strengthen by Susilawati & Supriyatno (2020) that virtual class which was using WhatsApp Group became the most effective before and after the COVID-19 pandemic. WhatsApp is understandable and more efficient in internet data usage. this platform emerged an efficient class because students and lecturers are able to chat one another, and sharing usable files for learning. In addition, the respondent utilized Learning Management System of Institut Parahikma Indonesia depends on what class she taught.

In virtual classes, there were some problems emerged. One of those problems is unstable internet connectivity, other problems when students turned off their camera with any excuses so that lecturers are unable to know what students did behind their camera. It is caused by worries of many instructors toward students' real engagement, attention and their physical absence (Ting & Kwee, 2021). Therefore, one of respondents make on-cam as an obligation during the virtual class, the other one made some evaluations to measure students' attention for the material even though the students turned off their device camera. The lecturer mentioned the students randomly in order to create a formative assessment.

In technical problem, all of lecturer respondents have no weakness in using their own machine, technological media, and methods except the unstable internet connection. Although network problem is still extant, the respondents admitted it did not affect their enthusiasm in teaching because teaching is their passion and they are ready to face every single challenge in the future.

The respondents agreed that lecturers' challenge in the future is not only internet connection issue but also lecturers' ability improvement to manage online class in order to make a sustainable and adaptive teaching method during this pandemic (Zhang, 2020). Furthermore, a respondent demonstrated the essence of Creative Teachers Training in the future so that they will enhance their ability in creating and managing virtual teaching material, strategy, and technological media. Therefore, lecturers are able to determine other aspect comprehensively other than students' cognitive. Blended learning is still need to be conducted because input for students is bigger in offline meeting than online.

CONCLUSION

Pandemic Covid-19 triggered many impacts in learning activities at Institut Parahikma Indonesia. Based on students' experience, it decreased their learning quality by some barriers such as learning habit alteration, isolated classroom atmosphere, and limited movement emerged negative feelings. Furthermore, it demotivated and triggered students' boredom. Therefore, those negative feelings made students unable to reach more their potency. In addition, technological issue become another impact toward the learning process during this pandemic.

The common technical issue is always talking about internet connectivity, unregistered application, and incompatible platform. Other technical issue outside the technological things were less in organizational activities and removal of the Inner capacity study. However, the atmosphere of inner capacity is still there. Some of technical issues affected students' emotion because it can trigger sleep problem, boredom, sadness, anger, feelings of helplessness, grief, less of motivation, laziness and bad attitude absolutely because lack of discussion and interaction. Even more, the lecturers assign some

assignments without any explanation so that the students are demotivated in learning.

Based on lecturers' experience, Pandemic Covid-19 triggered many impacts also because they adapt harder than before regarding the alteration of face-to-face teaching method become online teaching method. In other side, this condition produced positive outcomes because it sharpened lecturers' creativity to innovate teaching method, technological media, and context-based material in order to create an impressive class.

In technical problem, lecturers have no any grievance except internet connectivity. Although network problem is still extant, the respondents admitted it did not affect their enthusiasm in teaching. It challenged the lecturers/instructors to enhance their ability in creating and managing virtual teaching material, strategy, and technological media in the future. Certainly, future researches about this pandemic condition are needed to enrich our comprehension.

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