



Research Paper

Factors Caused the Difficulties of Students in Learning Economics in the Time of the Covid-19 Pandemic in Class X Iis-2 Sma Negeri 1 Palangka Raya

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ABSTRACT

This study aims: To determine the factors that cause students' economic learning difficulties in class X IIS 2. The method used in this study is a qualitative approach. The subjects in this study were 8 students, Principal 1, and a teacher of economics 1. The number of subjects in this study was 10 people. Data collection techniques and data analysis in this study were observation, interviews and documentation.

Difficulties in Learning Economics at SMA Negeri 1 Palangka Raya, especially in class X IIS 2 are internal factors that come from within themselves, namely physical factors which result in students' lack of focus during class hours, psychological factors that cause students to be less enthusiastic in participating economics lessons, fatigue factors which have an impact on the physical condition of students such as fatigue, and not activating video zoom during class hours, and external factors that are caused by external factors including family factors, community factors, and school factors.

KEYWORDS: *Factors That Cause Learning Difficulties In Economics, Covid-19.*

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I. INTRODUCTION

Education is a problem that is always interesting to discuss, because education is one of the fields that gets serious attention from the government, society and education experts in an effort to realize the development of the nation and state. Through education, humans can improve and develop their potential.

The year 2020 has been a tough year for all of us, until now Indonesia is still hit by the Covid-19 pandemic. COVID-19 is an infectious disease caused by acute respiratory syndrome coronavirus 2 (severe acute respiratory syndrome coronavirus 2 or SARSCoV -2). This virus belongs to the Corona virus family that can infect animals. When attacking humans, Corona viruses usually cause respiratory tract infections, such as the flu, MERS (Middle East Respiratory Syndrome), and SARS (Severe Acute Respiratory Syndrome). COVID-19 itself is a new type of coronavirus that was discovered in Wuhan, Hubei, China in 2019 (Ilmiyah, 2020; Hui, et al., 2020). The case of Covid-19 in Indonesia was detected on March 2, 2020, when two people were confirmed to have contracted it from a Japanese citizen. To date, June 15, 2020, Indonesia has reported 39,294 positive cases, making it the second highest number in Southeast Asia after Singapore and before the Philippines (Bangkok Post, 2020). Covid-19 has brought many good and bad impacts for all living things and the universe. All the efforts and efforts have been made by the government to minimize cases of Covid-19 transmission. It is undeniable that one of them is the online learning policy, or online for all. students to students due to social restrictions.

During the current pandemic, students experience many problems, many have difficulty understanding economics subject matter, especially during the covid 19 pandemic. The current state of Indonesia is experiencing bad conditions caused by a virus originating from Wuhan, China, which is called Covid-19. (WHO, 2020) states that this virus transmits very quickly and can cause death. This virus attacks respiratory tract infections such as coughs and colds but is more deadly. Based on data (Worldometer, 2020) Coronavirus Cases stated 2,176,744 patients who were exposed to this virus and several died so that the outbreak of the spread of this virus was called the global Covid-19 pandemic. As a result of the Covid-19 pandemic, the government has issued a new policy to stop the spread of Covid-19, namely implementing public invitations to carry out Physical Distancing or keeping other people at a distance of one meter and avoiding crowds and various gatherings that lead to gatherings (Covid-19, 2020).). In addition, the government implements policies

to stay at home, such as working from home or work from home (WFH) and they are eliminated and replaced with online media. (Kemendikbud, 2020) issued a Circular on Online Learning and Working from Home in the Context of Preventing the Spread of Covid-19 any activities related to associations or meetings. Due to the Covid-19 pandemic having an impact on education problems in Indonesia, current learning cannot implemented face-to-face because it was hampered by the Covid-19 pandemic so learning must be carried out online with distance between educators and students. Online learning is carried out in the midst of this pandemic so that the learning process can still run smoothly even though it is only carried out online and so that learning can still run smoothly and effectively. Although learning is carried out online, the learning process must continue to run effectively, the effectiveness of the intended learning as effective in terms of the accuracy of educators in the preparation of teaching programs, the attitude of educators in managing classroom conditions, communication between educators and students can still run smoothly, the accuracy of educators in choosing the sources and learning media used in online learning, as well as the accuracy of the educator at the time of the evaluation.

