

# Education Quarterly Reviews

---

**Yufrinalis, M., & Tiring, S. S. N. D. (2022). Online Learning Participation after the Covid-19 Pandemic in Sikka Regency, Eastern Indonesia. *Education Quarterly Reviews*, 5(4), 136-145.**

ISSN 2621-5799

DOI: 10.31014/aior.1993.05.04.580

The online version of this article can be found at:  
**<https://www.asianinstituteofresearch.org/>**

---

Published by:  
The Asian Institute of Research

The *Education Quarterly Reviews* is an Open Access publication. It may be read, copied, and distributed free of charge according to the conditions of the Creative Commons Attribution 4.0 International license.

The Asian Institute of Research *Education Quarterly Reviews* is a peer-reviewed International Journal. The journal covers scholarly articles in the fields of education, linguistics, literature, educational theory, research, and methodologies, curriculum, elementary and secondary education, higher education, foreign language education, teaching and learning, teacher education, education of special groups, and other fields of study related to education. As the journal is Open Access, it ensures high visibility and the increase of citations for all research articles published. The *Education Quarterly Reviews* aims to facilitate scholarly work on recent theoretical and practical aspects of education.



ASIAN INSTITUTE OF RESEARCH  
Connecting Scholars Worldwide

# Online Learning Participation after the Covid-19 Pandemic in Sikka Regency, Eastern Indonesia

Marianus Yufrinalis<sup>1</sup>, Sri Sulistyaningsih Natalia Daeng Tiring<sup>2</sup>

<sup>1</sup> Primary Education Study Program, Nusa Nipa University, Indonesia

<sup>2</sup> Chemistry Education Study Program, Nusa Nipa University, Indonesia

Correspondence: Marianus Yufrinalis, Primary Education Study Program, Faculty of Teacher Training and Education, Nusa Nipa University, Jl. Kesehatan No. 3 Maumere, Flores, Indonesia.

Email: andryjfr88@gmail.com; sulissri899@gmail.com

## Abstract

The Covid-19 pandemic has brought major changes in the world of education in Indonesia. The impact caused by this pandemic has led the Indonesian nation to the introduction of civilization or a new era related to mastering communication and information technology through the application of online learning. However, people's readiness to adopt new technologies and apply them in online learning has become an obstacle in itself during the pandemic until now. The purpose of this study is to describe the level of student participation during the pandemic related to the use of online learning technology. This research uses qualitative descriptive methods and emphasizes data collection through interviews, observations and documentation studies. The results showed that the low level of student participation in adopting online learning technology, students were not prepared for changes in application-based online learning technology, lack of digital literacy, lack of income for economic needs, and student mentality. Based on these findings, it can be concluded that the unstable economic conditions of the community during the pandemic have caused students' unpreparedness in accepting online learning models through modern learning applications on the internet, the mentality of students who are unwilling to accept changes, and the adaptation to the use of online learning technology.

**Keywords:** Student's Participation, Online Learning, Covid-19 Pandemic

## 1. Introduction

The Covid-19 pandemic has seized a lot of attention, energy, resources, and the financial side of human life in the world (Fauzi, 2022) including patterns of interaction with fellow humans (Munastiwi & Puryono, 2022). Almost all the concentration and diversion of the budget is only focused on the prevention, control and treatment of people affected by Covid-19 and continue to look for an antidote or vaccine to cure those infected (Sarip, et al., 2020). Many people are infected, being treated, and many have had to breathe after a long battle with this pandemic. Rizal (2020) said that there are at least three adverse impacts of the Covid-19 pandemic on the people of Indonesia, namely the high mortality rate of health workers (doctors and nurses) as the frontline of handling the pandemic, economic recession in various fields, and a change in the new learning paradigm, namely the application of distance

learning (*online*) with its characteristics resting on practical skills, data-driven assessment of learning outcomes, and multi-interaction (Naroo, et al., 2022). Meanwhile, on the education side, Aji (2020) explained the two main impacts of the pandemic, namely the unpreparedness of families to organize schooling at home as a short-term impact and the long-term impact resting on aspects of justice and equitable welfare for all Indonesian people.

