

# Aslan., et. al

*by* Dayan Abdurrahman

---

**Submission date:** 26-Feb-2021 05:31AM (UTC-0800)

**Submission ID:** 1518774121

**File name:** Identitification\_wos.docx (45.85K)

**Word count:** 5254

**Character count:** 30083

## THE IDENTIFICATION OF ONLINE STRATEGY LEARNING RESULTS WHILE STUDENTS LEARN FROM HOME DURING THE DISRUPTION OF THE COVID-19 PANDEMIC IN INDONESIA

**Abstract:** This study aimed to identify a strategic learning approach to support student learning development from home, resulting from school closures policy due to the disruption of the COVID-19. Many studies have shown that learning success at home during a pandemic is closely related to students' learning outcome orientation strategies. To understand what approach can support this learning, we have reviewed various related literature. After the review completed, in-depth analysis and interpretation were with a descriptive design on pedagogical competence, motivation, materials, methods, and evaluation of success. Connected with teaching experiences, theories, and student learning realities from home so far, finally, we can identify efforts to develop strategic designs to support student learning from home as follows: 1) learning mindset and ownership, 2) situational awareness, 3) vision and learning innovation, 4) collaborative learning, 5) critical thinking skills, 6, 7) high commitment, 8) new learning skills, 9) knowledge resources, 10) independent learning management, 11) academic competency innovation, and 12) learning balance. These findings are valid and reliable because they have answered the research question. Therefore, these findings can serve as a relevant solution to support students learning from home while waiting for schools to reopen.

Keywords: Learning Strategy, Identify Outcomes, Home Learning, COVID-19 Pandemic.

### INTRODUCTION

The global issue of the COVID-19 pandemic at the end of 2019 has shaken the world of health, complicating all life sectors and business activities. Efforts to contain a pandemic outbreak in one country, such as restricting crowds from gathering and movement, from urban areas to remote villages, have disrupted all areas of life, including the education sector from elementary school to college. Zhang & Ma, (2020) prove that the impact of this MERS-CoV-like virus is not only detrimental to health but also mental health and the quality of life of people in China and several other countries exposed to the coronavirus. As a result, all large and small business activities have also stopped, including schools' simultaneous closure to universities. Many studies have confirmed that the world will be haunted by the coronavirus to infect millions of people. This trend is a sign of international uncertainty, especially the sustainability of education. Khan & Naushad, (2020) prove that the coronavirus's impact is still a question mark for the world community, especially the disruption of the education and training sector.

However, although the world is still struggling with teaching and learning difficulties in schools and universities, all students can continue their educational activities at home with family support and distance learning facilities. The findings of Basilaia & Kvavadze, (2020) confirm that efforts to move school education to an online system in response to the coronavirus pandemic in several countries have proven that the transition to education in this way is very reasonable. With the evidence in many countries of resolving the problem of survival during the pandemic period, this is very relevant for many other countries to follow. Likewise, this method is possible in Indonesia because students can maximize learning with flexible internet applications, connecting

schools with students and students with other students. Indeed, an internet assisted learning system is not the right solution considering that many students are geographically unable to access internet signals. Favale et al., (2020) proved that the data traffic does not support online learning for the world is hit by the COVID-19. That is a study of computer science that will be very useful for students' success from home. Although this learning method is less effective, it is still not bad compared to face-to-face learning that is considered not by national policies, namely the order to close schools and send students to school because the government wants to dissolve the chain of spreading this deadly virus to save the school community, especially students whose numbers are alarming all parties. (Viner et al., 2020).

Observing solutions online must be recognized internationally for almost all countries that have taken this step. Especially for developed schools, they have arranged an internet-based learning system utilizing subsidizing funds and providing technology to students and convincing their learning citizens with adequate internet access to overcome learning problems. (Zhou et al., 2020). So that schools and students make it easier to participate in various kinds of learning programs based on the internet network. Back when the government confirmed the first COVID-19 case in Indonesia in early March 2020, the public hit by a national panic. It begins with finding the first case where Covid-19 is capable of transmitting through the respiratory system between humans. It is a result of the mobility of citizens between countries and then slowly spreads to residents. Then, since last March, the Jakarta City Central Government issued a policy to close all schools in its working area. So that it is was simultaneously followed by many other regions throughout Indonesia.

