

Analysis of Student Participation Pursuing Package C in Online Learning During the Covid-19 Pandemic

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Abstract. The Covid-19 pandemic has limited public service activities, including education. Package C education at CLC has diverse student backgrounds, so educators must make online learning by conducive. The purpose of this study was to describe the level of participation of students pursuing package C in online learning during the Covid-19 pandemic at CLC Cerme Gresik. This study uses quantitative research with a survey approach. The sampling technique used was purposive sampling with a total of 35 students pursuing package C. Data collection techniques using questionnaires were carried out online using "WhatsApp.". The data analysis technique of this research used descriptive statistical techniques. The study results are by the data on the percentage of student participation rates pursuing package C in online learning during the Covid-19 pandemic at CLC Cerme Gresik, 82.5%. Learning through online learning is one of the current alternatives to continue to carry out the teaching and learning process. Students' enthusiasm in participating in package C at SKB Cerme Gresik during online learning can be seen from several aspects of participation, which include 1) Student attendance, 2) Discussion participation, 3) Completing assignments, 4) Question and answer participation, 5) taking notes on teacher explanations, 6) conclude at the end of the lesson and 7) determine the results of the evaluation. During online learning, there are cognitive, affective, and psychomotor changes for students. Judging from the changes during online learning, namely 1) fostering the spirit of learning, 2) Literacy towards technology, 3) Interpersonal interaction skills, 4) Collaboration and 5) Independent learning skills.

Key words: participation, package c inequality, online learning, covid-19 pandemic

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INTRODUCTION

At the beginning of 2020, the world experienced a global health disaster that limited all human activities. This health problem is caused by the corona virus or severe acute respiratory syndrome corona virus 2 (SARS-CoV-2) (Lai et al., 2020). The coronavirus is commonly known as Covid-19. The spread of Covid-19 was first discovered in Wuhan, China's Hubei Province. The rapid spread occurred throughout the world, including Indonesia, so WHO (World Health Organization) officially declared Covid-19 as a pandemic on March 9, 2020 (Satgas, 2021). The spread of Covid-19 is happening so fast all over the world, including Indonesia. Until now, the spread of Covid-19 continues to increase in Indonesia. The number of people infected on April 4, 2021, is 1,534,255 (Satgas, 2021). This is due to the spread of Covid-19 through direct physical contact between humans and animals (Yulianingsih et al., 2020). For more than a year, humans have lived side-by-side with Covid-19, with all human activities being restricted from large crowds of people, including education services. Educational levels from early childhood education to college teaching and learning activities are carried out online or online (Cahyani, 2021).

The sudden transition of online learning or online learning certainly makes several educational institu-

tions need to prepare various ways to keep the educational process running (Damayanthi, 2020). Distance learning requires several facilities that educators, students, and institutions must prepare. This makes several students feel burdened because the provision of these facilities is fulfilled personally by students, not the school institution. In addition, distance learning using communication tools in the form of gadgets can affect student participation in the learning process (Purbawati et al., 2020). Therefore, the educator's task as a facilitator is to make the best alternative in facilitating the teaching and learning process. This has also been regulated by the Ministry of Education and Culture of the Republic of Indonesia to issue an emergency curriculum policy, through Kepmendikbud Number 719/P/2020 dated August 4, 2020, regarding guidelines for implementing the curriculum in academic units under particular conditions (Kemendikbud, 2020). Then it is explained in detail in the emergency curriculum through the decision of the Head of Research and Development Agency Number 018/H/KR/2020 (Kemendikbud, 2020). The purpose of the emergency curriculum is to provide flexibility for academic units in the curriculum according to the needs of students. So in implementing the learning process, the education unit considers 1) Carrying out the national curriculum, 2) Implementing an emergency curriculum, 3) Simplifying the curriculum

independently. Adjustments in flexibility and simplification in the implementation of education are certainly expected to make it easier for students to participate in the teaching and learning process (Hapsara, 2020). In the learning process, of course, involving students in participating for the success of the goals of education (Sudjana, 2005), especially during the current Covid-19 pandemic. Student learning participation is the participation of students in school activities that indicated by the presence of physical and psychological behavior (Hapsara, 2020). Participation is involvement (Suryosubroto, 2009). Participation is the mental and emotional inclusion of a person in a group to encourage them to develop in the power of thought and feeling to achieve a common goal. Then according to Mulyasa (2006) participation, namely the planning, implementation, and evaluation of learning.

In implementing teaching and learning activities, the equivalence of package C at Community Learning Center (CLC) Cerme Gresik uses the principle of andragogy (adult education), namely in the learning process involving students in planning, implementation, and evaluation (Sumule, 2018). Of course, in the current Covid-19 pandemic, student participation is very much needed because the way or not the learning process depends on the students' participation in it. The form of student participation from planning, implementation, and evaluation is contained in online learning by covering several aspects of participation assessment (Sumadi, 2002), among others:

Attendance of students

The participation of students in the implementation of learning activities is the awareness of students in need of learning. Equality education does not have strict regulations, like formal education. So in planning, they are directly involved so that they understand the purpose of the program held for the benefit of the learning needs of students, so it is hoped that the presence of students can continue to increase (Radzevičienė et al., 2021). In principle, the implementation of equality education comes from the community, the community, and the community (Michener, 1998).