On March 4, 2020 UNESCO (United Nation Educational, Scientific, and Cultural Organization) advised schools to use a distance learning system that can allow teachers to reach students remotely and limit educational interruptions. Studying at home is determined through a policy issued by the Ministry of Education and Culture of the Republic of Indonesia through SE number 4 of 2019 regarding the implementation of emergency education for the spread of Corona Virus Disease 2019 (Covid-19). From this policy then it has an impact on the learning process in schools, especially for students, teachers, and parents or students' families. (Purwanto, A., et al: 2020). This policy is carried out as an effort to save students from the dangers of the virus, but it will also cause several impacts, especially on students, teachers, and parents. Students themselves will feel forced to study from home which actually does not have adequate facilities for this. that way, the learning process will be hampered which should be before the start of the learning supporting facilities must be available first. Then next lies in the learning adaptation process, students who previously tended to interact directly in learning will require various kinds of learning adaptations and understand learning that is capitalized on the network, so that the policies provided may cause stagnation of students' understanding of the learning process. Given that the change to online learning "indirectly affects the absorption of students" (Dewi, W.A.F: 2020). Therefore, that students must be aware of various learning experiences so that online learning becomes more flexible. The main problem for these students is in changing the learning environment from offline to online so things are needed that must attract students' online learning interest through the creation of a positive learning environment. So that dominant students are easier to forget and lack of material that has been conveyed by the teacher. The lack of understanding of students in the learning process is caused by the lack of attention of students. At the time of learning economics, it was seen that some students enthusiastically paid attention to the teaching and learning process. However, there are still many students who do not pay attention and are not serious in the economics teaching and learning process. So that the implementation of this learning is still not optimal because students do not pay attention to the learning material provided by the teacher properly, thus affecting the economic learning outcomes of course.

Humans have a curiosity about something in the natural environment around them. In the process of fulfilling curiosity in the form of what, why, how, who and when. To answer the question, a learning activity was carried out. Learning is an individual psycho-physical activity to lead to changes in behavior, meaning that in learning activities it involves physical aspects (body) or psychological aspects of individuals who are learning, resulting in changes in behavior. According to Slameto (2013:2) learning is a business process carried out by a person to obtain a new behavior change as a whole, as a result of his own experience in interaction with his environment. Learning is the most basic thing in terms of the educational process. Because teaching and learning activities are not perfect without the desire to learn itself. Learning is a way of knowing the unknown becomes known. Therefore learning is the core of the learning process in achieving educational goals. Learning also brings changes to a person in terms of attitudes, behavior, skills, culture and ways of thinking. The learning process is a path that must be taken by someone (student, student) to understand something that was previously unknown or known but not comprehensive.

According to Sukirno (2012: 9) the definition of economics is: "Economics is the study of how individuals and society make choices, with or without the use of money, using limited resources, but can be used in various ways to produce various types of income. goods and services, and distribute them for consumption needs now and in the future, to various individuals and groups of society. Based on the above understanding, it can be concluded that the notion of economics is a science of how individuals and society distribute needs using limited resources to achieve satisfaction and prosperity. According to Blasic and Jones, as quoted by Warkini et al. (2010:83) learning difficulties are that there is a distance between the academic percentage faced with the academic achievement obtained. They continue to state that individuals who have learning difficulties are individuals who have normal intelligence, but show one or more important deficiencies in the learning process, both perceptions memory, attention, or motor function.

Learning difficulties are defined by "The United States Office of Education (USOE) quoted by Abdulrahman (2010: 6) states that learning difficulties are a disorder in one or more of the basic psychological processes that include understanding and using teaching or writing. Learning disabilities have 2 factors that cause learning difficulties, namely: 1. Organizational/Biological Factors Learning difficulties are caused by dysfunction of the central nervous system.

2. Environmental Factors

Children with learning disabilities caused by environmental factors are very difficult to document. However, there are often problems in learning caused by environmental factors, such as teachers who do not prepare their teaching programs properly or family conditions. learning in children, is not primary (main), but more secondary.

The factors that cause learning difficulties can be grouped into two groups, namely:

- 1) Internal factors (factors originating from students) include:
 - a. Cognitive students, including low intellectual capacity.
 - b. Affective students, namely unstable emotions and attitudes.
 - c. Psychomotor students, such as impaired sense of sight and hearing (eyes and ears).
- 2) External factors (factors originating from outside the student, which in this case is the environment) include:
 - a) Family factors: namely disharmony between father and mother, low family economic life, inadequate learning facilities, poor family health, unsupportive family habits, and the position of children in the family.
 - b) Community environmental factors, non-conducive places to live, and naughty playmates.
 - c) School environment factors, unfavorable building conditions and location, low quality teachers and learning tools, less harmonious teacher-student relationships, inappropriate teacher teaching methods.

