

Online Learning in the Time and Post Covid-19 Pandemic (Study at Universitas Malikussaleh)

Ti Aisyah^{1*}, Murniati²

¹Lecturers at Public Administration Departement, Faculty of Sosial and Political Sciences, Universitas Malikussaleh, Lhokseumawe, Indonesia

²Lecturers at Public Administration Departement, Faculty of Sosial and Political Sciences, Universitas Malikussaleh, Lhokseumawe, Indonesia

Corresponding author. Email: tiaisyah@unimal.ac.id

ABSTRACT

The Covid-19 that has hit the world has caused problems in almost all aspects of life, including the world of education. The policy of social restrictions and the implementation of online learning at the beginning of the Covid period until now still triggers many problems in the learning process, both experienced by educators and experienced by students and students both related to infrastructure, the ability to apply digital technology so that it is biased towards achievement targets. learning outcomes, This research focuses on the opportunities and challenges of online learning at Universitas Malikussaleh. This study uses a qualitative method with a descriptive approach. Data collection techniques with observation, interviews and documentation, data analysis techniques using interactive analysis models; data reduction, data presentation and conclusion drawing. The results show that (1) online learning opportunities can improve the skills of lecturers and students in accessing the internet, proficient in using online learning media/applications such as zoom, google meet, classroom, proficient in using e-learning applications and other digital technologies. And there are no restrictions on space in learning, have the flexibility of lecture time. Students can use their time at home more optimally in addition to studying time in utilizing their spare time for business activities. (2) The challenge of online learning is that students and lecturers must be able to master digital technology, computers/laptops, and minimum internalization for e-learning applications and other online learning media. With online learning, students are unfocused, less serious, students lack mastery, lack of grasping power and less response to question and answer sessions. The process of discussion and psychological interaction that is needed in learning is difficult to occur. Students are lazy and less serious in online lectures, lazy to attend lectures. (3) Barriers to online lectures; Learning tools / online / online that often do not function optimally, network / internet signal is stuck and intermittent, intermittent, slow, weak. Internet quota limitations, e-learning applications that are sometimes difficult to access. Conclusion online learning seen from the opportunities with online learning (online) can improve the ability of both lecturers and students in using online learning applications/media, mastering digital technology. The challenges of the online learning process cannot run optimally due to the lack of interaction between the two parties between lecturers and students, internet quota, decreased learning enthusiasm, students are not serious in learning, Internet infrastructure barriers are still weak, slow, good signal / network making it difficult in the process achievement of learning outcomes. Online learning opportunities are still open in the post-pandemic. Online learning is important in terms of time and space efficiency. It just needs to be supported by the availability of adequate network capacity and internet quota.

Keywords: learning, online, Covid-19, Pandemic

I. INTRODUCTION

Coronavirus Disease 2019 (Covid-19) has become a global pandemic [1]. In Indonesia, the Covid-19 virus is declared an infectious disease (emergency) for public health and as a non-natural disaster that will result in death. handling and control. The increase in the number of cases took place quite quickly and spread to various countries in a short time. Based on the Ministry of Health's report on July 9, 2020, there were 3,417 confirmed cases of COVID-19 (explanation of the Law on the Minister of Health of the Republic of Indonesia Number HK. 01.07/Menkes/413/2020). In dealing with existing problems, the government has carried out handling and control.

The development of the handling of the Covid-19 Pandemic as of November 15, 2021, Nationally, the daily recovery rate increased to 503 people recovering per day. The cumulative number of cures reached 4,098.884 people. The number of positive contaminated patients from the first until November 12, 2021 was 4,251,076 cases as of November 15, 2021. Patients died from the first until today a total of 143,670 cases [2].

Learning Challenges, the impact of the corona virus outbreak has changed in the learning process, which was initially carried out offline (face-to-face) due to the Covid-19 outbreak, which was carried out online. Where at the beginning of the Covid-19 case, face-to-face learning was abolished, online learning was carried out at all levels of education from elementary to college. Online learning in 2020/2021 refers to the policy on the Implementation of Restrictions on Community Activities (PPKM) in each region and the Joint Decree (SKB) of 4 Ministers regarding guidelines for the Implementation of Learning in the Pandemic Period. Based on the statement from the Minister of Education, Culture, Research and Technology (Mendikbudristek) July 27, 2021 on a private television talk show, according to him, education units must pay attention to their regional zones in determining learning activities. For levels 1 and 2, you can start limited face-to-face learning (PTM). Meanwhile, for areas at level 3 and 4, remote/online learning is still required.