Participate in discussions

Equality students have a variety of backgrounds that make each individual have a different experience. The experience gained previously will make discussion materials with those that remain in harmony according to the material discussed. The advantage of adult education is that students are not only recipients of information such as formal school-age children, but they have extraordinary experiences that educators do not necessarily experience (Castle & Attwood,

2001). Knowledge transfer occurs between educators to students and students to students. For example, student A has experience operating a computer because he has experience working in the computer field. In ICT learning, of course, student A can understand well how to operate a computer, so in the discussion, students express their opinion on problems that often occur in computers, such as viruses. In this discussion, student A explained how to keep the computer safe by using antivirus software. This is, of course, all students do not necessarily understand the operation of computers thoroughly. Thus, the learning process can transfer knowledge through experience between other students so that the discussion continues to run well. However, educators should be able to limit the discussion if it is outside the material. The form of student participation in the learning process is directly involved in the discussion (Rovai, 2007). Through discussion, students can enrich the knowledge gained so that what is obtained through equivalence education is not merely obtaining a diploma but also experiencing knowledge gained during the learning process.

Complete the task completely

In the learning process, students indeed cannot be separated from the assignment (homework). They were giving this task so that students could be responsible. The purpose of education demands students cognitively or knowledge and attitudes, such as being responsible, independent, respectful, and others (Kurniati et al., 2020). Completion of assignments on time is a form of enthusiasm for students in learning. In addition to forming attitudes, giving assignments to students can also gain broader knowledge through other learning resources, such as books, the internet, magazines, newspapers, and others. So, by giving assignments, students can form cognitive, psychomotor, and cognitive achievements (Mustapa, 2021).

Question and answer participation

Educators in the process of delivering material some students do not understand the explanation of the material presented, as students who are enthusiastic about learning will ask the educators to make it more transparent. The form of student participation is through asking and answering, so they are considered to have more abilities because they think critically about the material presented through question and answer (Ridlo, 2020). Active students always respond to what has been explained by the educator and vice versa. If students are not enthusiastic about learning, then the attitude of students is only as listeners. Here educators will not know the difficulties of students in understanding the material. In the learning process, there should be two-way communication between

educators and students to create an energetic atmosphere in the classroom, and of course, the educators here act as facilitators so that learning is by the needs of students (Palmer, 2008). Therefore, educators direct and provide opportunities for students to ask questions and express opinions. When students have asked and expressed opinions, the teacher must give appreciation to ask questions and express opinions again. A friendly learning atmosphere is essential for students to feel comfortable and calm so that what they do not understand freely is easy to ask (Lucardie, 2014). It should be understood again that authoritarian or tense learning makes students feel threatened, and there will be no active participation in class, especially for adult students.

Take notes on the teacher's explanation

Taking notes on the main explanation from the teacher can remind the material in the future that may be very useful for students. Often students do not do that because they are lazy, sleepy, tired, and so on, which makes them underestimate what the teacher conveys. Taking notes from the teacher's explanation allows students to remember because pen strokes can remind them what was written. Taking notes is a trivial thing for students by using gadgets, taking photos, or storing material in smartphone documents. This usually means that students will not re-read, let alone retake notes, so the notebook looks empty and even clean without streaks. Taking notes is a form of student habit to try to summarize the material presented by the teacher (Ekuni et al., 2020). Taking notes requires skills, namely listening and sensory hand movements. Good note-taking is not just taking notes but how students in taking notes can understand the material presented (Wong & Lim, 2021).

Summarizing the material at the end of the lesson

Concluding the material at the end of the lesson can be in the form of giving questions given by educators to students so that they can draw a red line from the core of the learning material. The purpose of concluding, so that students can recall the material presented from beginning to end (Kromka & Goodboy, 2019). If the material has been mastered, then the mastery of the material can be conveyed in the students' language. This is done because it is to assesses whether students pay attention from the beginning or not. From this, it can be assessed how educators deliver the participation of students in the provision of material.

Determination of evaluation results

The learning process from planning, implementation, and evaluation involves directly in learning for adult learners. Evaluation is carried out based on the

outputs and outcomes that students should achieve (Howe & Milner-Gulland, 2012). In addition, evaluation is a measurement of assessment for students. Evaluation is also an assessment of a program of activities carried out. For adult learners, of course, can assess the extent to which the program is implemented in order to re-diagnose learning needs. With the evaluation, a lack of learning resources or anything that needs to be improved or added to the next learning activity can be found (Lawless & Pellegrino, 2007).

During the current pandemic, educators cannot directly control students in the implementation of teaching and learning. It is not surprising that student participation tends to decrease. This is due to the unavailability of facilities, lack of motivation, monotonous learning, and others (Putra, 2021). It will not be easy to participate in online learning activities, especially with adult students receiving education, such as equality, training, empowerment, and other non-formal education units. This is, of course, the parties, both institutions or government should be able to pay attention to education on non-formal channels because education in Indonesia is not only formal channels but there are also educational pathways that have been regulated in Law no. 20 of 2003 concerning the National Education System, there are three educational pathways, namely informal education, formal education, and non-formal education (Sisdiknas, 2003). Non-formal education plays a role in national development. Therefore the role of the three educational pathways is supplement, complement, and substitution (Rohmah, 2014).

