

STUDENT'S READINESS TO CARRY OUT FACE-TO-FACE LEARNING AT KENDARI VOCATIONAL HIGH SCHOOL

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ABSTRACT

The slowing spread of Covid-19 infections has brought positive changes in the education sector. The issue of implementing limited face to face learning begins to excite students in gaining knowledge. Online learning effects for approximately two years was relatively difficult to keep students away from themselves. This study aims to determine how the level of student learning readiness in facing offline learning. This was quantitative research with a survey type. The population were State vocational high school 2 Kendari students, totaling 558 students. The sample was drawn randomly with a magnitude estimated using the Slovin formula at a significance of 5% so that the total sample size was 233 students. Data were collected by learning readiness scale. Data were analyzed descriptively and comparative statistics. The results showed that the learning readiness of State vocational high school Negeri 2 Kendari students was in the high category and female students had a higher level of learning readiness than male students.

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INTRODUCTION

Since the announcement of the findings of the first case of Covid-19 infection in Indonesia, early March 2020, the implementation of education in this country has changed. Students who meet with teachers and other school officials every day, due to health considerations are instructed to study from home. This

activity is known as online learning or learning from home. The Instruction for online learning stated in Circular Letter Number 4 of 2020 concerning the Implementation of Education in the Coronavirus Disease Emergency Period.¹

Online learning is a learning method that uses technology and internet networks, ranging from the use of Google Classroom, E-learning, YouTube, WAG, Edmodo, Zoom, Googlemeet and other platforms.² Online learning is carried out by utilizing internet technology with a distance learning system, so that learning activities are not carried out face-to-face. Online learning can be done using several media, both print media (modules) and non-print media (audio or video), computers or the internet, radio and television broadcasts.³ Online learning is a learning system that is carried out but virtual⁴. The purpose of online learning is to provide quality learning services in a massive and open network to reach more and more learning space,⁵ and make it easier for students to learn⁶. In general, online learning can be practical because it can be completed without having to go to school, especially for students who demographically live far from school. People in the area need a flexible learning model.⁷

The advantages of efficiency offered by online learning then do not match reality. Various problems have arisen since the implementation of online learning due to the Covid-19 infection. It was reported that 95.2% of students in Padang City experienced academic stress during this distance learning.⁸ Students feel

¹ Kemdikbud, "Mendikbud Publishes SE Concerning the Implementation of Education in the Covid-19 Emergency Period," [Kemdikbud.go.id](https://www.kemdikbud.go.id/main/blog/2020/03/mendikbud-publishes-about-the-implementation-education-in-time-emergency-covid19) (Jakarta, March 24, 2020), <https://www.kemdikbud.go.id/main/blog/2020/03/mendikbud-publishes-about-the-implementation-education-in-time-emergency-covid19>.

² Unique Hanifah Salsabila et al., "Utilization of Learning Media Technology During the Covid-19 Pandemic," *Trapsila: Journal of Basic Education* 2, no. 2 (2020): 1–13, <https://doi.org/10.30742/tpd.v2i2.1070>.

³ M Kristina, RN Sari, and ES Nagara, "Model of Implementation of Online Learning During the Covid 19 Pandemic In Lampung Province," *Idaarab Journal* IV, no. 2 (2020): 200–209.

⁴ M Nur, M. D. (2021). Pengaruh Pembelajaran Online Berbasis Website Elearning Madrasah terhadap Hasil Belajar Fisika Siswa Kelas X IPA MAN 2 Kota Palu. *Paedagogia: Jurnal Pendidikan*, 10(2), 1-20. <https://doi.org/10.24239/pgd.Vol10.Iss2.159>

⁵ Oktafia Ika Handarini and Siti Sri Wulandari, "Online Learning as a Study From Home (SFH) Effort During the Covid 19 Pandemic," *Journal of Office Administration Education (JPAP)* 8, no. 3 (2020): 465–503.