Several important aspects of human life, especially those that affect the lives of many people, are also affected and do not make a positive contribution to meeting the needs of human life (Livana, et al., 2020). For example, aspects of health, education, business and industry, government and private institutions, as well as basic human activities, are limited and do not support human needs themselves. The obstacles faced by the community are precisely based on efforts to meet needs and require free space, even having to be limited by the demands of *physical distancing* and *social distancing* health protocols. This condition has appeared in several major cities in the world, with the term *lockdown*, or in Indonesia regulated in Government Regulation Number 21 of 2020 with the term Large-Scale Social Restrictions, as one of the government's policies to suppress the spread of the Covid-19 outbreak. On the sidelines of handling the impact of Covid-19, the Indonesian government has set 9 policies or regulations related to Science, Technology and Innovation (STI) that are used to recover the impact of the pandemic in question (Putera, et al., 2022). In the education sector, the impact of the pandemic actually affects the implementation of face-to-face learning, which is replaced with online learning as part of the central government's policy that is applied to remote areas (Safitri & Nugraheni, 2020).

In this study, researchers highlighted aspects of education and the implementation of learning in the midst of the Covid-19 outbreak by prioritizing the readiness and enthusiasm of students through the use of electronic media and online media as a means of supporting learning. Learning activities in the midst of the Covid-19 outbreak have adopted modern IT-based learning technology, namely by using online learning applications. Online learning creates a free learning atmosphere for students, connected to each other via smartphones (Nuryana, et al., 2022), because they can access various things via the internet (Amrullah, et al., 2022).

However, although teachers and students have been helped by the existence of online learning applications, several studies have shown that there is no significant influence of online learning with an increase in student learning activities and an effect on learning outcomes. There is anxiety illustrated in some research results, especially the impact of online learning on children (Zhu, 2022). Nuryana, et al. (2022) mentioned two reasons that illustrate the decline in the world of education during the pandemic, namely first, the problem of interconnectivity and the flow of information; and second, children experience social autistic, a deterioration in *emotional skills* and *social skills* (Alsubaie, 2022) as a result of the effectiveness of excessive use of *smartphones*. Suparman, et al. (2022) explained that the use of *the Google Classroom* and *WhatsApp* applications only had an effect of 54.5% on student learning activities. This means that still most students do not take advantage of online learning applications for various reasons. On the other hand, the obstacles to online learning are realized by teachers and principals who find the ability of schools and students to meet the facilities and infrastructure to support online learning for economic reasons and the difficulty of getting access to ICT support tools (Yufrinalis, 2021).

By taking *locus* attention to the application of online learning in several secondary schools in Sikka Regency, NTT, researchers described that even though faced with the Covid-19 Pandemic situation, learning through electronic media and online media can be a way out for students so that they continue to learn from home even though they are in a state of readiness and student participation cannot be said to be optimal. In this case, researchers can find the level of active participation of students to take part in online learning during the Covid-19 pandemic.

## **2. Materials : Pandemic and Community Stability**

Speaking of the impact of the pandemic on the stability of society, according to the authors, there are several aspects that are affected as outlined in the introduction above. The pandemic has led to a decline in the people's economy, known as an economic recession. Launching Forbes, (15/7/2020), a recession is a significant decline in economic activity that lasts months and even years. During the recession, the economy struggled, people lost their jobs, companies produced fewer sales and the overall output of the country's economy declined. Experts say a recession occurs when a country's economy experiences the following, namely negative gross domestic product (GDP), an

increase in the unemployment rate, a decrease in retail sales, a measure of income, and manufacturing contracts for a long period of time. Recession is considered an inevitable part of the business cycle that occurs in the economy of a country (Shalihah, 2020).

Indonesia officially experienced a recession because economic growth in the third quarter of 2020 was still contracting. The Central Statistics Agency (BPS) recorded economic growth in the period from July 2020 to September 2020 of minus 3.49% per year. The recession is indicated by a contraction of minus 2.03% per year (Viridita, 2020). Looking back, the Indonesian economy in the second quarter of 2020 was recorded at minus 5.32% per year. The economy in the quarter was under pressure due to the Covid-19 pandemic.