During the Covid-19 pandemic, one of the best alternatives in implementing learning is through online learning. Online learning, namely learning activities carried out remotely with the help of internet-connected media, such as smartphones, laptops, computers, tablets, and so on that can be accessed anytime and anywhere (Gikas, J., & Grant, 2013). Currently, in the era of digitization, all activities are connected to the internet, especially smartphones. Through smartphones, the world feels like the palm of your hand. That is, everything is easily obtained with just one click, you can connect for transactions in everything, such as e-banking transactions, online shopping, digital money services (ovo and gopay), online books, online motorcycle taxis, food delivery, and others (Ballard & Blaine, 2013). So that today's mobile phones are not only message senders and telephone recipients, but also provide services that certainly make things easier including education services. This time course, teaching, and learning activities are carried out remotely using several applications that educators and students can access, such as zoom meeting, Whatsapp, google class, google form,

Learning Houses, Our Desks, Google Education, Teacher's Room, Quipper School, and others. .

According to Gheytsi, Azizifar & Gowhary (Kusniyah & Hakim, 2019) there are several studies that technology can have a positive influence on learning. The positive influence of using online learning can foster independent learning for students. According to (Oknisih, N., 2019) online learning tends to be student-centered so that they will appear responsible and independent for learning, and children's interest will be awakened (Sobron, A. N., & Bayu, 2019). Online learning aims to provide quality educational services through an open internet network to reach more and broader interested students (Abdul, 2019).

Participation in learning during the pandemic requires motivation and support, both from educators, families, and the environment, so that students continue to have a sense of enthusiasm to continue to follow online learning. However, from the results of the United Nations International Children's Emergency Fund (UNICEF) survey, it was noted that as many as 1% or 938 children aged 7 to 18 years dropped out of school due to the impact of the Covid-19 coronavirus pandemic. Of these, 74% of children drop out of school because there is no money. As many as 12% of children drop out of school because there is no desire. Then, 3% of children drop out of school because of environmental influences. Children who drop out of school because they are satisfied with their current education and work are 2% each. Meanwhile, 8% of children drop out of school for other reasons (Jayani, 2021).

During the Covid-19 pandemic, the Community Learning Center (CLC), which is equality education, continues to carry out the teaching and learning process at CLC Cerme Gresik. The level of equality education at CLC Cerme Gresik consists of packages A, B, and C. This study focuses on the equivalence of package C or equivalent to high school. The uniqueness of the characteristics of package C in the learning process during the pandemic, namely flexible learning. This statement aims to students learn can be done anywhere, anytime, by anyone and various sources of material obtained.

However, problems arise that are experienced by students and educators during online learning, namely the need for gadgets that not all have. Besides that, data packages become a burden for more expenses during the Covid-19 pandemic. Internet data packages are a burden for students because, during the Covid-19 pandemic, most of them lost their livelihoods which required restructuring the economy. This is what was felt at the beginning of the Covid-19 pandemic for students. In addition to these limitations, some of the students' whereabouts during

online learning are unknown. They assume that during the Covid-19 pandemic, schools are closed so that communication is not optimal at the beginning of online learning.

Another problem that emerged is that students lack participation in online learning because online learning is foreign to students, primarily when the teaching and learning process is carried out at home. The lack of motivation to learn impacts the participation of adult learners aged more than 20 years, especially those aged over 40 years, where physical assistance is needed to guide learning success in completing compulsory education programs for student independence. Judging from some of the problems of the CLC Cerme Gresik students, it is undoubtedly different from the type of formal education. It should be realized that there are various characteristics of CLC Cerme Gresik with various age backgrounds, occupations, economics, social strata, dropouts, and so on that need a long time to adapt to changes during the Covid-19 pandemic.

So with these multiple characteristics, educators have to rearrange the implementation of the teaching and learning process during the Covid-19 pandemic so that students participate in activities at CLC. The observation results showed that the package C equivalence learning implementation at CLC Cerme Gresik was carried out online through zoom meetings or Whatsapp. Educators as facilitators continue to control the course of activities and provide information to students via WhatsApp. Educators and heads of CLC continue to provide education services to the maximum extent possible during the Covid-19 pandemic by routinely carrying out learning through zoom meetings and controlling student assignments via WhatsApp. In addition, educators also provide material by the curriculum adapting to the learning needs of students, such as giving tasks with lighter loads, flexible learning activities other than eliminating learning, the material presented is short, concise, and clear, and time for collecting assignments that are not burdensome. This is by the principles of Non-Formal Education, namely participation in education management comes from the community, by the community, and for the community. Based on the results of research from Purbawati (2020), This shows that student participation in online learning during the Covid-19 pandemic by implementing online learning through gadgets is relatively high. This can be seen from the results of class VIII participation having an average score of 5.2. There are five forms of online learning participation, including student attendance, discipline in doing assignments, cooperation in doing group assignments, polite in speaking, implementing exam.

METHODS

The purpose of this study was to describe the level of participation of students pursuing package C in online learning during the Covid-19 pandemic at SKB Cerme Gresik. This study uses survey research with a quantitative approach. The data analysis technique of this research used descriptive statistical techniques. Quantitative descriptive according to Sugiyono (2017) namely quantitative, which serves to describe or provide an overview of the object under study through sample or population data as it is, without analyzing and making conclusions that apply to the public.