⁶ M. Nur, M. D. (2021). Pengaruh Pembelajaran Online Berbasis Website Elearning Madrasah terhadap Hasil Belajar Fisika Siswa Kelas X Ipa Man 2 Kota Palu. *Paedagogia: Jurnal Pendidikan*, 10(2), 1-20. <https://doi.org/10.24239/pgd.Vol10.Iss2.159>

⁷ Hatta Fakhurrozi, & Saepudin Mashuri. (2021). Homeschooling: A Formula For Establishing Islamic Education in Remote Communities in Indonesia. *Paedagogia: Jurnal Pendidikan*, 10(2), 149-170. <https://doi.org/10.24239/pgd.Vol10.Iss2.174>

⁸ Mutiara Fitriani, "Description of Academic Stress of Middle School Students During Online Learning in Padang City," *Socio Humanus* 3, no. 1 (2021): 76–85.

bored because they do not meet their friends and teachers directly.⁹ There was learning saturation,¹⁰ low learning activities,¹¹ and decreased concentration and motivation to learn among students.¹²¹³ In general, of course the desire to immediately learn face to face is something that every student and teacher want.

The longing on face-to-face learning is starting to show a spark of hope. Covid-19 infections in the country are slowly being declared slanting. Weekly Covid-19 cases and deaths in Indonesia continued to decline after the emergency PPKM was implemented as of August 23. In a report, it was stated that in the past week there were 106,050 new national cases, a decrease of 27% compared to the period 14-20 August 2021. The number of deaths continued to experience a significant decline compared to that period, which was 23.5%.¹⁴ Even as of October 30, 2021 it was stated that 96.3 percent of infection cases were declared cured and Indonesia's active cases were at a level below one percent. So that the *Center of Disease Control and Prevention* (CDC) declared that Indonesia is safe and allowed to be visited.¹⁵

The slowing down of Covid-19 infections in Indonesia is starting to change policies in many sectors of life, including the education sector. According to the Joint Decree of the Minister of Education and Culture, the Minister of Religion, the Minister of Health, and the Minister of Home Affairs regarding to the Guidelines for the Implementation of Learning in the 2019 Coronavirus Disease (Covid-19) Pandemic, that the face-to-face learning is restricted by meeting health protocol standards.¹⁶¹⁷ It was also emphasized in that joint decree that face-to-face learning is allowed, not required. This means that for regions which have met the requirements set by the government such as educators and

⁹ Ria Yunitasari and Umi Hanifah, "The Influence of Online Learning on Students' Interest in Learning During the COVID-19 Period," *Educational: Journal of Education* 2, no. 3 (2020): 232–43.

¹⁰ Novy Trisnani and Anita Dewi Astuti, "Strengthening the Role of Parents in Overcoming Children's Learning Saturation During the Covid-19 Pandemic," *Transformasi: Journal of Community Service* 17, no. 1 (2021): 97–106.

¹¹ Syifa Tiara Naziah, Luthfi Hamdani Maula, and Astri Sutisnawati, "Analysis of Student Learning Activities During Online Learning During the Covid-19 Period in Elementary Schools," *JPSD Journal (Jurnal of Elementary School Education)* 7, no. 2 (August 19, 2020): 109–20.

¹² IK Winata, "Students' Concentration and Motivation on Online Learning During the Covid-19 Pandemic," *Journal of Educational Communication* 5, no. 1 (January 30, 2021): 13–24.

¹³ Umdatun Ni'mah, & David Ari Setyawan. (2021). Analisis Faktor yang Memengaruhi Penurunan Disiplin Siswa Selama Pembelajaran Online Akibat Pandemi COVID-19. *Paedagogia: Jurnal Pendidikan*, 10(1), 33–48. <https://doi.org/10.24239/pdg.Vol10.Iss1.134>

¹⁴ Ministry of Health, "Weekly Overview of Covid-19" (Jakarta, 2021).

¹⁵ A Nursyamsi, "Covid-19 Case Numbers Continue to Slope, CDC Categorizes Indonesia as a Green Zone," *Tribunnews.Com*, October 30, 2021.

