

A Study Case of Analysis and Needs of Distance Learning at Mandailing Natal District Senior High Schools during the Covid-19 Pandemic

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Abstract

This study discusses learning which was originally carried face-to-face but then became distance learning in a high school in Mandailing Natal Regency during the COVID-19 pandemic. This study analyzes the learning and the needs during distance learning. This qualitative data research employed non-probability sampling technique by means of purposive sampling so that the sample in this study was 50 teachers and 100 students in different schools. The data collection used was survey method. The data were analyzed by descriptive statistics. The main findings show that Distance Learning can be implemented well. The findings in the field are that most of all schools implement distance learning from home except for a small number. Teachers experience major obstacles in implementing learning from home. There are still a few teachers who do interactive learning with students but have used various social media tools to communicate with students. There are still many teachers who teach curriculum completeness. The duration of the learning time is significantly reduced. Students also experience problems during distance learning, such as limited facilities to support skills in using digital devices, and decreased learning motivation and teachers have not maximized the use of online learning platforms.

Keywords

distance learning; analysis and needs; covid-19



I. Introduction

1.1 Pandemic hits Indonesia: Change to Distance Learning

The Corona virus pandemic or commonly referred to as Covid-19 is a virus that was first discovered in Wuhan, Hubei, China from the end of 2019 until now in 2020 and has plagued all corners of the world, one of which is in Indonesia. Corona virus 2 (Sars Cov 2) severe acute respiratory syndrome. Since the first positive case of Covid-19 was found on Monday, March 2, 2020, which was immediately announced by President Joko Widodo.

Various government policies were taken to prevent the spread of the Corona virus or Covid-19 chain. Various policies have been taken, including recommendations for social distancing, physical distancing, wearing masks, recommendations for washing hands with soap, and a healthy lifestyle.

The Ministry of Education and Culture (MoEC) issued a circular letter No. 2 of 2020 regarding the prevention of Covid-19 within the Ministry of Education and Culture and Circular Letter No. 3 of 2020 concerning Prevention of Covid-19 in Education units. Meanwhile, the province of North Sumatra issued Circular Letter Number: 205/GTCOVID-19/VII/2020 regarding the Implementation of Learning in the 2020/2021 Academic Year and

the 2020/2021 Academic Year during the Corona Virus Disease 2019 (Covid-19) Pandemic Period in North Sumatra Province.

One of the basic principles of education is that everyone should have equal access to quality education and training. Equal educational opportunities must be available to all citizens regardless of their ethnic origin, age, wealth or where they live (Niemi; 2020). In Indonesia, guarantees for human rights are generally found in Article 28 letter AJ of the 1945 Constitution of the Republic of Indonesia. Article 28 C paragraph 1 emphasizes that 1) Everyone has the right to develop themselves through fulfilling their basic needs, has the right to education and benefits. from science and technology, art and culture, in order to improve the quality of life and for the welfare of mankind. And related to getting education, it is specifically stated in Article 31 of the 1945 Constitution of the Republic of Indonesia which reads from Article 31 paragraph (1) of the 1945 Constitution, namely "Every citizen has the right to education".

The education policy during the Covid 19 period has been issued by the Minister of Education and Culture (MoEC) by learning from home (online). The purpose of this policy is to maintain the health and safety of students, teachers and education personnel from the corona virus. Study activity permit

Various efforts have been made by the government to support learning during the Covid-19 pandemic. Schools are given the freedom to choose the curriculum that is set, parents are given full rights in making choices for their children to take part in face-to-face or distance learning. Distance learning is promoted by the government by providing learning accounts for the learning.id domain for students, educators and education staff. Various types of online learning platform applications that can be accessed such as Rumah Belajar, Zenius, Zoom, Google meet, Google Classroom, Quipper, and so on.

Education decentralization in Indonesia refers to Act no 32 of 2004 resulting in the transfer of government authority to autonomous regions in regulating and administering education. Conceptually, there are two types of decentralization of education, namely: 1) Decentralization of authority in the education sector in terms of education policies and funding aspects from the central government to local governments (provinces and districts), 2). Decentralization of education with a focus on granting greater authority at the school level (Alisjahbana, 2002: 2).