According to Syah (2008: 173) "the factors of student learning difficulties include psycho-physical disorders or disabilities of students" namely:

- a) Cognitive (the realm of creativity), namely, among others, such as the low intellectual capacity or intelligence of students.
- b) Affective (sense domain) which includes unstable emotions, interests and attitudes of students.
- c) Psychomotor (intentional realm) which includes disturbance of the senses of sight and hearing (eyes and ears).

Difficulties in Understanding Economic Lessons during the Covid-19 Pandemic

In general, "difficulty" is a certain condition marked by the presence of obstacles in the activity of achieving the goal so that it requires even more active effort to be able to overcome it. people who experience it, so that it can be sociological, psychological, or physiological in learning difficulties. According to Sugihartono (2013: 149) "Learning difficulties are a symptom that appears in students which is characterized by low learning achievement or below the norms that have been set" .

Students who have difficulty understanding economics lessons have symptoms, namely in low or declining learning outcomes. According to Ahmadi and Supriyono (2013:94), several symptoms are signs of learning difficulties:

- 1) Shows low learning achievement, below the average value achieved by the class group.
- 2) The learning outcomes achieved are not balanced with the efforts made. He tries hard but his grades are always low.
- 3) Slow in doing learning tasks. He always lags behind his friends in all things, for example in doing questions, in completing assignments.
- 4) Shows an unnatural attitude.
- 5) Students show different behavior.

Based on the opinion above, that students have learning difficulties that have symptoms, namely low learning achievement, slow in doing the tasks given by the teacher, showing an unnatural attitude and different behavior. Since the beginning of 2020, the world has been shocked by the outbreak of the Corona virus (COVID-19) which has infected almost all countries in the world. WHO since January 2020 has declared the world to be in a global emergency regarding this virus. The corona virus that attacks the respiratory system has recorded more than 28 million cases from 213 countries in the world that have been infected. Quoted by MindRakyat.com from the World Meters page, as of Sunday, September 13, 2020, the total number to be exact has reached 28,916,010 positive cases of COVID-19 globally.

The global epidemic has hit the world, as well as what happened in Indonesia, so the stay at home program was implemented as an effort to suppress the expansion of Covid-19. To comply with the government's program, the learning mode has been shifted to virtual classes, so that students can still get their right to acquire knowledge but stay safe by staying at home. Buana (2020) explained that steps have been taken by the

government to be able to resolve this extraordinary case, one of which is by socializing the social distancing movement. This concept explains that to be able to reduce and even break the chain of Covid-19 infection, one must maintain a safe distance from other humans at least 2 meters, and not make direct contact with other people, avoiding mass gatherings.

Problems in education are a top priority that must be solved, one of which concerns the problem of the quality of education. The quality of education is currently experiencing challenges as a result of the outbreak of the Covid-19 virus. Covid-19 is a global pandemic whose spread is very worrying. As a result, the government has to work together to suppress the spread of the Covid-19 virus by issuing a policy so that all members of the community are required to practice social distancing or maintain a distance. for a while and replaced with activities in their respective homes. One of the impacts of social distancing also occurs in the learning system in schools.

In addition, since the outbreak of the COVID-19 disease, waste and medical waste problems have become a major challenge for the community and the environment. The high rate of use of health PPE, masks, gloves and other medical equipment has made medical waste increase drastically compared to previous years. The accumulation of medical waste is certainly unavoidable, efforts to handle waste that are not focused on will have a major impact on the environment. Currently, many hospitals do not have medical waste management technology for hazardous and toxic materials. According to the Secretary General of the Indonesian Environmental Scientist Association (IESA) Lina Mugi Astuti, citing a report from the Ministry of Health that out of 2,852 hospitals in Indonesia, there are only 96 hospitals that have incinerators (tools for burning waste until it runs out) and there are incinerators that are not functioning, and unfit for use.

Students begin to learn from something very simple, then progress to a more complex understanding. Students learn from the stimuli that are present, then respond in various possibilities and in many ways. In learning, students perform various behaviors, including observing, digesting in the mind, imitating, applying in other situations, and so on.

At the time of digesting in the mind, began to arise questions. The question is a form of response to the present stimulus. During the student learning process, both in general and in particular (learning economics), it does not always run smoothly. Students sometimes have problems in learning called learning difficulties. Likewise, in studying economics, there are still many students who make mistakes in working on economic problems, so it is necessary to diagnose students' learning difficulties in studying economics.