¹⁶ Ministry of Education and Culture, *Handbook of Learning Guide During the Pandemic Coronavirus Disease 2019 (Covid-19)* (Jakarta: Ministry of Education and Culture, 2021).

¹⁷ Wahab, G., & Kahar, M. I. (2021). Problematika Pembelajaran Anak Usia Dini di Masa Covid-19. *Paedagogia: Jurnal Pendidikan*, 10(1), 49–66. <https://doi.org/10.24239/pdg.Vol10.Iss1.141>

education staff who have been vaccinated and areas are already in the green zone, face-to-face learning is allowed to be carried out.

Kendari City, in instance, was designated as a green zone in early October 2021, with a vaccination program rate of 62 percent. A total of 82.75 percent of instructors have been fully vaccinated.¹⁸ The basic conditions for holding face-to-face learning on a limited basis were declared satisfied by these requirements. Limited face-to-face learning will be available in Kendari City until September 6, 2021.¹⁹

In particular, the City of Kendari, in early October 2021 has been stated as a green zone with a vaccination program rate of 62 %²⁰. And 82,75 % of educators have undertaken complete vaccination.²¹ These requirements have been deemed to have reached the initial requirements for holding face-to-face learning on a limited rate. Until September 6, 2021, limited face-to-face learning be hold in Kendari City²².

The transition of learning activities from online learning to restricted face-to-face learning, although desirable, this is like two sides of a coin. The complacency of students during online learning has the potential to be maintained in face-to-face learning. It may be that the enthusiasm in students is only a form of satisfaction with the release of boredom from staring at the screen for too long during online learning.

State Vocational High School / SMKN 2 Kendari as one of the schools that has implemented the restricted face-to-face learning, faces this the same problem. Based on the results of an interview with an informant in mid-October, it was revealed that students go to school only to meet friends. They go to school only because they will get pocket money, take a walk, or because they haven't seen friends for a long time. According to that informant that students did not bring any study tools to school, they did not bring sports equipment, they were reluctant

¹⁸ Kendari Info, "Vaksinasi Pelajar SD Dan SMP Di Kendari Baru Setengah Dari Target Awal," *Kendariinfo.Com*, November 9, 2021, <https://kendariinfo.com/vaksinasi-pelajar-sd-dan-smp-di-kendari-baru-setengah-dari-target-awal/>.

¹⁹ S.R. Yunus, "Pembelajaran Tatap Muka Di Kendari Dimulai, Pelanggaran Protokol Akan Dievaluasi," *Kompas.Id*, September 6, 2021, <https://www.kompas.id/baca/nusantara/2021/09/06/pembelajaran-tatap-muka-di-kendari-dimulai-pelanggaran-protokol-akan-dievaluasi>.

²⁰ Kendari Diskominfo, "All Urban Villages in Kendari City Green Zone, City Government Efforts for PPKM Down to Level 1," *Kendarikota.Go.Id*, October 15, 2021, <https://www.kendarikota.go.id/berita/jual-kelurahan-in-city-kendari-green-zone-governance-try-ppkm-down-to-level-1/>.

²¹ Kendari Info, "Vaccination of Elementary and Middle School Students in Kendari is Only Half of the Initial Target," *Kendariinfo.Com*, November 9, 2021, <https://kendariinfo.com/vaccination-pelajar-sd-dan-smp-di-kendari-baru-half-of-start-target/>.

²² SR Yunus, "Face-to-Face Learning Begins in Kendari, Protocol Violations Will Be Evaluated," *Kompas.Id*, September 6, 2021, <https://www.kompas.id/baca/nusantara/2021/09/06/pembelajaran-tatap-muka-di-kendari-dimulai-pelanggaran-protokol-akan-dievaluasi>.

to do assignments. The point is that students went to school without preparing anythings related to learning. With a limited learning system, students go to school only when they want. There were even students who were lazy to attend school. The main element needs to be considered in this phenomenon is how students are prepared to learn in the face of face-to-face learning.