Schools are given the authority to choose teaching methods and materials as well as the assessment system. Questions often arise about whether a decentralized education system can guarantee student achievement with high average results. Teacher autonomy is the main reason for achieving high student learning outcomes because of the teacher's role as learning leaders and policy makers in learning. Teachers are required to make lesson plans that must be appropriate to various contexts and situations within the framework of national curriculum and regulations. Teachers are also required to have a strong sense of professional and moral responsibility to meet the requirements of the education system as a professional.

Big questions arose at the early stages of the COVID-19 pandemic regarding the transfer of teacher roles and responsibilities. Teachers must prepare 2-3 days to prepare lessons for online learning. In Indonesia, various media such as television, radio and social media inform how fast and extraordinary teachers are shifting from traditional to online learning, and require schools to continue to work effectively in this new situation. Many teacher organizations such as PGRI, IGI AGPAII and so on told national news that online learning was shocking at first and needed adjustment but then teachers started to use their experience and creativity to make distance learning successful. One reason for the success of the change is that teachers have prior experience with online communication and educational applications. For example, Indonesia has a long-distance communication web service called

learning house (Rumah Belajar, 2021) between school and home that is used by teachers, students, and parents of students. New problems arise because not all schools and homes have an internet network. The Minister of Education and Culture, Nadiem Anwar Makarim, inaugurated the 2020 internet data quota assistance policy. This policy is expected to help access information for teachers, students, students, and lecturers in undergoing Distance Learning (PJJ) during the pandemic (MoEC; 2020). However, other problems arise such as providing learning tools for students who cannot afford it or areas where there is no internet network. Another problem is that not all students are able to operate technology-based learning media properly. Not only students who experience these problems but also teachers who are generally old. (Widodo: 2020). The implication is that it is difficult to accept change. Online learning carried out during the Covid 19 pandemic is basically in accordance with the ideals of free learning proclaimed by the Minister of Education and Culture. This means that without having to bother the government can pressure education providers to use technology in learning.

Even though teachers have the basic capacity to work remotely, a lot of support is still needed at many levels, especially with regard to IT issues. The Ministry of Education and Culture launched a survey (MoEC, 2020) Analysis of Rapid Survey of Learning From Home during the Covid-19 Prevention Period on the reasons why schools did not conduct online learning as follows: there is no internet network/supporting device as much as 30.8%, Located in special areas interior as much as 23.1%, non-covid-19 infected areas as much as 11.5%, no policy from the local government as much as 11.5%, no policy from the principal as much as 11.5%, schools closed as much as 7.7 %, and others as much as 7.8%.

Meanwhile, the obstacles faced by teachers in online learning according to the principal are as follows: the ability of teachers to operate digital devices by 67.11%, the availability of facilities and infrastructure owned by students (digital devices and internet access by 29.45%, student internal support factors (commitment, motivation, discipline, etc.) of 14.47%, the environmental support factor of students (parents, other family members) of 9.72%, no obstacles of 3.14%, the teacher's environmental support factor (availability of time, other family conditions, the school) by 3.04%, unable to observe student development by 0.4%, and others by 0.2%.

Meanwhile, the survey conducted to teachers showed the obstacles faced by most teachers nationally as follows: inadequate network/internet quota by 68.6%, difficulty in observing student development by 68.2%, many students finding it difficult to carry out learning from home by 58, 2%, has difficulty coordinating with parents of students by 31.3%, has not been able to optimize digital media, 28. 2%, lacks concentration in teaching and guiding students, 27. 0%, has difficulty giving assessments, 20.7%, does not have equipment required (such as a laptop/computer/cell phone) is 18.7%, difficult to coordinate with other teachers or school principals is 10.5%, there are no obstacles at 4.1%, students are less disciplined by 0.4%, others 0.9%.

The survey conducted to students nationally showed the following results: inadequate student support facilities (laptops, electricity, internet networks, devices, etc.) as much as 88.7%, not being able to utilize digital media as much as 53.7%, lack of concentration in learning as much as 51.1%, parents do not support the children's learning process at home as much as 19.7%, others as much as 1.2% and there are no obstacles as much as 4.5%.

The unpreparedness of teachers in dealing with technological changes, including the low ability of teachers to master technology, is one of the challenges faced in today's world of education. (Djaja Sutrisno in Surahman et al: 2020). A research in Finland also shows that teachers' confidence in their own basic IT skills encourages positive attitudes. for online learning and peer tutoring plays an important role in teacher learning (Tanhua-Piironen et al.