The research location is at SKB Cerme Gresik, located at Jl. Jurit, Cerme Kidul, Gresik Regency, East Java. The time of the research was carried out in June 2021. The population taken in this study were all students of the equivalence of packages A, B, and C. The sampling technique used was purposive sampling with 35 students pursuing package C. Data collection techniques using questionnaires were carried out sequentially online using "WhatsApp." Collecting data in this study using a questionnaire sheet with a Likert scale answer choice with four answer choices, namely strongly agree, agree, disagree, and disagree.

The following table is Valid: if rcount is greater than rtable (rcount>rtable), then

Invalid: if rcount is less than rtable (rcount<rtable). Measuring reliability with Cronbach's Alpha statistical test, a variable is said to reliable if it gives a Conbarch Alpha value > 0.60 (Ghozali, 2006).

Table 1. Reliability Test Results

Alpha Cronbach	N of Item	Description
0,843	35	Reliabel

(Source: data processed by researchers, 2021)

Data analysis in this study used descriptive statistics in the form of percentages using descriptive statistics frequencies with the help of SPSS 22.0. In this study, data analysis in the form of percentages uses the following formula:

Analysis formula per item:

$$P = \frac{f}{N} \times 100\%$$

Description:

f: Frequency (respondents' answers)

N: Total Number of Respondents

Q: Percentage figures

RESULTS AND DISCUSSION

The results of the calculation of the percentage of student participation rates pursuing package C in online learning during the Covid-19 pandemic at SKB Cerme Gresik, which is 82.5%. The full results can be seen below:

Table 2. Percentage of the participation rate of students pursuing package C in online learning during the Covid-19 pandemic at CLC Cerme Gresik

Respondents	Total Score (n)	Maximum Score (N)	Percentage
35 Students Package C at SKB Cerme Gresik	3011	121	82,5%

This is supported by the relationship between the results of each sub-variable which is used as an indicator as follows:

Participation of Students Students Attendance

The study results on the sub-variables of student attendance were included in the high category with a percentage of 80%. This is supported by the distribution table of the percentage of answers to the sub-variable attendance of students.

Table 3. Percentage of Answers Sub Variables of Student Attendance

Alternative Answer	Value	Respondents	Percentage
Strongly Disagree	1	0	0%
Disagree	2	0	0%
Agree	3	33	94,2%
Strongly Agree	4	2	5,8%
Total		35	100%

Based on the information in Table 3, it is known that most of the students chose "agree" with a percentage of 94.2%. In this case, it can be concluded that more students choose to agree in the presence of the sub-variable.

Discussion Participation

The study results on the discussion participation sub-variable were included in the very high category with a percentage of 83.2%. The distribution table supports this for the percentage of answers to the discussion participation sub variable.

Table 4. Percentage of Answers Sub Variables Discussion Participation

Alternative Answer	Value	Respondents	Percentage
Strongly Disagree	1	0	0%
Disagree	2	0	0%
Agree	3	30	85,7%
Strongly Agree	4	5	4,3%
Total		35	100%

Based on Table 4, most of the students chose "agree," with a percentage of 85.7%. In this case, it can be concluded that the discussion participation sub-variable more chooses to agree.

Complete the Tasks Completely

The study results on the sub-variables of completing the task completely were included in the very high category with a percentage of 82.8%. This is supported by the distribution of the percentage of answers

Table 5. Percentage of Answers Sub Variable Complete the Tasks Completely

Alternative Answer	Value	Respondents	Percentage
Strongly Disagree	1	0	0%
Disagree	2	0	0%
Agree	3	33	94,2%
Strongly Agree	4	2	5,8%
Total		35	100%

Based on Table 5, most of the students chose "agree," with a percentage of 94.2%. In this case, it can be concluded that the sub-variables who complete the task prefer entirely to agree.

Questions and Answers Participation

The study results on the question and answer participation sub-variable included in the very high category with 82.6%. This is supported by the distribution table for the percentage of answers to the question and answer participation sub variable.

Table 6. Percentage of Answers Sub Variables Participation Question and answer

Alternative Answer	Value	Respondents	Percentage
Strongly Disagree	1	0	0%
Disagree	2	1	2,9%
Agree	3	33	94,2%
Strongly Agree	4	1	2,9%
Total		35	100%

Based on Table 6, most of the students chose "agree," with a percentage of 94.2%. In this case, it can be concluded that in the question and answer

participation sub-variable, more people choose to agree.

Recording Educator's Explanation

The study results on the sub-variables noted that the explanations of educators were included in the very high category with 81.4%. The distribution table supports this for the percentage of answers to sub-variables noting educators' explanations.

Table 7. Percentage of Answers Sub Variables Recording Educator's Explanation

Alternative Answer	Value	Respondents	Percentage
Strongly Disagree	1	0	0%
Disagree	2	0	0%
Agree	3	26	74,2% %
Strongly Agree	4	9	25,8%
Total		35	100%

Based on the information in Table 7, it is known that most of the students chose "agree" with a percentage of 74.2%. In this case, it can be concluded that the sub-variables noted that the educators chose to agree more.

Concluding the Material at the End of the Lesson

The research results on the sub-variables concluded that the material at the end of the lesson was included in the very high category with 83.8%. The distribution table supports this for the percentage of sub-variable answers to conclude the material at the end of the lesson.

Table 8. Percentage of Answers Sub-variables conclude the material at the end

Alternative Answer	Value	Respondents	Percentage
Strongly Disagree	1	0	0%
Disagree	2	0	0%
Agree	3	32	91,4%
Strongly Agree	4	3	8,6%
Total		35	100%

Based on the information in Table 8, it is known that most of the students chose "agree" with a percentage of 91.4%. It can be concluded that the sub-variables concluded that the material at the end of the lesson preferred to agree.