However, unfortunately, not all local governments are ready for this regulation, where the policy solution program is for students to study from home with the support of parents and facilities. It then simultaneously hints at unsolved online learning in underdeveloped schools in most districts. It happened because resources for better homeschooling were not available. Brammer & Clark, (2020), Purwanto et al., (2020) and Putra et al., (2020) acknowledges that the emergence of COVID-19 poses new challenges for schools in managing learning. They added that many schools could not make this epidemic disaster an opportunity and a challenge towards better improvement, namely through online learning facilities even though they struggled. In other words, the unique management of learning in Indonesia during the COVID-19 pandemic must be supported by various solutions and approaches that are programmed and measured. (Reimers et al., 2020). So on this basis, we need to conduct strengthening studies and learning support based on a strategic approach to support our online student learning policy while waiting for reopening schools.

Until now, the learning process at home continues until entering the second semester. Many complaints that continue to emerge over these questions regarding the obligation of students to take part in learning from home through the online system has caused many problems, ranging from too much class workload with minimal teacher support such as students obtained from teachers while studying at school. (Rasmitadila et al., 2020). In comparison, online classroom homework load is more than students expect when studied with teachers. (Rahiem, 2020). The home study policy must be a solution – and an alternative to anticipating situations that should help when schools close in response to COVID-19, require time and full support from parents and schools so that learning loss effects from the duration of the pandemic do not occur. It could be that the homeschooling policy and experience are unprecedented. In this case, it is necessary to understand how learning from home is a student learning system in tertiary institutions where complete independent learning demands according to the level of maturity and age, and

motivation. However, what applies students receive little support and a cooperative and dedicative approach from teachers and parents. Regardless of the problem of student learning from home, many parties must understand that students have been studying for months with minimal facilities, internet availability, and parental support. In other words, the lack of guidance and solutions from schools adds new burdens for students. This situation should not last long. This condition is under Lancker & Parolin, (2020) findings that argue that the difficulties faced by students who come from low-income families make learning from home remain useless. It is very valid with the economic conditions of the majority of the Indonesian people. On this basis, we come to identify several learning approaches whose results will become as input to students both currently studying at school and university, which require special attention from related parties, researchers as an example.

## **METHODS**

As mentioned above, this study aimed to identify any learning approaches and outcomes that can help students while studying at home, national policies to responde the COVID-19, the simultaneous closure of schools throughout Indonesia to respond to deciding the spread of coronavirus among students in the school. To make it easier to design what approaches and strategies can help student learning at home, we have conducted direct observations in several schools, synthesize current education issues on the impact of the simultaneous school closure policy, and literature reviews to collect relevant data. Furthermore, we analyze and interpret in-depth aspects of pedagogic competence, learning motivation, subject matter, online learning methods, and the national curriculum. (Creswell & Poth, 2016). Next, we tried to relate our teaching experience as educators with the current realities of various sources regarding the parties' conditions and expectations from the students learning from home. Finally, we were able to identify twelve approaches to design potential strategic online learning to provide support for students while studying at home. Reflecting to research question then we believe these findings have shown the validity and reliability of qualitative studies. (Fossey et al., 2016).

## **RESULTS**

The objective of this research was to recognize online learning solutions and outcomes to the problem of student learning continuity after being disturbed by the COVID-19 that has become an issue of international mutual concern, especially the continuing education of every citizen. Each citizen must work hard to face the impact of outbreaks that will affect the continuity, education occurred after the government sent students and teachers home to study while maintaining safety from contracting the coronavirus. Based on the reviews of scientists from various experts, this pandemic is a formidable challenge and has a high impact on students' lives and learning. Therefore, we will present these findings summarized in 12 descriptions of strategic approaches outlined towards learning outcomes to help solve Indonesia's educational problems.

**16 Learning mindset and ownership** – The difficulties and challenges of students studying at home during the COVID-19 pandemic cannot be changed immediately. The problem is very reasonable for the majority of students in Indonesia. Of course, all lead to the loss of learning and outcomes. Changing those all cannot be done without a higher effort. The change through developing learning situations to form the right mindset on why they have to study from home for months is possible. With teachers' and parents' ability to motivate and innovate the students learning supported so that students can accept if the ownership of learning from home is theirs, later they want to stay motivated to study. It, therefore, will certainly encourage students to

continue their learning. This strategy is to continue to help more students solve their learning problems and hardship they are facing right now and the future.