In Indonesia, the impact of the pandemic on public stability, especially economic stability, can be seen from the side effects of the global economic recession. The pandemic has taken away jobs and income. Unemployment due to stopping work or being laid off causes new social problems. The high rate of poverty, violence and criminality also color the social life of the community. Everyone is looking for their own way to meet their daily needs, or even just to survive.

The pandemic created chaos in people's lives and disrupted people's stability. According to Ian Stewart (Piliang, 2001), *chaos* refers to a state of irregularity or chaos of objects (object, economic, social, political, cultural and security), whose patterns are unpredictable, and occur everywhere but are difficult to explain. However, the chaotic situation created by this pandemic also on the other hand caused order. The resulting chaos must lead to a new paradigm, a change in behavior patterns, and a new world order. Chaos does not have to be something that refers to capriciousness, because behind its disorderly side, it fills in other situations that are said to be orderly (stable). The chaos caused by the Covid-19 Pandemic also gave birth to new social stability and the return of actual rules and regulations (Wardiono, 2012).

### 3. Method

The research method used in this study is a qualitative method with a descriptive approach. The research location was determined at six high schools in the city of Maumere, namely SMA Negeri 2 Maumere, SMK Negeri 2 Maumere, SMA Negeri 1 Maumere, SMAS Caritas Maumere, SMK Negeri 1 Maumere, and SMAK St. John Paul II Maumere. The reason why researchers chose this school is because during the Covid-19 Pandemic, the school continued to carry out learning activities indirectly through the internet network. Although there are obstacles in the implementation of online learning activities, these schools are still consistent in implementing online learning activities based on modern learning support applications. The timing of the research took place from August to December 2020.

Data collection techniques use field observation techniques, documentation studies, and interviews. Field observations were carried out in schools that were targeted for research activities. In addition, researchers also observed the online learning process carried out by teachers at school and *learning from home* (BDR) activities by students. The documentation study was carried out by studying documents on student learning outcomes during the pandemic in addition to photos and videos of learning activities prepared by the school. Meanwhile, interviews were conducted with the principal, the head of the district education agency (Sikka District PKO Office), a number of teachers and students. The determination of the number of samples is limited in number by considering the situation of the Covid-19 pandemic.

Table 1: Respondent Data

No.	Sample	Sum	Role
1	Schools	6	Object of Research
2	Principals	6	Key Informant
3	Students	32	Key Informant
4	Teachers	13	Key Informant
5	Parents or Guardians	12	Key Informant
6	Head of the Sikka District PKO Office	1	Key Informant

Data analysis techniques use Miles and Huberman data analysis. According to Miles & Huberman (1992:16) analysis consists of three streams of activity that occur simultaneously, namely: data reduction, data presentation, conclusion drawing/verification. In general, the data analysis procedure according to the two experts can be seen in the following chart:

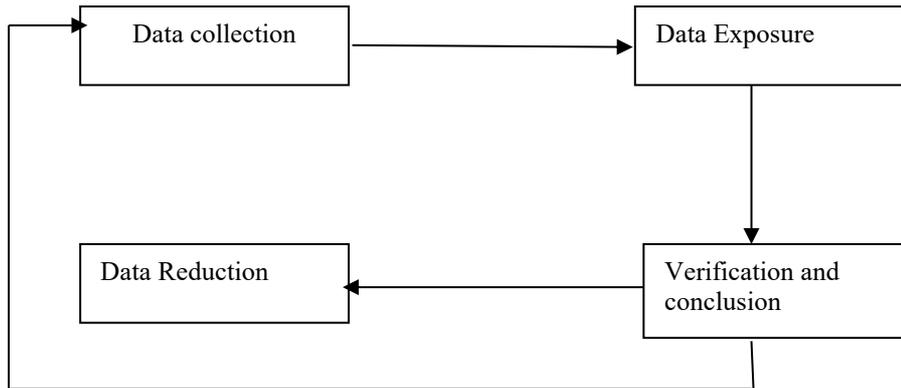


Chart 1: Data Analysis Flow According to Miles and Huberman

4. Results

In Sikka Regency, one of the districts in NTT Province and located in the central part of Flores Island, the impact of the Covid-19 Pandemic has also been felt by the community in various fields of life. The pandemic has taken away freedom of activity, whether working, studying, or other activities that support people's lives. In the field of education, schools are closed for an uncertain period of time in accordance with the advice of the Task Force for the Acceleration of Handling the Covid-19 Pandemic. The high number of positive confirmed cases of Covid-19 in the NTT region in general and in the Sikka Regency area in particular is a serious threat to the implementation of education and teaching in schools.