Determination of Evaluation Results

The research results on the sub-variables of determining the evaluation results are included in the very high category with a percentage of 81.7%—the distribution table of the percentage of answers to the sub-variable determination of the evaluation results.

Table 9. Percentage of Answers Sub Variables for Determination of Evaluation Results

Alternative Answer	Value	Respondents	Percentage
Strongly Disagree	1	0	0%
Disagree	2	1	3%
Agree	3	29	82.8%
Strongly Agree	4	5	14.2%
Total		35	100%

Based on the information in Table 9, it is known that most of the students chose "agree" with a percentage of 82.8%. In this case, it can be concluded that the sub-variables for determining the evaluation results are more likely to agree.

The participation of students pursuing package C in online learning during the Covid-19 pandemic at CLC Cerme Gresik was very high, with a percentage yield of 82.5%. This result is evidenced by several indicators related to student participation and online learning during the Covid-19 pandemic, including:

Participation of Students

Student Attendance

The study results on the sub-variables of student attendance were included in the high category with a percentage of 80%. According to the results of field research, students pursuing package C at CLC Cerme Gresik are enthusiastic about participating in learning because attendance for each subject is applied using the google form. The use of zoom/google meet is also carried out every lesson by the agreement between students and educators to monitor attendance. There are several reasons for students' absence in virtual learning, including 1) busywork. Adult students are adults with working status; during the Covid-19 pandemic, the economy has decreased to layoffs, impacting students who are not too focused on learning. In such conditions, the SKB does not force students to participate in the entire learning process, however most importantly can collect assignments, 2) do not have a gadget. Some students do not have gadgets which results in not being able to participate in the learning process. Gadget disloyalty because students are economically low can be said to eat gratefully every day. To follow the usual learning, ask friends and borrow a neighbor's or relative's cellphone. However, it was found that there were no gadgets where students were not present at all in the learning process. 3) the lack of enthusiasm of students. If learning is considered more complex, adult students are better off not doing it because of the inability of students to follow it. In addition, laziness arises during learning at home, which makes students not participate in virtual learning.

Adult learning requires motivation for students carried out by educators. Besides that, more

meaningful learning innovations are needed that lead to everyday life (Senjawati & Fakhruddin, 2017). Meaningful learning for adults needs to be applied in the virtual learning process (Syarifudin, 2020). Meaningful learning for students is not just given tasks that are only related to subjects but can be in the form of simple projects related to the work or habits of students, as was done by students pursuing package C at CLC Cerme Gresik, who worked in a coffee shop. The task of monitoring every visitor activity in the coffee shop is linked to subjects such as sociology. This activity can also be beneficial for students by making simple observations to find out the goals and needs of visitors. In this way, students can develop coffee shops that are suitable for visitors. With meaningful learning, students feel that fun learning can be a solution to meet the learning needs of students (Syarifudin, 2020).

Discussion Participation

The study results on the discussion participation sub-variable were included in the very high category with a percentage of 83.2%. According to field results, students are enthusiastic in discussions, both between individuals and groups. Discussions carried out during the learning process were in the form of sharing student experiences. The discussion process in the form of sharing experiences is also often carried out by educators pursuing package C at CLC Cerme Gresik because most of the students are adults who have had more experience than children. Discussions during virtual learning are carried out through Whatapps in the form of group chats because learning using zoom is rarely done. Maybe only a few educators are active in using zoom.

Discussions need to be in learning because sources of information are obtained from educators and obtained from the internet, books, magazines, and newspapers so that the knowledge gained is more diverse (Suragangga, 2017). Learning for adults cannot be more dominant with educators who are the only source, but students participate in it. Besides that, teaching adult students is not binding rules and punishments (Suragangga, 2017). If educators impose binding rules and punishments, students are not enthusiastic about participating in learning and will not even come back again. This is by the results of Budiwan's research (2018) that the structure and self-organization appear to be rigid in a threatening situation and will loosen if it is free from threats so that an experience that is considered incompatible with itself can only be assimilated and if the self-organization is loosened and expanded to include experience. Therefore, educators pursuing package C at CLC Cerme Gresik open a discussion space for students to express their opinions, and the role of

educators as facilitators is to mediate the discussion to avoid mistakes and widen the discussion.

Complete the Tasks Completely

The study results on the sub-variables of completing the task were ultimately included in the very high category with 82.8%. According to the results of the field that students can complete the task correctly and on time. During virtual learning, educators cannot directly monitor students in completing both assignments and exams in UTS and UAS. The tasks given to students pursuing package C at CLC Cerme Gresik are in the form of practice questions on the Student Worksheet and the package book that each student has. Giving assignments aims to form responsible and independent students. Besides that, it also adds insight to students because they indirectly seek and find complete material (R. P. Cahyani, 2020). Educators pursuing package C at CLC Cerme provide a time limit for collecting assignments for students using the google form. With Google forms, educators can see the time of submission of assignments. This makes it easier for educators to know when to collect student assignments. In addition, the collection of assignments is also done via WhatsApp, but the complaints received by educators are in the form of full cellphone memory, thus making educators take steps to collect assignments sent via a google form.