**Situational awareness** – Learning awareness during difficult times due to COVID-19 needs to be taught to every student when they feel bored with the conditions of studying alone at home. Naturally, every human being must feel bored with every routine and monotonous situation. Moreover, students have to be at home for months to keep working school tasks with minimum facilities and support. Through forming a self-awareness approach to situations, students are more aware of what will happen to them in the future if they are away. Parents can teach various ways to convince students to understand and perceive the situation in their environment. This effort is very appropriate to direct them to a level of awareness of the actual condition so that later they will think about how to respond to the pandemic's challenges.

**Vision and learning innovation** – By giving support in understanding the importance of students having a learning vision of why they should study at home during school closings, teachers or parents have supported students to have real meaning and student self-confidence to develop learning habits with high enthusiasm. Students will continue to innovate by having the right vision even though the learning support facilities are not as expected. Likewise, teachers and parents need to do the learning innovation support strategy to increase student participation in the online learning activity. Innovations for students include learning while playing. Naturally, between learning and playing, students must be balanced. Innovating to support learning is easy to do when a pandemic occurs, such as online learning activities to support literacy and numeracy.

**Collaborative learning at home** – The collaborative learning approach has long been applied in education practice, especially when students are in the classroom in standard school times. However, since schools closed their doors and sent students to study at home, this collaborative learning method has become difficult when students have to study individually in their respective homes. However, it is not wrong if teachers and parents of students design this collaborative method at home. With the help of technology, this effort has the potential to be carried out. Perhaps by following the directions of online learning experts. It will be very fortunate if the family has several students who can design collaborative learning with the ease of facilities that the family has.

**Critical thinking skills** – Critical thinking skill is one of the students' learning outcomes. Teachers or parents must promote this skill from an early age. With the help of online learning media, there are several free applications where students can be directed to simple links and work on them to feel at home even though they are studying in a lonely time. They will enjoy learning content that involves analyzing skills and enjoying educational games to critical thinking, even while learning.

**Internet literacy skills** – Internet literacy skill is one of the academic skills that support the study period and the time towards a job career. Because it is typical for students to learn at home that they must learn with internet access, teachers and parents must support this digital ability. This skill becomes very important because students must be able to find information and communicate it to teachers and friends who have the purpose of assessment. Mostly when parents cannot function like teachers, internet literacy skills will significantly essential to determine the success of learning as long as schools are closed through the pandemic period.

**Learning commitment** – Commitment to learning is like debt for students where they are obliged to pay it by profound knowledge to be born in real action. This commitment is very important because it is closely related to the development of student learning outcomes. Commitment to learning is also one of the most important attitudes of successful student learning

careers, especially during difficult times where students have to stay home to learn as long as they only hold online classes.

**New learning skills** – Learning and continuing to learn will enhance new study skills to help students keep up with educational developments rather than just the old one way. By upgrading the way of learning, of course, it will give new nuances to the student's brain, allowing more brain nerves to form and signals to move quickly as each student learns new skills. The more unique the learning method, the more brain pathways are to form, the easier it is for students to master a subject area.

**Knowledge of resources** – As long as students are studying at home unexpectedly, learning progress using the task model from day to day continues and increases. So, of course, as school teachers, parents must play an active role and as many resources as possible. The problem of knowledge resources is indeed not easy, but at least parents must know the development of the student's learning world, even if a little: There is learning content that has facts, domains, rules, context, and thematic aspects. It is where parenting skills can go a long way in explaining to students if they need it in any way that the parent or teacher can.

**Independent learning management** – Independent learning for students is the student's or learner's skill to be independent and personalized in learning. In this case, students can choose lesson content with any media or means to get lesson information. They can independently take charge of all study activities on their own during difficult times. Easy to understand, independent student learning means the learner aims, continues, and measures learning progress to manage high motivation. This domain is really important to inform students.

**Academic competency innovation** – The ability to develop useful thinking and renewal is a strong point of students, especially in higher education. Being innovative, ideas, and thoughts must be of good value and unique. Likewise, teachers and parents should introduce fresh thinking in dealing with student learning problems, especially during the learning period in a pandemic atmosphere. If students always practice these skills, they will explore innovative ideas and apply them in everyday distance learning during Covid-19. The ability to synthesize various thoughts and perspectives will greatly help them to carry out innovative learning at home.