2020). In the early stages of the pandemic, schools held individual and general training and tutoring for teachers in the use of online learning media. The Ministry of Education and Culture also issued a learning.id account for students and teachers as a form of online support by the government (kemdikbud.go.id). The government also encourages schools to increase internet bandwidth, accessible software licenses are provided. To ensure learning goes well the government provides virtual classrooms every day using Google forms, Google meet, Zoom or online communication channels.

1.2 Covid-19 Case Studies and Online Learning in Schools

This study describes the situation of distance learning in public and private high schools in Mandailing Natal district, the same as in high schools in general, the teaching and learning process at Mandailing Natal District High School uses the 2013 Curriculum. In practice students undergo a study period of 3 years by carrying out 2 semester exams in a year. The purpose of education in high school is to provide readiness for study in higher education.

High Schools in Mandailing Natal district has 725 teachers, 335 civil servant teachers and 390 non civil servants and 7,646 students with details of 3,588 male students and 4,058 female students. SMA in Mandailing Natal Regency has a dormitory system (such as SMA Negeri 2 Plus Panyabungan and SMA IT Al Husnayain) and non-dormitory. However, during covid 19, student dormitories were abolished and all students studied from home. The purpose of this study was to describe student and teacher perceptions of online learning and the differences between teacher and student perceptions by not changing the curriculum, lesson structure, or learning roster. All planned studies and exams are carried out normally, but remotely. One hour lesson is reduced from 45 minutes to 20-30 minutes with a responsible subject teacher present in online learning.

In response to the issuance of Circular Number 15 of 2020 concerning Guidelines for the Implementation of Learning From Home in an Emergency Period for the Spread of Corona Virus Disease (Covid-19), teachers facilitate the implementation of Distance Learning online, offline, or a combination of both according to the conditions and availability of learning facilities. The teacher prepares a distance learning implementation plan. References for Distance Learning planning both online and offline can be seen on the Guru Berbagi portal <https://guruberbagi.kemdikbud.go.id/>. Meanwhile, online distance learning facilitation adjusts the availability of time, conditions, and agreements between students and their parents/guardians.

II. Review of Literature

Remote learning has many variations and definitions such as distance learning, open learning, or online learning. For example, massive online courses and open Universities can be used remotely regardless of time and place. Some definitions have been criticized for being unclear. Saykılı in Niemi and Kousa (2020) offers the definition that we use in this study:

"Distance learning is a form of learning where students and teachers are physically at a distance in learning activities. Learning experiences are planned and structured through various two-way or multi-directional media channels that allow interaction between students, teachers and between students and students. Learning Resources. (Prawiyogi: 2020).

Distance learning, often equated with distance education, has been researched for decades, especially starting in the 1990s when technology-mediated learning platforms began to emerge in education. As online education has improved, so has research (Arnesen et: 2019). However, the research fields are diverse and mostly focus on adult students and

higher education (Rice in Niemi and Kousa: 2020). Over the past few decades, the tools and applications of technology have evolved, and this research focuses on the latest research data on distance learning. The aim is to determine the perceptions of teachers and students in the context of distance learning. However, despite our focus on recent research, many concerns remain the same as in the 1990s.

According to previous research, teachers have agreed that distance learning requires different approaches and skills than face-to-face teaching (eg, Stone & Springer, 2019). Teachers have an important role in student success, both in traditional and distance learning (Rice in Niemi and Kousa: 2020). However, teachers have been concerned about how they can perform remotely, create a fun learning environment, and make students feel important rather than isolated. Since distance learning has become more commonplace, teachers feel that it should be not only their individual responsibility but the responsibility of the entire institution. Distance learning should be based on the general strategy of the school to which everyone is committed. Teachers also need support, adequate resources, and time to practice distance learning (Stone & Springer, 2019).

Since the outbreak of the corona virus that was recorded starting at the end of 2019 in China, precisely the city of Wuhan, then later this virus became global and infected almost all countries in the world including Indonesia (Ningrum, 2020). The prolonged Covid19 pandemic has contributed to economic and climatic uncertainty in business (Wijaya, 2021). Starting from the beginning of 2020, the world was shocked by the outbreak of the Corona virus (COVID-19) which has infected almost all countries in the world (Batubara, 2021). The pandemic shows that there are differences in the skills and readiness of teachers to teach online. According to Trust and Whalen (2020) teachers have many challenges regarding technology, pedagogical change, government guidelines, and the individual needs of students. Teachers feel themselves unprepared and need a lot of support. However, teachers who use technology frequently are better able to make the transition to distance learning. (Trust & Whalen, 2020).