Figure 1: The trend of increasing Covid-19 cases in NTT as of September 14, 2020 (nttprov.go.id)

Local governments limit learning activities in schools by implementing the Learning From Home (BDR) policy. Each school is given the authority to regulate educators (teachers) and students to implement distance learning patterns according to the level of needs and conditions in the field. Learning From Home is the right choice to keep the school situation (educational process) running as it should. Teachers can give practice questions and assignments after carrying out teaching activities in shifts for each group of students with a certain number of

restrictions. Each study group accompanied by a minimum of 10 students. This kind of learning conditions and practices are usually found in schools located in remote or inland areas of Sikka Regency.

Unlike schools in villages (inland or rural), schools in maumere city (the capital of Sikka District) have begun to implement learning patterns with internet networks as a way out to overcome the stagnation of education and learning in schools (Langoday, 2020). To the observations made by researchers (September 2020), learning activities in several schools in the city of Maumere can be carried out through several online learning applications with varying numbers or frequency of use. Users of online applications to learn Zoom 20%, Google Classroom (20%), WhatsApp Group (50%), and Microsoft Teams (10%). In some of the schools observed, they chose the application of online learning considering that the facilities and infrastructure supporting learning were quite adequate. The use of virtual learning is seen as a way out of distance learning (Argaheni, 2020).

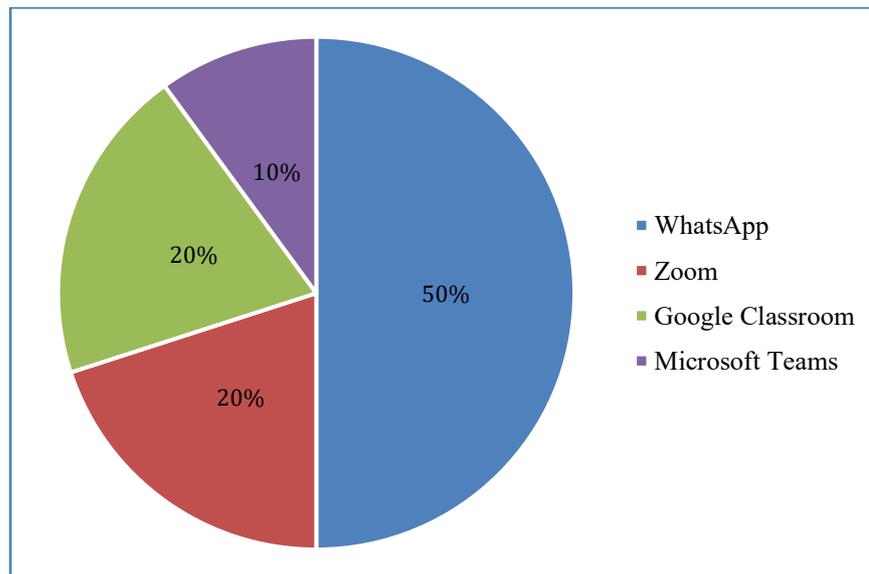


Chart 2: Percentage of Using Online Media in Learning Activities

When teachers carry out bold learning activities, teachers use electronic devices or media in schools to facilitate coordination by the principal so that teacher and student teaching activities can be effectively monitored. Some of the schools that implement full learning are SMK Negeri 2 Maumere, SMA Negeri 2 Maumere, and SMAK St. John Paul II Maumere.

Based on a researcher's interview with the principal in October 2020, that teachers remained present at the school with supervision and implemented strict health protocols. In school teachers get a bold teaching schedule in turn according to the number of classes available. Here the principal acts as the manager of learning activities, can study the development of bold learning activities, participate and monitor activities, and determine the proportion of student learning based on learning progress reports by the class teacher.