According to Daryanto (2009: 73-74) mentions the factors that influence learning are grouped into two, namely: (a) factors that come from outside the student and consist of non-social factors (weather, time, place, media), and other factors. social (physical conditions, circumstances, certain physical functions) and psychological factors. Basically learning is influenced by two important factors, namely internal factors and external factors. As we all know that internal factors are certainly related to the inner self, while external factors are related to external matters.

Internal factors are factors related to the person's personal self as a person who is learning. The internal factors involve three main components, namely physical, psychological, and fatigue factors. External factors are factors that come from outside the individual. External factors that influence learning consist of family, school and community factors.

The teacher is an important component in the teaching and learning process. Teachers can be the cause of learning difficulties if:

- a) Teachers are not qualified, either in the method used or in the subjects they hold.
- b) The relationship between teachers and students is not good, because of the attitude of the teacher who is not liked by his students.
- c) Teachers demand too high standards of learning.
- d) Teachers do not have skills in diagnosing students' learning difficulties. For example in talents, interests, traits, needs of children, and so on.
- e) Teachers' teaching methods that can cause learning difficulties.

Less complete learning tools make the presentation of lessons less than optimal. Especially practical lessons, the lack of laboratory equipment will result in learning difficulties. For example, the lack of an engine stand for the ignition system practicum so that students have to take turns with their friends. These conditions will certainly hinder students in learning.

II. METHODOLOGY

This research uses qualitative research because the researcher wants to get a clear and real picture of students' difficulties in understanding Economics Subjects. This research was conducted using a qualitative descriptive method. According to S. Margono (2014: 36) Qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior. The study

chose this location as the research location because it was based on a phenomenon that the researcher found during observations in class X IIS 2 SMAN 1 Palangka Raya, when students learn Economics subjects online, students have difficulty understanding economics subject matter.

According to John W. Cresswell in Hamid Patilima (2011:61) states that the qualitative approach method is an investigative process. Gradually, the researcher tries to understand social phenomena by differentiating, comparing, imitating, cataloging, and grouping the objects of study. Researchers enter the world of informants and interact continuously with informants, and seek the informant's point of view. Researchers use this research because this research is more flexible related to things related to everyday life.

III. RESEARCH RESULTS AND DISCUSSION

Students experience learning difficulties during the COVID-19 pandemic. This can be seen from the learning process where there are still many students who have difficulty understanding the explanation given by the teacher. When having difficulty in doing the tasks given by the teacher, students choose to be silent and do not want to ask questions when they have difficulty understanding the lesson, students do what they are in accordance with what students know because they are lazy to read and ask questions when they have learning difficulties. , following economic lessons during the covid 19 pandemic like this makes students lazy and late for class via online or online, students don't focus on doing assignments because they don't understand the explanation given by the teacher.

Not paying attention to the teacher when explaining the material given because when the teacher explained the teacher did not provide material directly, examples of photos of today's material or PPT via shere screen zoom, the teacher only reads directly from the handle of the book that the teacher uses, therefore not all students understand the material by only listening to the explanations that the teacher gave. Boring explanations also made students choose to play cellphones and watch YouTube while learning was taking place to relieve boredom without paying attention to the teacher explaining, there were some students who turned off the video image while class was in progress by various reasons it is difficult to network when opening videos, when doing assignments students choose to answer questions with the help of google because they are embarrassed to ask when they don't understand the explanation that the teacher gives, too often discuss with friends every time they get an assignment or test Arian.

No.	Observed Indicators
1.	Physical
2.	Psychological
3.	Fatigue
4.	Family
5.	School
6.	Public

Based on the results of interviews with students that all students in class X IIS 2 have difficulty learning economics during the covid-19 pandemic to deal with learning difficulties, students evaluate learning outcomes to update student learning outcomes and the evaluation is given in the form of assignments. . During the interview with the principal of SMAN 1 Palangka Raya, some of the indicators asked were as follows:

a) **Physical Factor**

Based on the results of interviews with school principals on Physical indicators, it can be concluded that there are some students in class X IIS 2, there are no reports that students have difficulty learning economics lessons.

b) **Psychological Factors**

Based on the results of interviews with school principals on psychological indicators that there are several students in class X IIS 2 who have difficulty learning economics, it is directed to the teacher concerned to be guided in the learning process so that these students can be handled as well as possible.

c) **Fatigue Factor**

Based on the results of interviews with school principals on the Fatigue indicator that there are several students in class X IIS 2 for class hours carried out at productive hours, during this pandemic period, the usual 45-minute lesson hours are now only 30 minutes and students are also enthusiastic about participating learning.

d) **Family Factor**

Based on the results of interviews with school principals on the Family indicator that in general knowing the background of the students themselves through student data, as well as the condition of the families of the same students, no students who have economic problems can affect the learning outcomes of these students.

e) **Community Factor**

Based on the results of interviews with school principals on the Community indicator that the school only knows the state of the environment where students live from homeroom teachers, subject teachers and BK teachers.