**Balancing learning** – To this day, there has been no government decision regarding reopening offline classes and reopening schools. Of course, the government must make policies that must balance student learning and the risk of contracting COVID-19. So, in this case, the teacher and parents must inform students in a balanced manner. Do not, for fear of academic decline; students are forced to go to school. Likewise, when students have to learn continuously, students must also be directed with other activities to experience life besides learning in a balanced manner. If not, there will be victims studying when the school closes.

## **DISCUSSION**

As discussed earlier, the COVID-19 outbreak has affected all human activities, from health, business to global education. One of the effects of each country's national policies in stopping the coronavirus spread is forcing schools to send their students home and continue learning using the remote system. Likewise, many studies have shown that the pandemic response through remote learning and doing business has accelerated digital education 4.0. Wargadinata et al., (2020) state that students had responded to the online learning mindset and highly motivated as they are aware that learning ownership had changed after the schools closed their doors in response to COVID-19. However, student learning outcomes will still differ. Besides, students go to school not only because they learn the lesson's content but also for certain other reasons to study face-to-face with

teachers and friends and have a high desire to leave the house like teenagers. Another study also states that the emergence of the COVID-19 pandemic has become a significant teaching catalyst by further spreading information technology-assisted learning innovations into digital learning activities. The findings of Chick et al., (2020) have also proven that the use of digital technology in learning and other educational activities in society during the pandemic's closing has proven the effectiveness of technology in modern education. <sup>14</sup>

However, technology's superiority and power to support learning during the COVID-19 period is very relevant. It has made students more aware of real learning situations after they were returned home to study. Sanders et al., (2020) participated in solving several ways so that learning from home between COVID-19 can work well is by adopting the technology. However, behind the advantages of technology, it turns out that many weaknesses that challenge the world of teaching are very significant, where online learning practices still need humans as intermediaries. It is because in various field conditions, both from a pedagogical and psychological perspective, children have a life background that always impacts on the learning process, let alone learning with a system of technical assistance from technology. Also, in the context of experience, students cannot be separated from it in responding to learning with technology at home. So that everyone is aware that learning from home with the help of technology still requires full support from both the teacher and the host at home, to understand the matter, see what Ferdig et al., (2020) said, it proves that teaching with the help of technology still requires teachers' role during learning from home when a pandemic shakes the world. What they say is true on the pitch. It reminds all that humans' role is necessary so that the progress of education with technology can occur as it requires.

Stedman et al., (2020) wrote about the emergence of COVID-19 has opened the door for the advancement of teaching for students through advanced technology collaboratively in learning, and this will be a new collective challenge of how many parties must support this opportunity. On the positive side, the emergence of the COVID-19 pandemic has opened new hopes that are ready to innovate teaching for dramatic educational progress. In other words, the presence of this pandemic by chance not only brings difficulties but also forces all walks of life to work and learn remotely. Deep gratitude for the technology in education and the teaching and learning process has also accelerated the education and learning process, which is an interest and priority for students and society.

Wang et al., (2020) questioned that can the COVID-19 pandemic simultaneously positively impacts teaching sustainability in the future? The reason is critical when all school buildings are closed, then learning is continued with technology-based distance methods and supported by parents and teacher's resources. So automatically, students, teachers, researchers, and policymakers have the right to ask where is the direction of education in the future. Although the answer is very hard, at least it will be revealed how the parties involved support learning success, especially with education-based technology guidance, even though it is still in a period of uncertainty transition. However, all must believe that all will end well and impressively if the party's support is right. Not surprisingly, the answer is that educational travel in a pandemic era with digital support can exceed face-to-face education before the outbreak.

While more expect new ideas and innovations in distance learning, teachers and parents cannot directly do it from students to undertake virtual learning as long as school closures are still ongoing. School leaders must understand that this pandemic is a formidable challenge, so they invite students to be more creative in finding alternative solutions when students are also disturbed by developing the coronavirus out there. However, there was still a small proportion without the direction of teachers and parents who could make online learning innovations as long as they

continue at home to avoid contracting Covid-19. (Powers & Duys, 2020).

The next question is that the emergence of COVID-19 changes human learning behavior, especially in teaching in the future of education. Iivari et al., (2020) challenge the above question with learning innovations that involve digital technology to get all work done, including education. The current reality is that even though COVID-19 came out of the blue, a large part of the population, including students, responded in all possible ways to continue the education of future generations. Evidence of this kind has provided empirical evidence to the world of education about the involvement of information technology in spreading student learning content with artificial intelligence even though it has not reached all learning community levels.