There is concern that crisis situations like this increase inequality among students. The pandemic has proven that some students have difficulty participating in distance learning and often without real teaching or support from teachers (UNESCO 2020). It is also worrying that teachers and students are not aware of digital inequality, especially as it has increased due to the pandemic.

Apart from the importance of continuous support in distance learning settings, students should also be able to organize their own learning (Artino & Stephens in Niemi and Kousa: 2020) because good self-regulation skills have been associated with higher school motivation and achievement.

III. Research Methods

3.1 Data Acquiring and Analysis Technique

In obtaining the required data, both qualitative in nature, preliminary observations will be carried out to determine the condition of the research area in order to explore and collect secondary data from related institutions, namely public and private high schools.

The analysis technique used is a qualitative method. Qualitative methods were used to descriptively analyze the results of interviews and questionnaires submitted by the respondents sampling technique with non-probability sampling. Given the large population of teachers and students in this study, the technique used is purposive sampling (Sugiyono: 2015). So for a sample of 50 teachers and a sample of 100 students. Meanwhile, the data collection technique was using the survey method. The data for the total number of teachers and students can be seen in the following table:

Table 1. The Data for the Total Number of Teachers and Students

No	School Name	Number of Teachers	Number of Students
1	SMA Negeri 1 Panyabungan	50	653
2	SMA Negeri 1 Kotanopan	35	277
3	SMA Negeri 1 Batang Natal	33	415
4	SMA Negeri 1 Panyabungan Selatan	41	208
5	SMA Negeri 1 Siabu	53	617
6	SMA Negeri 1 Muara Sipongi	28	285
7	SMA Negeri 1 Sinunukan	29	457
8	SMA Negeri 1 Natal	41	732
9	SMA Negeri 1 Muara Batang Gadis	24	296
10	SMA Negeri 1 Batahan	25	310
11	SMA Negeri 1 Hutabargot	25	154
12	SMA Negeri 1 Linggabayu	29	414
13	SMA Negeri 3 Panyabungan	39	662
14	SMA Negeri 1 Panyabungan Timur	19	246
15	SMA Negeri 2 Siabu	36	256
16	SMA Negeri 1 Panyabungan Utara	45	322
17	SMA Negeri 1 Tambangan	31	406
18	SMA Negeri 2 Plus Panyabungan	34	530
19	SMA Negeri 1 Naga Juang	24	149
20	SMA Negeri 1 Rantobaek	38	313
21	SMA Negeri 2 Muara Batang Gadis	13	229
22	SMAS IT Al Husnayain	11	161
23	SMAS Muhammadiyah 13 Panyabungan	12	77
24	SMAS Wirabangsa	10	130
	Total	725	7.646

3.2 Research instrument and limitation

The research instruments for teachers and students are as follows:

1. How is the learning from home process during the implementation of distance learning at Mandailing Natal District Highschools?
2. How is the use of online learning media in distance learning at Mandailing Natal District Highschools?
3. What are the challenges of learning from home in distance learning at Mandailing Natal District Highschools?
4. How do parents support students during distance learning at Mandailing Natal District Highschools?
5. How are the learning facilities/support from students' homes during distance learning at Mandailing Natal District Highschools?

IV. Discussion

4.1 Remote Learning Process

During distance learning for the 2020-2021 school year, there are many ways for teachers to conduct learning. The results of the survey conducted to teachers by providing more than one option, the data obtained are as follows: 1). The teacher gives assignments in

the form of questions to students as many as 40 teachers or 80%. The teacher asks students to learn using various electronic learning resources as many as 30 people or 60%. Furthermore, the teacher provides material interactively through online media as many as 29 people or 58%. Meanwhile, the teacher asked students to study using textbooks, there were 27 people or 54%. Meanwhile, the teacher asked students to read enrichment books (outside of textbooks). There were 12 people or 24%. For teachers asking students to make simple research projects or creativity, there are 11 people or 22%. There were 11 teachers who asked students to recopy the subject matter or 22%. There are only 3 teachers or 6% of the teachers who did the options mentioned above.