Based on the Instruction of the Minister of Home Affairs No. 37 of 2021 concerning the Enforcement of Restrictions on Community Activities (PPKM) at level 3, level 2 and level 1. By continuing to prioritize the health and safety of campus residents (students, lecturers, staff) and the surrounding community, Universitas Malikussaleh is in accordance with the Chancellor's Circular No. 9 year 2021; the implementation of learning in the odd semester of the 2020/2021 academic year is carried

out online and offline. Offline learning is carried out by first semester and third semester students. Meanwhile, for fifth and seventh semester students, online learning is carried out. The implementation of seminars, practicums and final project exams can be carried out offline and if this is not possible, they can be carried out online. Offline learning must comply with the health protocols (prokes) stipulated by law.

The Covid-19 pandemic has caused both short-term and long-term problems. The phenomenon of learning that has changed drastically and suddenly due to the case of the covid outbreak has made changes to the mental and psychological conditions of students, both students and college students. Students and students arise boredom, not serious and lazy in learning. The increase in cognitive and psychomotor abilities cannot run optimally due to the normal interaction between teachers and students. Likewise, the interaction between lecturers and students cannot run optimally. Related to the application of online learning, there are several problems and challenges of online learning nationally including technical problems (internet network), gadget compatibility, low learning motivation, difficulty in understanding the material, task obligations that cannot be given as offline learning [3].

Then according to [4], in online learning there are several obstacles in online learning, namely for lower secondary education; lack of knowledge of information technology for both students and parents, learning becomes boring. Assessment can not be done directly, so learning becomes ineffective. Online learning has not been an effective solution for implementing learning.

Online learning is also a challenge, problem and obstacle at Universitas Malikussaleh where there is a dilemma that has occurred, namely the refusal of online lectures from students at the beginning of the 2020/2021 odd semester learning, this problem can be caused by the unequal background of the student's family conditions, there are some are from urban areas and some are from villages, some are from well-to-do families, some are from poor families. There are students who have good IT mastery, it is possible that students who come from remote areas have weak IT mastery, internet availability is also lacking, with this condition becoming an online learning problem. Based on the problems mentioned above, the author conducted a research entitled **“ONLINE LEARNING IN THE TIME AND POST COVID-19 PANDEMIC (STUDY AT UNIVERSITAS MALIKUSSALEH).**

1.1 Formulation of the problem:

1. What are the challenges and obstacles to online learning at Universitas Malikussaleh during the covid-19 pandemic?
2. What are the opportunities for the importance of implementing online learning in the post-covid-19 pandemic?

1.2 Research purposes

1. To describe the challenges and barriers to online learning at Universitas Malikussaleh during the Covid-19 Pandemic
2. To describe the opportunities for the importance of implementing online learning after the covid-19 pandemic

II. RESEARCH METHODS

This research was conducted at Universitas Malikussaleh. With the consideration that Universitas Malikussaleh is one of the universities that is developing and is in demand by the community, both from districts / cities in the province of Aceh itself, North Sumatra and also several other provinces. Universitas Malikussaleh is currently in the learning process in addition to implementing offline learning (face to face) also implementing online learning in accordance with the Rector's Decree Number 9 of 2021. Then the number of lecturers at Universitas Malikussaleh is as follows: the number of PNS lecturers is 1094 people and Non-PNS lecturers are 90 people [5]. The number of active students is 19,404 reporting data for the year 2019/20020.

The research approach used in this study is a descriptive approach with qualitative methods. According to Steven & Jennifer [6], qualitative research is concerned with non-numerical data, collecting and analyzing narrative data. Qualitative research methods are mainly used to obtain rich data, in-depth information about the issue or problem to be solved.

Determination of informants using purposive sampling technique. The informants in this study were the Chancellor, Vice Chancellor 1, Dean, Assistant Dean. Head of Department, Head of Study Program, and lecturers, as well as students. In data analysis used primary data and secondary data.

Data collection techniques related to the problems studied, the researchers collected data through participatory observation, indept interviews and documentation. The data analysis techniques in this study use the Miles & Huberman interactive model in [6], namely (a) Data Reduction (b) Data Presentation; (c) Drawing Conclusions.

III. RESULTS AND DISCUSSION

The Covid-19 outbreak virus has had an impact on the world of education including in

learning, the learning process was initially carried out offline (face to face) switching to Online/Distance Learning (PJJ) online. Online learning is carried out with the aim of breaking the chain of transmission of the Covid-19 virus outbreak.