The fact that COVID-19 is the main cause of the world, sending billions of students home and closing school doors simultaneously but opening distant classrooms. (Garbe et al., 2020). If anyone saw this as a problem, there would be no learning whatsoever. However, if this becomes a challenge, then this is the time for education to change even drastically and practically, namely with a willingness to accept learning technology with all the risks and implications when many are not ready for the inconvenience of traditional face-to-face learning, changing to new ways to help digital platforms. The implication of this online teaching, according to Bakia et al., (2012), is closely related to understanding the benefits of online learning for the continuity and productivity of achieving maximum educational outcomes when learning conditions are hampered due to certain limitations. For example, limitations due to epidemics and other disturbances. Therefore, no one can deny that hundreds of studies have shown that online learning or technology-assisted learning has accelerated academic and professional relationships between educational communities, especially students with teachers and fellow students instantly. These are all lessons from the emergence of COVID-19, which humans fear so much, instead of gaining more educational benefiting.

## CONCLUSION

After a series of discussions on the findings, which aim to identify students' strategic learning outcomes during their return home to avoid the dangers of the coronavirus, we can now summarize some conclusion. The first is that the policy goal of returning students to study from home can produce better learning outcomes while taking care and life safety. School leadership must together convince students to explore or transfer some new academic skills as well as understanding the world of learning and challenges related to distance learning, which sometimes require a high commitment to continue to be sustainable even though the learning conditions from home are very different from when they were under direct guidance at school before the COVID-19 outbreak.

Online assisted learning is indeed a new thing for most students in Indonesia, especially those who do not geographically support this effort or the condition of their family's economic background is less supportive of successful learning from home. So full support must be done and optimized both socially and mentally. Because of different students, there is certainly different motivation and commitment to learning at their relatively young age for independent learning and full responsibility when they go for months without face-to-face learning with teachers and classmates at school. Connected with the above explanation and experiences and student online learning expectations supported by various resources; we can finally contribute to developing students' learning strategies in designing long-distance learning as follows:

- a. The mindset and ownership of learning are in demand
- b. Situational awareness from students is a better approach



- c. Vision and learning innovation have made students learning from home motivated
- d. Collaborative learning is so relevant to support online learning
- e. Critical thinking skills are essential in student learning from independently
- f. High commitment to the sustainability of home learning is mandatory
- g. New learning skills are in need as students study remotely
- h. Knowledge resources are so supportive to help student learning from home
- i. Independent learning management is another academic skill during school closings
- j. Academic competency innovation is not new in internet learning supported
- k. Learning balance is a life learning awareness that is so essential in students remote learning.

The above findings remain valid and reliable as they have proven in answering this educational research investigation. Therefore, these results can contribute to students' home learning domains to succeed in home learning while waiting for school learning to restart.

#### ACKNOWLEDGEMENT

We are grateful to the entire academic community and those who have supported this research so that this project can be completed from the initial stage to completion, especially the two coauthors for their very meaningful ideas and peer reviews.

#### REFERENCES

- Bakia, M., Shear, L., Toyama, Y., & Lasseter, A. (2012). Understanding the Implications of Online Learning for Educational Productivity. *Office of Educational Technology, US Department of Education*.
- Basilaia, G., & Kvavadze, D. (2020). Transition to online education in schools during a SARS-CoV-2 coronavirus (COVID-19) pandemic in Georgia. *Pedagogical Research*, 5(4), 1–9.
- Brammer, S., & Clark, T. (2020). COVID-19 and Management Education: Reflections on Challenges, Opportunities, and Potential Futures. *British Journal of Management*, 31(3), 453–456. <https://doi.org/10.1111/1467-8551.12425>
- Chick, R. C., Clifton, G. T., Peace, K. M., Propper, B. W., Hale, D. F., Alseidi, A. A., & Vreeland, T. J. (2020). Using Technology to Maintain the Education of Residents During the COVID-19 Pandemic. *Journal of Surgical Education*, 77(4), 729–732. <https://doi.org/10.1016/j.jsurg.2020.03.018>
- Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.
- Favale, T., Soro, F., Trevisan, M., Drago, I., & Mellia, M. (2020). Campus Traffic and e-Learning during COVID-19 Pandemic. *Computer Networks*, 176, 107290. <https://doi.org/10.1016/j.comnet.2020.107290>
- Ferdig, R. E., Baumgartner, E., Hartshorne, R., Kaplan-Rakowski, R., & Mouza, C. (2020). *Teaching, Technology, and Teacher Education during the COVID-19 Pandemic: Stories from the Field*. Association for the Advancement of Computing in Education (AACE). <https://www.learntechlib.org/p/216903/>
- Fossey, E., Harvey, C., Mcdermott, F., & Davidson, L. (2016). Understanding and Evaluating Qualitative Research\*: *Australian & New Zealand Journal of Psychiatry*. <https://journals.sagepub.com/doi/10.1046/j.1440-1614.2002.01100.x>