4.2 Online Learning Media Usage

To facilitate the delivery of information from teachers to students, it is necessary to use a means of communication used in conducting distance learning. The use of social media such as Whatsapp groups, google hangout groups, facebook, messenger as many as 23 people or 86%, using telephone or sending sms as many as 18 people or 36%. Teachers who use learning management system platforms such as learning houses, quipper schools, google classrooms, quizziz or school's independent ceilings are answered by 15 people or 30% of teachers. During face-to-face learning the use of video conferencing using zoom, skype, google meet as many as 11 teachers or 22%. Delivery of learning assignments via electronic mail or email as many as 9 teachers or 18%. During the distance learning period there are also teachers who visit students' homes or vice versa as many as 2 people or 4%. This is done because there is no network and student learning tools like in SMA Negeri 2 Muara Batanggadis. The implementation of distance learning through Google forms is only carried out by 1 teacher or 2%. The use of other learning media is carried out by 2 teachers or 4%. Meanwhile, there are 1 teacher or 2 teachers who do not communicate during distance learning. This happens because the teacher does not know information and is technologically shocked.

4.3 Distance Learning Challenges

The Ministry of Education and Culture (MoEC) issued the Decree of the Minister of Education and Culture of the Republic of Indonesia No. 719/P/2020 concerning Guidelines for Curriculum Implementation in Education Units in Special Conditions. Educational units in special conditions can use a curriculum that is in accordance with the learning needs of students. The emergency curriculum (under special conditions) prepared by the Ministry of Education and Culture is a simplification of the national curriculum. In the curriculum, basic competencies are reduced for each subject so that teachers and students can focus on essential competencies and prerequisite competencies for continuing learning at the next level.

The emergency curriculum is one of the new policies of the Ministry of Education and Culture. This policy was issued to alleviate learning difficulties during the pandemic. Especially for schools that continue to carry out Distance Learning activities. And it is certain that this emergency curriculum can be used for Early Childhood Education (ECD), Elementary, Junior High, Senior High and Vocational High School levels. The government provides 2 options, first, using an emergency curriculum (under special conditions). Then the second simplifies the curriculum independently. For those who need simpler standards, they can use the emergency curriculum. However, the option of using an emergency curriculum is not enforced. High school teachers in Mandailing Natal Regency through survey results using the emergency curriculum as many as 24 people or 48% and teaching using the simplified 2013 curriculum as many as 26 people or 52%

There were several adjustments made by teachers, such as simplifying learning activities by 23 people or 86%, teachers providing/integrating materials/assignments related to COVID-19 as many as 22 people or 44%, teachers reducing material coverage by 21 people or 42%. As for the teachers who determine basic competencies according to student needs (more practice of life skills than subject matter) as many as 21 people or 42%. Meanwhile, there were 6 teachers who did not make changes or continued to adjust the curriculum or 12%. The last teacher who did not do other things was 1 person or 2%.

The length of time for distance learning also varies by the teacher. Teachers who carry out online learning through video conferencing determine the duration of 20-30 minutes for each lesson hour. For teachers who give assignments, students take turns to come to school to take and submit assignments given one week to complete the assignments. the same thing is also done to students who study using Whatsapp media or other social media.

Various ways are also used by teachers in providing assessments to students during distance learning. The teacher gave a qualitative and quantitative assessment as many as 23 people or 46%. The teacher gives a quantitative assessment (numbers, points, scores, alphabets) as many as 14 people or 28%. While the teachers who gave qualitative assessments (comments, appreciation, notes) were 11 people or 22%. However, there are still teachers who do not assess as much as 2 people or 4%.

4.4 Parental Support

Distance Learning is a new formula for high school education in Indonesia. Changes in the form of learning certainly require support from various parties. Parents are one element in education who feel worried about distance learning. Therefore, teachers are required to communicate well and convince parents of students about distance learning. So that student learning continues. The following process is given by the teacher to parents so that they can accompany their children to learn. The findings in the field showed that teachers provided information on learning resources as many as 29 people or 58%. Teachers provided time and consultation channels for parents of students as many as 26 people or 52%. Teachers provide assistance in using technology and learning tips for students at home as many as 18 people or 36%. Teachers hold regular virtual meetings for 7 people or 14%. Teachers visit students' homes as much as 2 people or 4%. Teachers communicate directly and provide direct moral support if they meet 1 person or 2%.