3.1. Challenges and Barriers to Online Learning in the Time of Covid-19

The purpose of learning during the covid period is to maintain the health, safety of residents, lecturers, staff and students (students). During the Covid-19 era, online learning is expected to be an alternative to achieving an effective learning process. But in fact, even though the learning process runs in all educational institutions. The effectiveness of achieving learning targets has not been achieved optimally. Online learning in the Covid-19 era still reaps many challenges and obstacles. As explained by the following informants:

1) Online learning challenges

The challenge of online learning is that the effectiveness of learning outcomes in the online learning process is difficult, because in online learning only cognitive aspects can work, while affective and psychomotor aspects do not work. As stated by Mr. Nirzalin[5] as the Assistant Dean of the Faculty of Social and Political Sciences, as follows:

"Effective learning is not only in the cognitive aspect, but also in the affective and psychomotor aspects, meaning that a lecturer for students not only provides intellectual enrichment, knowledge transformation, but also provides an example in attitude, then emotional touches and so on. from that aspect, ideally a learning, face-to-face learning is better and cannot be replaced by online learning. That is when we talk from an ideal aspect . because online learning can only provide intellectual enrichment and knowledge transformation" (Interview, 18 November 2021).

Student behavior in the learning process is also a challenge in online learning. As stated by Fatimah's mother as a lecturer at the Faculty of Engineering, Universitas Malikussaleh, explaining as follows:

"There are many challenges and obstacles in the online learning process, including students who are lazy to attend lectures, on the screen there are only photos, when called, the person does not appear, some parents complain that their children study online. Although there are some parents who like online learning, because so that their children can help out at home. When asked where they

are, they say they are helping their parents in the fields” (Interview 8 September 2021)..

The same thing was also stated by Mr. Muntasir as a lecturer at the Political Science Study Program, as in his following statement: “there are no significant challenges, in general, online is not the same as offline. Psychological discussions and interactions that are indispensable in the learning process are difficult to occur in the online learning process” (10 September 2021). The same thing was also stated by Rosnina as a lecturer at the Faculty of Agriculture, she stated as follows: "Offline or face-to-face lectures, students are less able, especially online lectures, and students sometimes lack focus, so that the question session cannot be responded to properly." (September 10, 2021)..

The same thing was also conveyed by Mr. T. Alfiady as the Assistant Dean of FKIP with his statement as follows; “The challenge of the online learning process is that communication and interaction cannot run during learning, the absorption of material by students is not optimal because students are not focused, not serious, there are students who do not appear in the learning application media, if called, the person does not appear, which is posted only Photo. Target achievement of learning outcomes is less effective” (12 September 2021).

Based on the interview above, it shows that there are several challenges in online learning including the ideal process of learning that does not run optimally where only the cognitive aspects can work while the affective and psychomotor aspects do not work, student behavior is not serious, does not focus on following the learning process. Communication and interaction between lecturers in the online learning process is difficult, the discussion process does not run smoothly, students are less responsive, so that the absorption of material by students is low (not optimal), all of this will have an impact on the online learning achievement targets being ineffective.

The challenge of online learning during the pandemic was also stated by Cindy Nursilam as a student of the Public Administration Study Program as follows: "Online lectures cause a lack of communication between students, communication is difficult, the relationship between students and lecturers is difficult resulting in mis competence in the transformation of knowledge delivered, enthusiasm for learning reduced because online lectures create a sense of saturation” (6 September 2021). Herina's statement about the challenges of online learning is as follows; "In preparing online learning media, it must be more creative and not boring" (interview, 22 June 2021).

Then Mr. Zulkifli, the head of community service, explained the challenges of online learning, including;

“Students must always be familiar with online learning tools and be able to find materials that are often not delivered perfectly compared to face-to-face learning. Students must be able to anticipate if the network can sometimes slow down at their residence and from the lecturer's internet network or e-learning as a place for students to get material or attendance. Students must also be able to master computer technology and internetization, at least to access e-learning, register an email account, open teaching materials, and send answers in e-learning, attend lectures using zoom media, google meet meetings, etc. "(interview, 23 November 2021).

Suryadi's response as a student majoring in Agroecotechnology is as follows: the challenges of online learning are:

“Students and lecturers must be technology literate, able to operate computer devices, laptops, need to master online learning applications/media. Limited online learning facilities, the inability of students economically is a challenge for lecturers and universities to find ways so that economically disadvantaged students can still attend lectures. With the availability of online learning infrastructure in educational institutions” (interview, 23 November 2021).