*"We implemented online learning after the local government (Sikka Local Government) designated Sikka Regency as a red zone for the spread of the Covid-19 virus. Therefore, since April 2020, we have stopped face-to-face learning activities in the classroom. students are asked to remain at home while waiting for further instruction. Initially we were still giving written assignments and teachers monitored students separately through communication media. On the way, considering that the school facilities are quite adequate in terms of electricity supply and internet access, we decided to use IT-based virtual learning. Our school has been very familiar with the Zoom app for some time now." (AK, 10/12/2020)*

YAM (13/10/2020) explains the same thing, which is to emphasize the participatory aspects of students during online learning with applications. Teachers have tried to prepare learning materials that can be accessed via cellphones or laptops, but if students are not ready to learn, the teacher's efforts will be in vain.

*" Teachers are always reminded not to be negligent and careless in preparing learning materials that can be accessed by students through digital platforms. Basically, almost all of our teachers are ready. But what is worrying is the level of student participation in online learning with the application. Not all students will be present virtually in every learning activity organized by the teacher. (YAM, 10/13/2020)*

Of course, the application of online learning does not always go smoothly. There are advantages or disadvantages that are found at all times. The advantages that can be used in online learning include students and teachers being more familiar with digital network-based knowledge because almost all knowledge information today is more easily accessible through various IT devices and online media platforms. However, one of the shortcomings in trying to get used to the online digital world, including in efforts to promote online learning for students, precisely what is most likely to happen is that teachers and students tend to access other knowledge and information beyond the demands of learning, material to follow. More and more students are deviating from actual online learning because devices in the form of cellphones, gadgets, or the like are more widely used to exist in the needs of self-introduction in the online digital world. Students become bored in learning activities and do not like to be "taught" without having to meet the teacher in person.

For example, in an interview with FD (2/11/2020), it was explained that the use of online media platforms as an online learning medium has not been fully utilized by teachers and students in schools. One of the most heard reasons is that students don't have the media or tools for online learning; let's say they don't have a cell phone. In addition, one of the unreasonable reasons is the availability of data pulses to be able to access online learning. Of course, this second reason cannot be tolerated, considering that most of the students at the school are very active on online social media networks such as Facebook, WhatsApp, and Instagram. Not to mention, the level of supervision of subject teachers and homeroom teachers is not as efficient as face-to-face learning in general, considering that students can only attend virtually from their respective telecommunications devices.

*"Students only make this pandemic situation as vacation time because learning activities at school are automatically eliminated. We hope that online learning from home can keep students active and participatory. However, students actually ignore the urgency of online learning activities. They make it a long vacation period and don't care about online learning activities. The main reason is that you don't have a mobile phone or don't have enough data credit for internet access. " (FD, 02/11/2020)*

It's different with students as participants in online learning activities. The reason for not having a mobile phone or laptop and not having enough data credit for internet access is a common reason that teachers hear about. If you look at this reason, the role of parents is actually very important in facilitating the learning needs of students in this modern era. However, back to the main issue of the negative impact of the Covid-19 pandemic, that economic problems are very crucial to discuss if they are related to the main cause, namely the Covid-19 Pandemic.

*"How can we participate in online learning activities, if we don't have a cellphone, let alone a laptop. Even if we have a cellphone, it is not necessarily enough data credit for internet access. Our parents can't. able to provide that much need." (YAP, 09/30/2020)*

On the other hand, teachers who do online learning activities also complain about the same thing. Of the number of students in one class, only a few of them take part in online learning so that it greatly affects the teacher's assessment process of the absorption of the material taught.

*"We struggle when most students don't take virtual lessons. Though we have tried to give our best by willingly sacrificing time and energy to teach students online. If the reason is that it does not have mobile phones and data pulses, the government has provided assistance for special social safety networks to cope with the impact of this pandemic. So the key is actually in the character of the students and the motivation of parents in supporting students to learn from home" (MY, 10/02/2020)*

Based on data collected by researchers at one of the schools regarding the level of student participation in online learning, the number of students accessing online learning materials is very low. Data on the state of student participation can be seen in the following table.