- Garbe, A., Ogurlu, U., Logan, N., & Cook, P. (2020). Parents' Experiences with Remote Education during COVID-19 School Closures. *American Journal of Qualitative Research*, 4(3), 45–65. <https://doi.org/10.29333/ajqr/8471>
- Iivari, N., Sharma, S., & Ventä-Olkkonen, L. (2020). Digital transformation of everyday life – How COVID-19 pandemic transformed the basic education of the young generation and why information management research should care? *International Journal of Information Management*, 102183. <https://doi.org/10.1016/j.ijinfomgt.2020.102183>
- Khan, N., & Naushad, M. (2020). *Effects of Corona Virus on the World Community* (SSRN Scholarly Paper ID 3532001). Social Science Research Network. <https://doi.org/10.2139/ssrn.3532001>
- Lancker, W. V., & Parolin, Z. (2020). COVID-19, school closures, and child poverty: A social crisis in the making. *The Lancet Public Health*, 5(5), e243–e244. [https://doi.org/10.1016/S2468-2667\(20\)30084-0](https://doi.org/10.1016/S2468-2667(20)30084-0)
- Powers, J. J., & Duys, D. (2020). Toward Trauma-Informed Career Counseling. *The Career Development Quarterly*, 68(2), 173–185. <https://doi.org/10.1002/cdq.12221>
- Purwanto, A., Asbari, M., Fahlevi, M., Mufid, A., Agistiawati, E., Cahyono, Y., & Suryani, P. (2020). Impact of Work From Home (WFH) on Indonesian Teachers Performance During the Covid-19 Pandemic: An Exploratory Study. *International Journal of Advanced Science and Technology*, 29(05), 6235–6244.
- Putra, P., Liriwati, F. Y., Tahrim, T., Syafrudin, S., & Aslan, A. (2020). The Students Learning from Home Experiences during Covid-19 School Closures Policy In Indonesia. *Jurnal Iqra' : Kajian Ilmu Pendidikan*, 5(2), 30–42. <https://doi.org/10.25217/ji.v5i2.1019>
- Rahiem, M. D. H. (2020). The Emergency Remote Learning Experience of University Students in Indonesia amidst the COVID-19 Crisis. *International Journal of Learning, Teaching and Educational Research*, 19(6), Article 6. <http://ijlter.org/index.php/ijlter/article/view/2368>
- Rasmitadila, Aliyyah, R. R., Rachmadtullah, R., Samsudin, A., Syaodih, E., Nurtanto, M., & Tambunan, A. R. S. (2020). The Perceptions of Primary School Teachers of Online Learning during the COVID-19 Pandemic Period: A Case Study in Indonesia. In *Online Submission* (Vol. 7, Issue 2, pp. 90–109). <https://eric.ed.gov/?id=ED606349>
- Reimers, F., Schleicher, A., Saavedra, J., & Tuominen, S. (2020). Supporting the Continuation of Teaching and Learning during the COVID-19 Pandemic: Annotated Resources for Online Learning. *Case Studies and Research Papers*. <https://www.gcedclearinghouse.org/resources/supporting-continuation-teaching-and-learning-during-covid-19-pandemic-annotated-resources>
- Sanders, A. J. P., Ford, R. M., Keenan, R. J., & Larson, A. M. (2020). Learning through practice? Learning from the REDD+ demonstration project, Kalimantan Forests and Climate Partnership (KFCP) in Indonesia. *Land Use Policy*, 91, 104285. <https://doi.org/10.1016/j.landusepol.2019.104285>
- Stedman, M., Davies, M., Lunt, M., Verma, A., Anderson, S. G., & Heald, A. H. (2020). A phased approach to unlocking during the COVID-19 pandemic—Lessons from trend analysis. *International Journal of Clinical Practice*, 74(8), e13528. <https://doi.org/10.1111/ijcp.13528>
- Viner, R. M., Russell, S. J., Croker, H., Packer, J., Ward, J., Stansfield, C., Mytton, O., Bonell, C., & Booy, R. (2020). School closure and management practices during coronavirus outbreaks including COVID-19: A rapid systematic review. *The Lancet Child & Adolescent Health*, 4(5), 397–404. [https://doi.org/10.1016/S2352-4642\(20\)30095-X](https://doi.org/10.1016/S2352-4642(20)30095-X)