Based on the interview above, it shows that in online learning, the communication process that is important in the learning process is difficult to occur. Interaction between lecturers and students is difficult, the provision of intellectual enrichment and knowledge transformation is not achieved, learning motivation is low, boredom arises in the online learning process. Students need to be serious about participating in lectures, limited material, students need to anticipate a limited internet network, must master computer technology, laptops and be able to use e-learning applications, must be able to use learning media such as zoom, google meet etc. for lectures.

2) Barriers to Online Learning

The online learning process during the Covid-19 period, there are still many obstacles/obstacles including facilities and infrastructure, not all locations/areas where students live are fully equipped with internet networks, low signal, many remote areas not yet available adequate

network/signal for the learning process to take place optimal and smooth online in order to realize effective learning outcomes.

According to [5] as assistant dean of the Academic Affairs Faculty of Social and Political Sciences as follows;

“Online learning has many problems, including; student behavior, lecturer behavior, which makes online learning also ineffective even though in online learning the provision of intellectual enrichment is running. For example, one thing in online learning is the problem, who can control students in an hour and a half to fully sit in front of the internet? no one can confirm that students sit while studying online in front of the internet” (interview, 18 November 2021).

As stated by Ms. Syukriah as Secretary of the Department of Industrial Engineering, as follows: "Sometimes students who live in remote areas stumble on internet signals, so that the learning process they receive is not optimal" (Interview, September 2021). The same thing was also stated by Mrs. Rosnina as a lecturer at the Faculty of Agriculture, he stated as follows: "Offline or face-to-face lectures, underprivileged students especially online lectures, signal problems, and students sometimes lack focus" (Interview, September 2021)

This statement was also strengthened by Dr. Muklir As a lecturer in the Public Administration Study Program, he explained as follows; "Not all students have packages, not all regions have good signals, lecturers find it difficult to monitor when joining classes..., most students only have names that appear on the screen" (Interview, September 2021).

Based on the results of interviews from informants, it shows that the online learning process has not run optimally in achieving the objectives of effective learning outcomes, because online learning facilities / infrastructure are not available optimally in all areas such as inadequate internet networks, weak signals, lack of quotas,

The problem of learning barriers during the Covid-19 period is due to facilities and infrastructure that do not fully support the implementation of the online learning process optimally. As reinforced by several interviews with the following informants:

The statement from Mr. Riyandhi As a lecturer at Universitas Malikussaleh, is as follows; "Online learning barriers are predominantly network and quota problems, because not all students live in areas with good internet networks, causing them to have difficulty participating in learning" (Interview, October 7, 2021). The same thing was also explained by Mrs. Nurhafni, the Head of the Department of Administrative Sciences as follows: "Online learning

barriers include the unavailability of an adequate internet network and quota, not all regions have good internet network capacity" (interview, 15 November 2021). strengthened by Mr. Al Chaidar as a lecturer in the Political Science study program, he stated that; Students have difficulty getting internet signals and quotas. Students also like to turn off the camera but forget to turn off the microphone so that the lecture process is often interrupted” (15 November 2021).

Students also experienced barriers to online learning during the pandemic, as stated by Widia Anjelin, a student of the Public Administration Study Program as follows:

“(1) internet network, because not all regions have good internet network capacity. (2) constrained by internet quota; (3) Less effective learning system." Putri Andriani as a student of Public Administration stated the same thing, as follows; “(1) signal problems that sometimes occur in the network, (2) spend a lot of internet quota; (3) lack of interaction between lecturers and students, students and students”. So that learning is less effective.” (interview, September 6, 2021).

Regarding the barriers to online learning, according to Cindy Nursilan stated as follows;

"(1) the internet network is slow and the location of the house is not covered by the internet network so that it makes the learning process difficult". The same statement was also stated by Teguh as a student of Public Administration; "The location of the house is not reached by the internet network, online learning media makes students bored, bored, less interactive in the learning process, student character or behavior is difficult to monitor, tends to be online assignments, task capacity accumulates, minimal absorption of learning materials" (6 September 2021).

New student (first semester) Fahziid Fiihsan stated as follows: "Online learning is not effective, because lecturers cannot monitor student movements, students do not understand the material given by lecturers because they are not focused and some are sleeping while learning is in progress, students do not can catch college material maximally” (interview, 23 November 2021).

Suryadi's statement as a student majoring in Agroecotechnology, Faculty of Agriculture is as follows: 'Online learning constraints are inadequate rural internet networks, not all villages in Indonesia have internet networks, internet networks are unstable' (interview, 23 November 2021).