Although in the environment where students live there is a tutoring place, but not all students take the tutoring for various reasons.

f) School Factor

Based on the results of interviews with school principals on school indicators that every month the teacher holds meetings and evaluates student learning outcomes through daily tests, year-end assignments or final assessments.

Meanwhile, during interviews with subject teachers or economics teachers, several indicators were questioned as follows:

a) Physical Factor

Based on the results of interviews with teachers of economics subjects on physical indicators that there are some students who experience network connection problems (internet) so that the explanation given by the teacher is not very clear.

b) Psychological Factor

Based on the results of interviews with teachers of economics subjects on psychological indicators that students who do not understand and are not active in the learning process will be given explanations, reprimands and advice.

c) Fatigue Factor

Based on the results of interviews with subject teachers on fatigue indicators, even though the learning process is carried out during productive hours, not all students are enthusiastic in participating in online lessons.

d) Family Factor

Based on interviews with subject teachers on family indicators, teachers are less aware of their presence at home because there is rarely communication about family at home talking at school. Therefore, family factors may influence students on learning difficulties.

e) Community Factor

Based on the results of interviews with subject teachers on the Community indicator that they do not really know the environmental conditions of students and there are no students who take tutoring.

f) School Factor

Based on the results of interviews with subject teachers on school indicators that teachers always evaluate students in the form of essays and daily tests on students' scores.

Based on the results of observations and interviews with principals, teachers of economics subjects and students, learning difficulties in economics consist of 2 factors, namely internal and external factors that cause learning difficulties for students in class X IIS 2 Palangka Raya.

a. Internal factors

1) Physical Factor

Conditions where students are unable to take part in learning because of illness, this is what affects student learning.

2) Psychological Factor

Weak interest from within students when participating in learning, as well as lack of enthusiasm of students in the economic learning process provided by the teacher.

3) Fatigue Factor

Impact on the physical condition of students such as fatigue, boredom when participating in learning and not activating video zoom during learning hours.

b. External Factors

1) Family Factor

The closeness between parents and students, as well as the economic situation of the family, the atmosphere of the student's home.

2) School Factor

Teacher teaching methods, curriculum given to students, teacher and student relationships and student and teacher relationships.

3) Community Factor

Activities of students in the community, mass media such as (cinema, TV, radio, books, etc.).

This study strengthens the results of Jumastika rois (2016) "Factors Causing Students' Learning Difficulties in Economics Subjects at SMA Negeri 11 Pekanbaru" concluded that motivational factors as an internal cause of student learning difficulties in this study proved to have a significant effect on student learning difficulties in economics subjects in SMA Negeri 11 Pekanbaru because students have low motivation to study diligently and the teacher factor as an external cause of student learning difficulties seen from the teacher's pedagogic competence has a significant effect on student learning difficulties in economic subjects at SMA

Negeri 11 Pekanbaru. Based on the results of the research that has been carried out, it is found similarities with previous research, namely the problems that occur in the field regarding economic learning difficulties in high school, as well as setting goals in research and development that will be carried out and how the causes of economic learning difficulties are carried out.

IV. CONCLUSION

Based on the research findings that have been described in the discussion of research results, it can be concluded that the causes of students' economic learning difficulties (case studies in class X IIS 2 at SMA Negeri 1 Palangka Raya) are caused by 2 factors, namely internal and external, which can be concluded as follows:

Difficulties in Learning Economics at SMA Negeri 1 Palangka Raya, especially in class X IIS 2 are internal factors that come from within themselves, namely physical factors which result in students' lack of focus during class hours, psychological factors that cause students to be less enthusiastic in participating economics lessons, fatigue factors which have an impact on the physical condition of students such as fatigue, and not activating video zoom during class hours, and external factors that are caused by external factors including family factors, community factors, and school factors.

The principal in studying economics also helps students who have difficulty by coordinating with subject teachers so that students can improve learning outcomes that have not reached the targeted Minimum Completeness Criteria and also the principal regularly monitors the condition of students in class by checking students in their class. . In addition, the economics subject teacher also helps students who have learning difficulties by Helping Students In The Economic Learning Process In Order To Achieve The Minimum Completeness Criteria.

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