Students are enthusiastic in doing the assignments given by the teacher with evidence in the form of 1) the time of collecting assignments on time, 2) the results of the work according to the expectations of the educator, and 3) obeying the rules made by the educator. Such results are beyond the expectations of educators because students pursuing package C at CLC Cerme Gresik are primarily adults, where independent learning allows students to find the meaning of learning. However, with limitations, it does not make students never give up on continuing the distance teaching and learning process. Virtual learning is new for students, especially those pursuing package C at CLC Cerme Gresik, which allows them to adapt to limited conditions. At the beginning of virtual learning, students had difficulty participating in teaching and learning because previously, they had never implemented virtual learning and were unprepared because the pandemic conditions required not meeting many people. With conditions requiring students to study at home suddenly and in a limited manner, the school provides convenience and lightness in the teaching and learning process so that students can easily continue to follow learning, especially students affected by Covid-19, which requires more complex work and takes time, longer to survive during the pandemic.

There are several obstacles for students in carrying out the tasks given. Educators assist the difficulties experienced by students in the form of mentoring and directing students by continuing to communicate through groups or personal chats via WhatsApp. Examples of learning assistance when educator participants have difficulty understanding the material, especially in mathematics. This requires assistance at every step of working on math problems. In overcoming this, educators pursuing package C at CLC Cerme Gresik use several ways to make videos, discuss together via zoom, joint discussions, and others. This is also following the research results conducted by Wahono (2020); namely, adult learning (andragogy) emphasizes guiding and helping adults find knowledge, skills, and attitudes. The learning process for adults requires other people who can act as learning guides, not tend to be tutored.

Questions and Answers Participation

The study results on the question and answer participation sub-variable included in the very high category with 82.6%. Most of the students pursuing package C at CLC Cerme Gresik in virtual learning play an active role in participating in questions and answers. Discussions often begin with questions and answers on material that students have not understood and lead to other discussions by sharing experiences. The questions that are often asked by students pursuing package C at CLC Cerme Gresik are material that is difficult to understand and obstacles that occur during online learning. Communication made by students with educators and students with students during virtual learning is still being carried out because, with communication, it can be judged that students' enthusiasm towards learning is high. According to Kisworo (2017) results, learning for adults is related to direct yourself to ask questions and find answers. Students' submission of questions and answers is still only related to difficulties and simple experiences, because knowledge abilities are still not optimal, so sometimes personal problems become the subject of discussion. Educators continue to direct the course of students' questions and answers so that the discussions can be directed and become meaningful for students.

Questions and answers were conducted to measure the extent to which students understood the material presented (Solihati et al., 2018). Communication is carried out in two directions so that the learning atmosphere is built correctly. Questions and answers not only provoke students to ask questions but also answer questions given by educators (Fathony, 2019). With questions and answers, students can train students in communicating their opinions well. Adult

learners are more inclined to flexible learning and are not bound by rules (Sa'diyah et al., 2021). In addition, students are more enthusiastic if the teacher does not dominate learning. Because adults are different from their children's age, they want to be directly involved in activities, even the teaching and learning process (W. Widodo et al., 2021). This happened at the Cerme Gresik SKB, namely virtual learning at the beginning of the Covid-19 pandemic, educators who made rules without prior discussion so that there was a refusal from students to participate in the learning process. This is because there is no agreement between educators and students. After all, adults have their own busy lives. During three months of learning in this way, it is not practical. The educators pursuing package C at CLC Cerme Gresik invite them to be directly involved in determining learning methods that are readily accepted by educators, both time, task collection, learning methods, learning applications, and others. After involving students in planning their learning, they are more enthusiastic in participating in learning with existing limitations.

Recording Educator's Explanation

The study results on the sub-variables noted that the explanations of educators were included in the very high category with 81.4%. In explaining the material presented by educators, students often forget and find it challenging to re-learn, which results in exam results not reaching the KKM standard. To remember the teacher's explanation better, students need to record and summarize the material. Recording and summarizing the material make it easier for students to understand the material. Because the summary notes are learning materials and can easily repeat the material presented (Purnamasari et al., 2012), in this way, students can better understand the material and have many discussions with educators or fellow students. Most of the students pursuing package C at CLC Cerme Gresik noted the explanation of the material presented by the educator. This is evidenced in the participant's notebooks which contain many notes, especially for grade 12 students. Several times during the Covid-19 pandemic, students came to school to pick up textbooks and collect assignments. Judging from the notebooks collected, 9 out of 15 students took notes from the teacher's explanation. Learning by rereading notebooks is an easy alternative to understanding the material (Sari, 2021).

However, some students did not actively record the summary of the teacher's explanation due to busy work. In addition, students are more concerned with not caring because the purpose of the package C education is to get a diploma. This reason has become an open secret that makes equality education challenging to develop. To overcome this, educators pursuing

package C at CLC Cerme Gresik provide special assistance to generate motivation in learning. This assistance is in the form of sharing problems experienced through private chat during the Covid-19 pandemic. An attitude of attention to students makes them feel valued by the people around them. This also makes the reason why students who have problems in traditional schools prefer schools inequality because they are valued for the weaknesses and strengths that students have compared to formal schools that generalize students' abilities. So that students who are lacking in academics will feel that their abilities are not appreciated.