- Wang, C., Cheng, Z., Yue, X.-G., & McAleer, M. (2020). Risk Management of COVID-19 by Universities in China. *Journal of Risk and Financial Management*, 13(2), 1–6.
- Wargadinata, W., Maimunah, I., Dewi, E., & Rofiq, Z. (2020). Student's Responses on Learning in the Early COVID-19 Pandemic. *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah*, 5(1), 141–153.
- Zhang, Y., & Ma, Z. F. (2020). Impact of the COVID-19 Pandemic on Mental Health and Quality of Life among Local Residents in Liaoning Province, China: A Cross-Sectional Study. *International Journal of Environmental Research and Public Health*, 17(7). <https://doi.org/10.3390/ijerph17072381>
- Zhou, L., Wu, S., Zhou, M., & Li, F. (2020). 'School's Out, But Class' On', *The Largest Online Education in the World Today: Taking China's Practical Exploration During The COVID-19 Epidemic Prevention and Control As an Example* (SSRN Scholarly Paper ID 3555520). Social Science Research Network. <https://doi.org/10.2139/ssrn.3555520>

ORIGINALITY REPORT

4%

SIMILARITY INDEX

2%

INTERNET SOURCES

2%

PUBLICATIONS

0%

STUDENT PAPERS

PRIMARY SOURCES

1	Aslan Aslan, Silvia Silvia, Budi Sulistiyo Nugroho, M Ramli, Rusiadi Rusiadi. "TEACHER'S LEADERSHIP TEACHING STRATEGY SUPPORTING STUDENT LEARNING DURING THE COVID-19 DISRUPTION", Nidhomul Haq : Jurnal Manajemen Pendidikan Islam, 2020 Publication	1%
2	<a href="http://www.tojet.net">www.tojet.net</a> Internet Source	<1%
3	<a href="http://cepr.org">cepr.org</a> Internet Source	<1%
4	<a href="http://dhgm.meb.gov.tr">dhgm.meb.gov.tr</a> Internet Source	<1%
5	<a href="http://content.sciendo.com">content.sciendo.com</a> Internet Source	<1%
6	<a href="http://eric.ed.gov">eric.ed.gov</a> Internet Source	<1%
7	<a href="http://www.researchgate.net">www.researchgate.net</a>	

---

Internet Source

<1%

---

8

[journal.iaimnumetrolampung.ac.id](http://journal.iaimnumetrolampung.ac.id)

Internet Source

<1%

---

9

"COVID-19: Best Practices and the Way Forward", University of St. Augustine for Health Sciences Library, 2020

Publication

<1%

---

10

[www.tandfonline.com](http://www.tandfonline.com)

Internet Source

<1%

---

11

[eppi.ioe.ac.uk](http://eppi.ioe.ac.uk)

Internet Source

<1%

---

12

[e-journal.ikhac.ac.id](http://e-journal.ikhac.ac.id)

Internet Source

<1%

---

13

[research.acer.edu.au](http://research.acer.edu.au)

Internet Source

<1%

---

14

Rasmitadila Rasmitadila, Rusi Rusmiati Aliyyah, Reza Rachmadtullah, Achmad Samsudin et al. "The Perceptions of Primary School Teachers of Online Learning during the COVID-19 Pandemic Period: A Case Study in Indonesia", Journal of Ethnic and Cultural Studies, 2020

Publication

<1%

---

15

Wu-Yuin Hwang, Uun Hariyanti. "Investigation of Students' and Parents' Perceptions of Authentic

<1%

# Contextual Learning at Home and Their Mutual Influence on Technological and Pedagogical Aspects of Learning under COVID-19", Sustainability, 2020

Publication

---

16

Maila D.H. Rahiem. "Remaining motivated despite the limitations: University students' learning propensity during the COVID-19 pandemic", Children and Youth Services Review, 2021

Publication

---

<1%

---

Exclude quotes      Off

Exclude matches      Off

Exclude bibliography      On