Readiness to learn is often used to determine a learner's ability to acquire knowledge and initiate behavioral changes that lead to effective and successful learning outcomes²³. Readiness to learn is essential to successful learning when it is driven by the act of acquiring and sharing knowledge²⁴. Readiness to learn has an influence on learning achievement, academic resilience and learning satisfaction,²⁵ as well as learning motivation.²⁶ It can be said that readiness to learn will guide the student to the level his academic performance in learning activities.

The descriptions about aspects of learning readiness which every single student must possess' it in facing restricted face-to-face learning, need to be explored more deeply. For this reason, the problem of this research is how high is the readiness of students in facing face-to-face learning in SMK Negeri 2 Kendari. While its purpose is to obtain a picture of how high is the readiness of students in facing face-to-face learning in SMK Negeri 2 Kendari.. This research is expected to be a reference for stakeholders in schools, homeroom teachers, subject teachers, and Guidance and Counseling teachers to take preventive and curative steps in relation to readiness of student in learning.

Methods

This research was conducted at SMK Negeri 2 Kendari, stating from August to October 2021. This research is a quantitative research with a survey type. The population of this research were all students of class X SMK Negeri 2 Kendari i.e. 558 students. The sample of this research was drawn randomly with the estimated sample size using the Slovin formula at a significance level of 5%.²⁷ Accrding to this, the sample in this study amounted to 233 students consisting of 214 male students and 19 female students.

²³ Linchong Chorrojprasert, "Learner Readiness-Why and How Should They Be Ready?," *LEARN Journal: Language Education and Acquisition Research Network Journal* 13, no. 1 (2020): 268–74.

²⁴ A Razzaque and A Hamdan, "Students' Learner-Readiness Empowers Their Imaginative-Capacity as They Interact While e-Learning," *Revista Espacios* 40, no. 41 (2019): 10–24.

²⁵ Nurdin and Munzir, "The Influence of Learning Environment and Readiness on Learning Achievement in Social Science," *Factors in the Scientific Journal of Education* 6, no. 3 (2019): 247–54.

²⁶ R Yulikasari and H Pramusinto, "The Influence of Learning Readiness, Teacher Professional Competence, and Learning Environment on Learning Motivation for Archival Subjects," *Economic Education Analysis Journal* 5, no. 3 (2016): 825–37.

²⁷ AM Yusuf, *Research Methods: Quantitative, Qualitative, and Joint Research* (Jakarta: Kencana Prenadamedia Group, 2014).

Datas of this research were collected through a scale technique. The scale intended in this research is the scale of learning readiness with a total of 30 statements. Scale distributed via *google form* on the *link* <https://forms.gle/8bv6zn76XELqPiqH6>. The datas were analyzed descriptively by using ordinal categorization norms²⁸. The estimation of the results of the research is that if the student's score is < 60 , then the student's readiness to learn is in the low category. If the student's score is $60 - 90$ then the student's readiness to learn is in the medium category. And if the student's score is > 90 then the student's readiness to learn is in the high category. To see if there are differences in students' learning readiness in facing face-to-face learning, in terms of gender, the Mann-Whitney test was carried out²⁹ with using *Statistical Product and Service Solutions*.

RESULTS AND DISCUSSION

This section will explain the results of research in realting to the student learning readiness in facing face-to-face learning. The results of the research are presented in the form of a frequency distribution table and SPSS *output*. The following is an overview of the level of learning readiness of students at SMK Negeri 2 Kendari in facing face-to-face learning.

Table 1. Scores of Students' Learning Readiness Levels Facing Face-to-Face Learning

Learning Readiness Score	Category	F	Percentage (%)
< 60	Low	42	18.03
$60 - 90$	Medium	112	48.07
> 90	High	79	33.91
Total		233	100

Based on table 1, we can obtain information that 42 (18.03%) students have a low level of learning readiness, 112 (48.07%) students have a medium level of learning readiness, and 79 (33.91%) students have a high level of readiness. From the frequency distribution point of view, we can understand that the level of student learning readiness is in the moderate category. To obtain an overview of the level of student learning readiness, the average score is calculated using the SPSS which is presented in table 2 below.