Table 2: Description of Student Participation Rate in Online Learning

No.	Description	Assessment (√)				
		Very Agreeable	Agree	Neutral	Disagree	Very Disagree
1	Students do not have learning devices such as mobile phones and laptops		√			
2	Students have cellphones but do not have internet data kredit		√			
3	Students do not participate in or attend almost all learning activities	√				
4	Students attend virtually but are not serious about learning	√				
5	Parents' economic capacity is not enough to provide online learning support	√				
6	Most of the subject matter is well absorbed by students				√	
7	Many students make the pandemic situation a long vacation period		√			
8	Students feel bored in participating in online learning		√			
9	Students misuse data packages provided by the Ministry of Education and Culture to access knowledge and other information outside of learning		√			
10	Students want to go back to school and learn face-to-face as usual		√			

This is a brief description of the situation in the application of the Learning from Home concept in Sikka district, NTT, both in the form of structured assignments and online learning through telecommunication devices (mobile phones/smartphones). Of course, this condition is an important reflection for all stakeholders related to qualified policies to apply the concept of Learning From Home which is fair, situation-sensitive, and adaptive in the Covid-19 pandemic situation.

##### 5. Discussion: Participatory Learning collaborates with technology, information, and communication after the Covid-19 pandemic

Talking about the readiness and participation of students in online learning during the Covid-19 Pandemic, of course, it is based on basic reasons related to meeting personal needs for access to information and communication, as well as the character of the students themselves. Why? The first reason raised in this discussion is the income level of parents or guardians of students which tends to decline during the Covid-19 Pandemic. Almost all fields of work have experienced stagnation and a slowdown in activities because everyone stopped working or stayed at

home to avoid being exposed to the Covid-19 outbreak. Many workers are laid off and some are even laid off because the company or workplace is experiencing a budget deficit and continues to lose money due to reduced turnover. Of course, the situation of economic recession globally and nationally has affected the income level of everyone who has a permanent job. The choice of working from home does not guarantee that a person can work optimally and achieve the expected target. Morale is declining under the shadow of Covid-19 which lurks and also affects everyone's work productivity.

The reduction in income of each family certainly affects efforts to meet basic (primary), secondary and tertiary needs. Including efforts to meet the educational demands of children in every household that cannot be avoided. There is an option for every child (student) to learn from home, requiring parents to prepare additional funds to buy communication devices (mobile phones) and data credits for their children to use digital platforms as learning media. Of course, there are demands for the readiness of parents to facilitate their children's learning needs, which are often the opposite of the real situation. Many parents complain that they are not financially capable or ready for their children to take online lessons. In addition, the mentality of children who are easy going, instant, and lazy to know are one of the obstacles for parents and schools in implementing online learning based on digital platforms.

In response to this condition, the government helps the community by providing social safety net assistance in various forms and schemes. In the world of education, as reported by the website of the Ministry of Education and Culture of the Republic of Indonesia (2020), the government has launched data credit assistance in the form of internet quota for ECCE level students of 20 GB per month, primary and secondary education levels of 35 GB per month, for educators at the education level. ECCE for primary and secondary education is 42 GB per month, and for students and lecturers it is 50 GB per month. Everyone gets a general quota of 5 GB per month, the rest is for the learning quota. This program is continued until 2021 with details of internet quotas for the ECCE level of 7 GB per month, primary and secondary education levels of 10 GB per month, ecce to primary and secondary education educator levels of 12 GB per month, and for lecturers and students. of 15 GB per month (2021).

*"As a representative of the government in charge of education issues, of course, the impact of the pandemic on education is inevitable. Students and teachers are separated by distance when conducting online-based learning. To overcome various limitations in the implementation of online learning, the government allocates a large enough fund for internet quota assistance for students and teachers, increasing teacher capabilities in the IT field, improving online learning support facilities, as well as socializing and implementing the Merdeka Belajar program on an ongoing basis as a way out of quality lags. education." (GMDC, 02/11/2020)*

The second reason, so far, can be questioned, is whether this program of learning activities at home has been very efficient and effectively implemented in all schools. In the author's observation, in addition to the lack of IT mastery of senior teachers and students (Sari, et al., 2021), learning activities at home using digital platforms are ineffective. One of the causes is the characteristic of students to be actively involved in learning. Although the government has helped with the help of internet quotas for learning, not all students participate in learning activities. Many students are wrong or mistaken in using the help of internet quota to do other things and are not used for online learning purposes. From the excerpts of the author's interviews with several teachers, it is explained that most of the students in each class held online learning, only a part of the students joined the chain of learning activities. Various reasons were put forward, including because of difficult network access, unstable internet, or even non-existent power grids so that telecommunications devices could not function properly.