Concluding the Material at the End of the Lesson

The research results on the sub-variables concluded that the material at the end of the lesson was included in the very high category with 83.8%. The teaching and learning process is a knowledge transfer process that involves two directions between educators and students. The ability to understand the material that educators have delivered can be through asking students again by directing the conclusion of the material at the end of the lesson (Rofiah & Rofiana, 2017). Educators can assess how much students understand the material received during the teaching and learning process. Educators also did this at CLC Cerme Gresik after the question and answer session took place. The conclusion of the material provided by the teacher is in the form of questions to be answered by students. If students quickly repeat the material that has been given, then students can master the material that has been delivered—the ability to conclude material as a form of participation for students to participate in the learning process. In addition, stimulating students by repeating the material can stimulate memory and language skills. Especially for adult learners who are continuously stimulated for memory skills. By continuing to hone memory skills can reduce senility for adult learners. So CLC Cerme educators in delivering material are more directed at students' daily lives to make it easier to understand the material; with this, at the end of learning, students quickly repeat the material.

Determination of Evaluation Results

The research results on the sub-variables of determining the evaluation results are included in the very high category with a percentage of 81.7%. Determination of evaluation is an important thing done by educators at the end of each lesson. The evaluation determined in the CLC Cerme Gresik is in the form of semester 1 and 2 report cards. This can be used as a reference for the success of students in taking equality education. Even during the Covid-19 pandemic, educators at SKB Cerme Gresik still provide

assessments based on student learning outcomes, such as assignments, attendance, activity, and UTS and UAS exams, considering cognitive, affective, and psychomotor. The evaluation results make the benchmark for students to be able to improve and improve their learning abilities (Mahirah, 2017). For adult learners, the assessment in the form of report cards does not make their reference to learning success. With this, CLC Cerme Gresik educators also make skill assessments that produce outputs in the form of hard skills and soft skills through computer skills education, fashion, culinary and electrical skills. During the Covid-19 pandemic, students took turns taking skill classes. It is intended that students continue to carry out learning that involves abilities in skills. Equipped with diplomas and skills, students will not be left behind in demand for professional workers.

Based on the results of the study, it was found that there were positive behavioral changes of students at CLC Cerme Gresik during online learning, namely :

Fostering the Spirit of Learning

During the Covid-19 pandemic, public service activities, including education, experienced limitations, so there were alternative ways to continue to carry out learning, namely using technology in the form of gadgets connected via the internet (Cahyani, 2021). This is to prevent transmission of the virus due to the impact of Covid-19. The beginning of online learning made most educators and students unprepared to carry out virtual learning activities. As time goes on, implementing a new everyday life has made several people adapt to the Covid-19 pandemic. Students and educators also experience this at CLC Cerme Gresik, which carries out virtual learning activities requiring a long adaptation to accept and participate in a series of online learning activities. Constraints are experienced by students in the form of ignorance in using gadgets and not having gadgets. This problem has been given a solution by the head of SKB to assist in credit and purchase of gadgets for students considered financially incapable. The assistance provided is nothing but so that students continue to carry out virtual learning. The adaptation of virtual learning adjustments for students of package C at CLC Cerme, primarily adult students, takes a long time of about 4-5 months. After taking a long time, students can begin to adapt to the spirit of learning to grow in students. Students feel that online learning is more flexible to adjust their daily activities, whether working, taking care of the household, accompanying children to learn online, and so on (Shofwan et al., 2021).

Most of the students pursuing package C at CLC Cerme Gresik are adults, so they plan, process, and

evaluate virtual learning. Participatory learning is an effort to involve students in the learning process (D. Hidayat, 2016). With this, students must be independent in everything, including finding learning resources, either through books, the internet, magazines, or newspapers. Students of Cerme Gresik's C CLC package tend to look for learning resources on the internet through Google services in Google Web, YouTube, and others. Various materials can be searched easily through the internet. By learning independently, students can control themselves and be responsible for making students enthusiastic about learning (Siswati et al., 2020). This is by the results of Anom's research (2021), namely the search for material is an art in itself for students, because when students have found material on their efforts, it creates a sense of satisfaction that they will continue to do, then in this way, independent learning can grow, eager to learn. The spirit of learning can grow through external and internal support. Students pursuing package C at CLC Cerme Gresik are enthusiastic about online learning because they fulfill their learning needs. Even though they are in limited conditions, they still carry out online learning well. Then also, during the Covid-19 pandemic, based on the number of students who remained and tended to increase compared to before the pandemic, indicating that CLC Cerme Gresik students were enthusiastic about learning compared to formal schools, which researchers found there were formal schools that experienced a decline in the number of students due to the Covid-19 pandemic. 19.

Literacy on Technology

The ability of package C students at CLC Cerme Gresik to technological literacy before the Covid-19 pandemic was only limited to using gadgets for social media, namely WhatsApp, Facebook, Instagram, and games. The use of gadgets like this has not reflected the use of gadgets as learning media (Poerwanti & Suwandayani, 2021). However, after the Covid-19 pandemic, students understand more about the features of other gadget services that can easily find learning resources. Literacy skills for technology during the Covid-19 pandemic indirectly force students to master technology as a learning medium (Zainal, 2020). This made students pursuing package C at CLC Cerme Gresik initially experienced difficulties, so educators had to re-learn the use of gadgets to participate in online learning well. The literacy skills of students pursuing package C at CLC Cerme towards technology are relatively low, so some students are not enthusiastic about participating in online learning.