Table 2. Descriptive Statistical *Output* of Students' Learning Readiness
Statistics

Readiness to Learn		
N	Valid	233
	missing	0
<i>mean</i>		90.30
<i>Std. Deviation</i>		17.802
<i>Minimum</i>		41
<i>Maximum</i>		118

²⁸ Saifuddin Azwar, *Preparation of the Psychological Scale (Second Edition)* (Yogyakarta: Pustaka Pelajar, 2012).

²⁹ Yusuf, *Research Methods: Quantitative, Qualitative, and Combined Research*.

Based on table 2, we can obtain information that the lowest sample value is 41 and the highest value is 118. The standard deviation value is 17.802 with an average score of 90.30. If the average score is converted into a predetermined categorization norm, it can be understood that the level of learning readiness of students at SMK Negeri 2 Kendari in facing face-to-face LEARNING is in the high category. Students are basically ready to take part in restricted face-to-face LEARNING.

In terms of gender, the acquisition of student learning readiness scores is presented in table 3 below.

Table 3. Scores of Students' Learning Readiness Levels Facing Face-to-Face Learning in terms of Gender

Learning Readiness Score	Category	Frequency		Percentage (%)	
		Man	Woman	Man	Woman
< 60	Low	39	3	18.22	15.79
60 – 90	Medium	109	3	50.93	15.79
> 90	High	66	13	30.84	68.42
Total		214	19	100	100

Based on table 3, we know that for the male gender with 214 students as sample, there are 39 (18.22%) students who have a low level of learning readiness, 109 (50.93%) students who have a medium level of learning readiness, and 66 (30.84%) students with a high level of readiness to learn. For female gender with a sample of 19 students, there are three (15.79%) students with low and medium levels of learning readiness, and there are 13 (68.42%) students with high levels of learning readiness.

The description of student learning readiness based on gender, is presented in table 4 below.

Table 4. Output of Descriptive Statistics of Student Readiness in terms of Gender Statistics

	Male Learning Readiness	Women's Readiness to Learn
N	214	19
<i>Valid missing</i>	0	0
<i>mean</i>	88.93	105.63
<i>Std. Deviation</i>	17.774	8.726
Minimum	41	92
Maximum	118	118

Based on table 4, we can obtain information that the lowest score for learning readiness for the male gender is 41, while for the female it is 92. The highest score for the male gender is 118, equal to the maximum score for the female gender. The average score for male is 88.93 while for female it is 105.63. These results illustrate that the learning readiness of female students is higher than that of male students. To find out whether the difference is significant or not, the

Mann-Whitney test was carried out. The test was carried out with the help of SPSS which is presented in table 5 below.

Table 5. Mann-Whitney . Test Output
Test Statistics ^a

	Readiness to Learn
Mann-Whitney U	878.000
Wilcoxon W	23883,000
Z	-4.103
<i>asympt. Sig. (2-tailed)</i>	.000

a. *Grouping Variable* : Gender

Based on table 5, it can be seen that the *asympt. sig. (2-tailed)* of 0.000. The significance value set in this study is 0.05. With a probability value of $0.000 < 0.05$, it is stated that the difference in learning readiness between male and female students is significant. This means that there is a significant difference between the learning readiness of male and female students. The average score of female learning readiness which is greater than the score of male learning readiness indicates that female students are more prepared to face face-to-face learning than male students.