The condition based on the two reasons above is a conclusion drawn by the author if the implementation of the home learning program by the government and schools in the context of places in the Sikka Regency area has not been implemented optimally. This is due to the inadequate financial readiness of parents and students and the level of active participation of students in online learning has not been optimal.

## 6. Conclusion

The problem of implementing online learning during the Covid-19 pandemic is often raised repeatedly by many parties involved in the world of education. The issue of efficiency and effectiveness of online learning programs is the most highlighted, considering that socially and economically people are affected and cannot facilitate the

education of their children properly. Of course, the government did not stand still and provided a lot of social safety net assistance for the recovery of the national economy.

Based on the description and explanation of the data above, researchers recommend several things that need to be considered in the application of application-based online learning. Among them are the following: 1). The need to increase the capacity and capability of facilities and infrastructure to support online learning in schools; 2). Increase the capacity and professionalism of teachers in the field of IT-based learning; 3). Encourage national economic recovery through community empowerment programs in the field of education for parents or guardians; 4). Increase the frequency of learning with online applications so that students become familiar; 5). There needs to be a commitment with the school and parents or guardians to provide social, economic and psychosocial support to students so that students' enthusiasm and motivation for learning are maintained.

### Acknowledgments

This research is a collaboration between researchers and partner schools in Maumere City, Sikka Regency. The results of this study are recommended to partner schools as material for evaluating and improving the quality of learning in schools. The researchers would like to thank all parties of the school and all those who have helped to complete this research process. Great thanks to the Directorate of Research and Technology, as well as Community Service (DRTPM) of the Ministry of Education and Culture, Research and Technology of Indonesia, for facilitating the opportunity for authors to take part in International Scientific Article Training as well as being a motivation for authors to publish this scientific article in international journals.

### References

- Aji, R. H. (2020). The Impact of Covid-19 on Education in Indonesia: Schools, Skills and Learning Processes. *GREETINGS : Syar-i Social and Cultural Journal*, 7(5), 395-402. doi:<http://dx.doi.org/10.15408/sjsbs.v7i5.15314>
- Alsubaie, M. A. (2022). Distance education and the social literacy of elementary school students during the Covid-19 pandemic. *Heliyon*, 8(7), 1-8. doi:<https://doi.org/10.1016/j.heliyon.2022.e09811>
- Amrullah, et. al. (2022). Student-Student Interaction in Online Learning During the Covid-19 Pandemic: A Case Study. *Education Quarterly Reviews*, 180-191. doi:<https://doi.org/10.31014/aior.1993.05.02.479>
- Argaheni, N. B. (2020). Systematic Review of :D The Impact of Online Lectures During the Covid-19 Pandemic on Indonesian Students. *Placentum : Scientific Journal of Health and Its Applications*, 8(2), 99-108. Retrieved from <https://jurnal.uns.ac.id/placentum/article/download/43008/28002>
- Fauzi, M. A. (2022). E-learning in higher education institutions during COVID-19 pandemic: current and future trends through bibliometric analysis. *Heliyon*, 8(5), 1-10. doi:<https://doi.org/10.1016/j.heliyon.2022.e09433>
- Culture, M. E. (2020, September 12). *kemdikbud.go.id*. Retrieved from Ministry of Education and Culture: <https://www.kemdikbud.go.id/main/blog/2020/09/kemendikbud-resmikan-kebijakan-bantuan-kuota-data-internet-2020>
- Culture, M. E. (2021, January 15). *kemdikbud.go.id*. Retrieved from Ministry of Education and Culture: <https://kuota-belajar.kemdikbud.go.id/>
- Langoday, A. H. (2021). *PPL report at SD Inpres Manunai*. Maumere: FKIP Nusa Nipa University.
- Livana, et.al. (2020). The Impact of the Covid-19 Pandemic on Village Communities. *Indonesian Journal of Nursing and Health Sciences*, 37-48. Retrieved from <http://jurnal.globalhealthsciencegroup.com/index.php/IJNHS/article/view/225/165>
- Nugraheni, R. A. (2020). The Impact of Covid-19 on the Online Learning Process in Elementary Schools. *Proceedings of the IAHN National Seminar on Penyang Palangka Raya* (pp. 11-20). Palangkaraya: IAHN Tampung Penyang Palangka Raya.
- Piliang, Y. A. (2001). *A Terrifying World : The Violent Machines In The Universe Of Chaos*. Bandung: Mizan.
- Prakoso Bhairawa Putera, I. S. (2022). Overcoming the COVID-19 Pandemic in Indonesia: A Science, technology, and innovation (STI) policy perspective. *Health Policy and Technology*, 11(3), 111-121. doi:<https://doi.org/10.1016/j.hlpt.2022.100650>
- Puryono, E. M. (2021). Unprepared management decreases education performance in kindergartens during Covid-19 pandemic. *Heliyon*. doi:<https://doi.org/10.1016/j.heliyon.2021.e07138>
- Ria Puspita Sari, et.al. (2021). The Impact of Online Learning for Elementary School Students During Covid-19. *Prima Magistra : Scientific Journal of Education*, 9-15. doi:<https://doi.org/10.37478/jpm.v2i1.732>