3.2 Opportunity Factors the importance of post-pandemic online learning

Online learning in post-pandemic is not an important factor to be implemented because offline learning (face-to-face) is more effective in the enrichment process and the formation of student attitudes in the process of achieving maximum and effective learning outcomes targets. The following are some statements from informants regarding post-pandemic online learning.

According to Mrs. Juli Mursyida as the Vice Chancellor for Academic Affairs explained that; "Online learning also still needs to be carried out in the post-pandemic, for example for guest lecturer activities, then there are conditions and circumstances that require online learning, it's just that the percentage is reduced, then the assessment of improving the quality of online learning accreditation still needs to be carried out" (interview , November 16, 2021).

According to Mr. Nirzalin as Assistant Dean of the Faculty of Social and Political Sciences, stated as follows:

"Speaking in the context of pandemic conditions, lacking room infrastructure, online learning can still be done, whether online learning is entirely online or hebring. Online learning opportunities are always open if in terms of internet infrastructure there is no longer a problem, there is adequate internet capacity. According to information, it is likely that next year the capacity of the internet will be increased, because with the improvement of our internet capacity, online learning in terms of internet infrastructure is no longer problematic, the internet network. will be able to connect class-by-class, so that online learning, not just online, means that hibring can still be applied." He also stated which one is the best offline learning online, of course it is still the best offline learning because ideally a learning that is strengthening cognitive, affective and psychomotor aspects can be carried out well" (interview, November 18, 2021).

According to Mr. Muhammad as the Assistant Dean of the Faculty of Engineering in the academic field, he also explained that online learning is also still needed for efficiency and effectiveness in the use of space, time and so on" (interview, 19 November 2021). This statement was also reinforced by the Dean of the Faculty of Social and Political Sciences, he stated that "Online learning after the pandemic is still important, if it is associated with the effectiveness, efficiency of space and time as well as

situations and conditions that require online learning to be carried out" (interview, November 18, 2021).

Based on the three informants above, it can be clarified that; online learning is always open to efficiency, space and time effectiveness, for the sake of improving the quality of accreditation, situations and conditions that require online learning supported by adequate internet network capacity, only the percentage is reduced. However, offline learning is better than online learning because in online learning the ideal aspect of a learning process cannot be carried out properly, even though the cognitive aspects are fulfilled but from the affective and psychomotor aspects it cannot be implemented.

The following informants strengthen the statement above, as stated by Mr. Arief Rahman as a lecturer at the Faculty of Law as follows: "Online learning is currently important for time and space efficiency, supported by adequate internet capacity" (interview, 18). November 2021).

The same statement was also made by Mr. Bobby Rahman as the head of the department as follows; "Post-pandemic online learning is still important for effectiveness, space and time efficiency, but the challenge is the availability of adequate signal/network capacity and internet quota" (interview, 19 November 2021).

This statement is supported by Mrs. Chandrasari as the Head of Quality of the Faculty of Social and Political Sciences as follows:

"Online learning is important to be carried out in the post-pandemic with e-learning applications, which is a combination of online and offline which is very useful. Online learning is a very big opportunity because in the future it will be digital IT who will dominate the world, so that online learning will still exist, while the challenge of online learning is the availability of a reliable internet" (interview, 18 November 2021).

The same statement was also explained by Mrs. Nur Hafni as Head of the Department of Administrative Sciences as follows; "In the post-pandemic, online learning is important if there are conditions and situations that require online learning. In online learning there are two opportunities, namely being more efficient and being able to speed up access." (interview, 15 November 2021).

The same thing was also stated by Mr. T. Muzafarsyah as follows: "Online learning for post-pandemic is still important, because something that needs to be processed quickly is not carried out face-to-face but is carried out in cyberspace. There is an effective time associated with the online learning process" (interview, 22 November 2021).

According to Mrs. Harinawati as the head of the Communication Study Program, she explained as follows: “The importance of online learning depends on the context if students are indeed outside the area, online makes learning easier. However, the learning system is not very effective because student responses are still low in the learning process. He also explained that online learning opportunities in the post-pandemic period can still be done but depending on the situation, supported by facilities, especially a smooth internet network” (interview, 22 June 2021).

Based on interviews with several informants above, it is shown that online learning after the COVID-19 pandemic is still important for the efficiency and effectiveness of space and time supported by adequate internet capacity.