The readiness factor should be considered in the LEARNING. It is something important. With readiness, the learning outcomes of learning will be better for students.³⁰ With learning readiness, students are expected to achieve good academic performance.³¹ Without learning readiness, students will find it relatively difficult to achieve the best academic performance. Even so, there are six general things that need to be prepared in relation to restricted face-to-face learning plans, i.e.: (1) Preparing a face-to-face learning (PTM / Pembelajaran Tatap Muka) readiness list; (2) Statement of the ability of teachers and education officials to do a face-to-face learning (PTM); (3) License from parents stating that their children allowed to do a face-to-face learning (PTM); (4) PTM and daring learning schedule; (5) Class arrangement; and (6) Seating distance arrangement³²

The high level of learning readiness among students should be supported by the availability of supporting facilities and infrastructure from the school as the organizer of face-to-face learning in the Covid-19 pandemic.³³ It can be carried out with careful plans, starting from the preparation of a learning plan by adjusting

³⁰ Yulikasari and Pramusinto, "The Influence of Learning Readiness, Teacher Professional Competence, and Learning Environment on Motivation to Learn Archival Subjects."

³¹ Rita Dangol and Milan Shrestha, "Learning Readiness and Educational Achievement among School Students," *The International Journal of Indian Psychology* 7, no. 2 (2019): 467–76.

³² Opik Abdurrahman Taufik, Husen Hasan Basri, and Sumarni, "Implementation of Home Learning and Face-to-Face Learning Readiness in Madrasahs," *Education: Research Journal of Religions and Religious Education* 19, no. 2 (2021): 112–26.

³³ Oce Payung Limbong, Witarasa Tambunan, and Mesta Limbong, "Readiness to Implement Face-to-Face Learning at Smk Negeri 2 Toraja Utara During a Pandemic," *Journal of Education Management* 10, no. 1 (2021): 37–45, <https://doi.org/10.33541/jmp.v10i1.3265>.

on conditions of the Covid-19 pandemic. The implementation of planned learning as well as learning evaluation. The learning implementation plan is made by the teacher independently, with training and discussions in the Teacher Working Group so that a learning implementation plan is prepared that is suitable for use during the Covid-19 pandemic. The implementation of learning is carried out by dividing class shifts to avoid violating government regulations.³⁴

Relating to the implementation of Guidance and Counseling services, it should be carried out by an innovative services. Service challenges that can be blended learning need to be addressed by preparing service strategies that need to be developed. The combination of face-to-face service practices and online services also needs to be carried out. Service practices by prioritizing social media such as *video conferencing*, *Facebook* and *WhatsApp* can be prioritized³⁵. These activities are expected to be able to support and support the performance of Guidance and Counseling teachers (BK) in addition to do face-to-face activities learning. The high learning readiness among students should be kept to maintain student academic success.

CONCLUSION

This research concluded that the readiness to learn in face-to-face way was in a high condition among students. The learning readiness of female students was higher than that of male students. These results need to be explored deeply to find out the factors made female students having a higher level of learning readiness. Finally, innovative educational practices among educators should be carried out to maintain the consistency of student learning readiness. As recommendation, the high level of learning readiness among students should be supported by the availability of supporting facilities and infrastructure from the school as the organizer of face-to-face learning in the Covid-19 pandemic. It can be carried out with careful plans, starting from the preparation of a learning plan by adjusting on conditions of the Covid-19 pandemic. The implementation of planned learning as well as learning evaluation. The learning implementation plan is made by the teacher independently, with training and discussions in the Teacher Working Group so that a learning implementation plan is prepared that is suitable for use during the Covid-19 pandemic.

³⁴ Siti Faizatun Nissa and Akhmad Haryanto, "Implementation of Face-to-face Learning During the Covid-19 Pandemic," *Journal of IKA PGSD (PGSD Alumni Association) UNARS* 8, no. 2 (2020): 402–9.

³⁵ R Sofah, "Guidance and Counseling Services During the Covid 19 Pandemic," *Comprehensive Counseling Journal: A Study of Guidance and Counseling Theory and Practice* 7, no. 2 (2020): 58–67; Mas Adi Putra and Nurida Shofaria, "Innovation of Guidance and Counseling Services During the Learning Period in the Network During the Covid-19 Pandemic," *Bikotetik (Guidance and Counseling Theory and Practice)* 4, no. 2 (2020): 55–61.

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