4.5 Remote Learning Facilities/Support

Distance learning initiated by the Ministry of Education and Culture is an alternative solution in conducting learning during the Covid-19 period. This lesson was not carefully designed due to conditions beyond the expectations and reach of the government. This of course experienced various obstacles, especially in facilities and support for learning. The results of a survey conducted at the Mandailing Natal District High School showed that the network/internet quota was inadequate and the teachers answered 34 people, 68%. Teachers find it difficult to observe student progress by 34 people or 68%. The teacher fills in the answer that many students find it difficult to carry out learning from home by 19 people or 58%. Teachers have difficulty coordinating with parents of students by 16 people or 32%. Teachers have not been able to optimize digital media by 14 people or 28%. Teachers also lack concentration in teaching and guiding students by 14 people or 28% .. teachers also have difficulty giving an assessment of 10 people or 20%. There are also teachers who do not have the required devices (laptops/computers/mobile phones) by 9 people or 18%. The same thing happens with teachers who find it difficult to coordinate with other teachers or school principals by 5 people or 10%. The teacher also found that 1 person or 2% of

students lacked discipline. While the teachers who do not experience obstacles are 2 people or 4%.

In addition, the survey conducted to students in participating in distance learning has a number of obstacles. Of the 100 students surveyed answered that student support facilities (laptops, electricity, internet devices) were inadequate, 89 people or 89% answered. Students who have not been able to optimize digital media are 54 people or 54%. Students experience a lack of concentration in learning as many as 52 people or 52%. Students also lack parental support in the children's learning process at home, 20 people or 20% answered. While students who do not experience obstacles are only 5 people or 5%.

According to the results of a quick survey of learning from home during the COVID-19 prevention period by the Ministry of Education and Culture on April 13-20, 2020 with 1067 teacher respondents and 988 school principals, data shows that nationally most of the supporting facilities are available and functioning well except for the internet in the frontiers area. Available and usable well 76, 2%. Available and less can be used properly 8.1 % and Not available 15.7%.

Still with the same survey, online learning platforms that recommend teachers to base teachers on students include; learning houses 40.8%, teacher rooms 32.1%, independent platforms developed by schools or education offices 8.3%, Quipper 9.1%, Zenius 7.1%, Mejakita 1.2%, Others 1.2% and never gave a recommendation of 35.2%.

V. Conclusion

5.1 Conclusion

An analysis of the implementation of distance learning at SMA Mandailing Natal district conducted in September 2021 at 24 schools resulted in the following conclusions:

1. Most of all schools carry out learning from home except for a small number of schools because they do not have an internet connection and are located in remote areas such as SMA Negeri 2 Muara Batangadis which is in the frontier area
2. Teachers experience major obstacles in implementing learning from home due to limited facilities to support learning management skills and the use of digital devices, especially for teachers aged 50 years and over.
3. There are still few teachers who do interactive learning with students such as SMA Negeri 1 Panyabungan teachers, SMA Negeri 2 Plus Panyabungan, SMA Negeri 3 Panyabungan which are located in the district city center. However, many teachers have used various social media facilities to communicate with their students. student
4. There are still many teachers who teach curriculum completeness in learning because the e-Raport entries still use the normal face-to-face learning format.
5. The duration for teachers to carry out learning with students is significantly reduced, between 20 and 30 minutes per lesson hour.
6. Students also experience problems during distance learning, such as limited facilities to support skills in using digital devices, and decreased motivation to learn. Especially in areas with difficult networks and students do not have devices such as androids, laptops, tablets and computers, such as schools that are far from the center of the district capital.
7. Teachers have not maximized the use of online learning platforms properly because teachers still choose to use practical media and seem less innovative in learning.

5.2 Recommendation

From the findings in the field that have been analyzed above, the researcher makes recommendations for urgent needs to stakeholders as follows:

1. Schools should provide and improve the quality conditions of distance learning support such as electricity, internet devices and computer/laptop devices by including in the school budget for urgent and urgent needs.
2. It needs a learning scheme/model that can be done by teachers and students who cannot use internet access by utilizing the home environment and the surrounding environment
3. The government needs training and assistance in distance learning management and the use of online learning media for teachers
4. The government through the education office encourages teachers to optimize the use of communication media, especially social media as a means of providing more interactive learning
5. Principals and supervisors monitor and evaluate teacher performance during the implementation of learning from home
6. There is a need for continuous and overall training as teachers to expand the use of the online learning ceiling.

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