- Rizal, J. G. (2020, August 04). *kompas.com*. Retrieved from Kompas: <https://www.kompas.com/tren/read/2020/08/04/151000465/mengenalan-apa-itu-resesi-ekonomi-dampak-dan-penyebabnya-?page=all>.
- Safitri, et.al. (2020). The Impact of the Covid-19 Pandemic on the Application of Online Learning in Elementary Schools. *LAPK UNNES*, 1-10. Retrieved from [https://kkn.unnes.ac.id/lapkknunes/32004\\_3519012001\\_6\\_Desa%20\\_20200927\\_155423.pdf](https://kkn.unnes.ac.id/lapkknunes/32004_3519012001_6_Desa%20_20200927_155423.pdf)
- Sarip, et.al. (2020). The Impact of Covid-19 on the Community Economy and Village Development. *Al-Mustashfa : Journal of Islamic Economic Law Research*, 12-25. Retrieved from <https://www.syekhnurjati.ac.id/jurnal/index.php/al-mustashfa/article/view/6732/3120>
- Shalihah, N. F. (2020, December 03). *kompas.com*. Retrieved from Compass: <https://www.kompas.com/tren/read/2020/12/03/063000665/kilas-balik-9-bulan-pandemi-covid-19-dan-dampaknya-bagi-indonesia?page=all>.
- Shehzad A. Naroo, P. B. (2022). The impact of COVID-19 on global contact lens education. *Journal of Optometry*, 60-68. doi:<https://doi.org/10.1016/j.optom.2020.11.002>
- Suparman, A. et.al. (2022). The Effect of Using Google Classroom and WhatsApp Applications on Learning Activities. *Education Quarterly Reviews*, 5(1), 237-244. Retrieved from <https://www.asianinstituteofresearch.org/>
- Viridita, R. (2020, February 12). *kontan.co.id*. Retrieved from Kontan: <https://nasional.kontan.co.id/news/apa-itu-resesi-ekonomi-dan-dampaknya-yang-resmi-dialami-indonesia>.
- Wardiono, K. (2012). Chaos Theory : An Idea in Understanding the Law. *Journal of Legal Sciences*, 15(2), 136-148.
- Wenting Zhu, Q. L. (2022). Implementation and Challenges of Online Education during the COVID-19 Outbreak: A National Survey of Children and Parents in China. *Early Childhood Research Quarterly*, 209-219. doi:<https://doi.org/10.1016/j.ecresq.2022.07.004>
- Yufrinalis, Marianus. (2021). Opportunities and Challenges of Limited Face-to-Face Learning at SD Inpres Manunai, Maumere City. In A. Wijayanto, *Academics in Pouring Ideas, Strategies, and Challenges in the Implementation of PTMT* (pp. 175-182). Tulungagung: Academia Pustaka.
- Zalik Nuryana, W. X. (2022). Students mental health during COVID-19: Comprehensive government and parental involvement in Indonesia. *Asian Journal of Psychiatri*. doi:<https://doi.org/10.1016/j.ajp.2022.103197>