A different statement was conveyed by Mrs. Maryam as a lecturer at the Public Administration Study Program, as follows. “Online learning in post-pandemic is no longer important. Online learning opportunities can also be implemented if there is adequate network capacity and internet quota and if conditions and situations that require online learning need to be enforced.” (interview, 18 November 2021).

The same statement was explained by Mr. Akhyar Nasution as Head of the Department of Sociology and Anthropology as follows; “Online learning in post-pandemic is no longer needed. Opportunities for the implementation of online learning are still open if the situation and conditions that require online learning need to be implemented supported by the availability of adequate network capacity and internet quota. However, there are many challenges, including the process of discussion and interaction in the learning process cannot be carried out properly and students' learning motivation is low. The absorption of material in the online learning process is not optimal.” (interview, 18 November 2021).

The statement above was also strengthened by Mrs. Mawardati as Dean of the Faculty of Agriculture as follows; In the post-pandemic, online learning is no longer important. However, online learning opportunities are still open if situations and conditions require online learning to be carried out, supported by adequate network capacity and internet quotas.

Then, Mr. Zulkifli, the Head of Community Service at Universitas Malikussaleh, explained as follows; 'online learning opportunities, students can better use their time at home to prepare themselves to study well and can run side businesses, such as selling online, utilizing the internet network on gadgets and laptops. (23 November 2021).

Based on the statement from the informant above, it shows that the implementation of online learning in the post-covid-19 pandemic is no longer important to carry out. However, online learning opportunities remain open if the situation and conditions require the implementation of online learning, it just needs to be supported by the availability of adequate network capacity and internet quota.

IV. CONCLUSIONS AND SUGGESTIONS

4.1 Conclusion

1. Challenges and barriers to online learning during the Pandemic at Universitas Malikussaleh, namely (1) The challenge is that the ideal process in a learning process cannot be implemented properly in online learning. Because what is implemented is only the cognitive aspect, while the affective and psychomotor aspects do not work. Lecturer behavior, student behavior, less creative learning media, . Low material absorption, low learning achievement targets (2). Barriers to online learning include the limited network and internet quota, weak signal. Not all areas where students live are supported by a good network and signal. Student motivation is low.
2. Opportunities and importance of online learning in post-pandemic, namely online learning opportunities are still open in post-pandemic if situations and conditions that require online learning need to be carried out with the support of an adequate network and internet quota. Online learning is important in terms of time and space efficiency. Online learning becomes unimportant if viewed from the ideal of a learning process that takes place because in online learning only the cognitive aspect of intellectual transformation is carried out while the affective and psychomotor aspects do not work. Offline learning is better than online learning when viewed from the important and ideal aspects of a learning process.

4.2 Suggestions

1. If the situation and conditions require the implementation of online learning at Universitas Malikussaleh, then what needs to be addressed is a solution to resolve the obstacles and challenges, to realize the ideal learning process goals and achieve more effective learning outcomes. It is necessary to procure adequate learning infrastructure and internet cities and mastery of online learning media so that the implementation of the learning process runs smoothly

2. Online learning opportunities are not only seen from the aspect of space and time efficiency, but more in terms of the ideal and effective aspect of achieving the goals and outcomes of a learning process. Development of Learning Materials, enrichment and mastery of aspects of the learning process.

REFERENCES

- [1] World Health Organization (WHO), "WHO reveals leading causes of death and disability worldwide: 2000-2019," *World Heal. Organ.*, 2020.
- [2] S. Kannan, P. Shaik Syed Ali, A. Sheeza, and K. Hemalatha, "COVID-19 (Novel Coronavirus 2019) - recent trends," *Eur. Rev. Med. Pharmacol. Sci.*, 2020, doi: 10.26355/eurrev_202002_20378.
- [3] S. Sulikan, A. Lani, and I. Irwansyah, "Survei Aktivitas Dosen Pendidikan Jasmani Kesehatan dan Rekreasi Terhadap Pembiasaan Olahraga di IKIP Budi Utomo Malang," *Jendela Olahraga*, 2020, doi: 10.26877/jo.v5i2.5312.
- [4] L. T. Prawanti and S. Sukardi, "Relations Between Parental Communication Pattern and Parents' Education With Social Science Learning Outcomes," *Elem. Sch. Teach.*, 2020, doi: 10.15294/est.v3i1.28033.
- [5] "Simpeg Universitas Malikussaleh."
- [6] P. D. Sugiono, "Metode penelitian pendidikan pendekatan kuantitatif.pdf," *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D*. 2014.