From the research results, educators provide an easier way to assist students, especially those over 30

years of age. This assistance is carried out personally by providing continuous guidance until approximately 4-5 months students can master gadgets as learning materials. At the beginning of the pandemic, educators assisted in operating zoom, collecting assignments, exams UTS, and UAS on google forms, and searching for materials on google. The literacy ability of students is currently more advanced to support the learning process than before; gadgets were only used as social media (Syamsuar & Reflianto, 2019).

Social Interaction Ability

During the Covid-19 pandemic, interactions between students and educators and students with other students were limited, but through gadgets, although limited by distance, there was still interaction, both personal and in groups (Kahfi, 2020). Learning at the CLC Cerme Gresik was still carried out as usual before the pandemic, but there were slight differences, namely more flexibility in time, assignment, and materials delivery. Although more flexible, students do not lose enthusiasm and intimacy with other students. Learning through social media is an alternative for students to interact while maintaining good communication (Ahmad, 2020) easily. Students pursuing package C at CLC Cerme Gresik have more social interaction through chat group social media because it is easier and bolder to express opinions through messages in writing than speaking directly. This is by the results of Lasut's (2021) research, which states that students are more daring to communicate with educators through chat messages, so discussions are now more dominant through chat groups. Establishing intimacy during the Covid-19 pandemic is easier because of the chat groups available on social media where students can gather and convey information as a whole without attending a meeting somewhere (Ardhiani et al., 2021). This is very visible when meeting in person. They are more silent than discussions via chat, where they express opinions more.

Collaboration

Collaboration is the most important thing to realize the success of an activity. There is an interaction between educators and students in the learning process that involves collaboration between the two (Palenti & Zulkarnain, 2019). In the learning process in the classroom, the collaboration between educators and students is established. For example, educators teach, and then students pay attention and carry out the tasks given. This is an example of a small collaboration in the classroom. Collaboration between students and educators pursuing package C at CLC Cerme Gresik is well established. The teaching and learning process has been implemented

since 1978. This proves that the vision and mission of CLC are carried out well through collaboration between the head of the CLC, educators, and students. The existence of the CLC cannot be separated from the results of collaborations that can deliver CLC as a non-formal educational institution that can meet the learning needs of students even in conditions that cannot be predicted every year, such as currently in the conditions of the Covid-19 pandemic. The current state of the Covid-19 pandemic has made the CLC the biggest challenge to exist in society. The provision of the best services by the institution makes people interested in joining the CLC section.

During the Covid-19 pandemic, CLC Cerme Gresik was minimal in-service facilities to support online learning. The collaboration that has been established between students and educators makes the SKB institution survive to provide the best service. Collaboration occurs in the classroom and participates in making programs for community services (U. Widodo, 2013). Example of collaboration during the Covid-19 pandemic, outside of activities in the classroom. Namely helping each other for students who are affected by donations or necessities. By assisting fellow students can reduce the burden of needs they experience.

In addition, there are also examples in the classroom, namely the form of collaboration between educators and students in the form of assisting adult students. Students also collaborate to help each other solve the learning problems of other students, such as studying together, asking each other for assignments and lesson schedules, and others. With this, students are formed not to have a selfish nature but a caring attitude built through teaching and learning activities. The teaching and learning process aims to form students mastering knowledge, skills, and attitudes (Alifah, 2019). A closer friendship was built between SKB Cerme Gresik students despite the Covid-19 pandemic.

Self-study Skills

The study results show that since the Covid-19 pandemic, teaching and learning activities have been carried out independently at home without the direct physical assistance of educators. Learning virtually has limited time and the presence of educators, which are usually easily obtained by students by only coming directly to the school. The ability to learn independently of each individual is different, some easily understand the material by studying alone, and some students understand the material in the teacher's presence (D. R. Hidayat et al., 2020). Sudden changes make several educators and students adapt to continue carrying out the teaching and learning

process through gadget media. This is also experienced by students and educators pursuing package C at CLC Cerme Gresik, namely adapting to accept a different way of learning than before. For adults, learning can be done anywhere, anytime, from anyone (Ngili, 2015). This principle makes students pursuing package C able to adapt to independent online learning.

After participating in online learning, students will increase their knowledge about digital literacy (Angrasari, 2020). This ability allows students to independently obtain learning resources, both in the form of text and video. Students who do not experience significant difficulties after about 4-6 months have adapted to online learning activities. Through online learning, they can quickly learn self-taught, both in terms of knowledge and skills. Although students easily find learning resources, the role of educators as facilitators is to be more direct in finding reliable learning sources for students (Kisworo, 2017) and learning for adults under any conditions if they have the initiative and high learning motivation does not prevent them from continuing to develop (Rizal, 2008). This is done by adult students pursuing package C at CLC Cerme Gresik, because they understand their learning needs better than school-age children. Through this independence, students can gain meaning from learning itself.

CONCLUSION

Based on the study results, it can be concluded that student participation in online learning during the Covid-19 pandemic is very high, seen from the percentage with a total of 82.5%. Learning through online learning is an alternative today to continue to carry out the teaching and learning process. During online learning, there are cognitive, affective, and psychomotor changes for students. Judging from the changes during online learning, namely 1) fostering the spirit of learning, 2) Literacy towards technology, 3) Interpersonal interaction skills, 4) Collaboration and 5) Independent learning skills.

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