

COVID-19 PANDEMIC AND HOME ONLINE LEARNING SYSTEM: DOES IT AFFECT THE QUALITY OF PHARMACY SCHOOL LEARNING?

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ABSTRACT

The purpose of this study is to identify and obtain information about the impact of the Covid-19 pandemic on the learning process. This research uses the literature study method which is an analysis that aims to describe the main content based on the collection of information obtained. The information in question originates from various scientific articles related to the implementation of online learning during the COVID-19 pandemic. The scientific articles in question are articles obtained from reputable national journals and international journals indexed by Scopus. The data and information that have been obtained are then collected, analyzed, and concluded so as to get a recommendation as a literature study. Conclusion The results of this study are that there are several obstacles experienced by students, teachers and parents in online teaching and learning activities, namely mastery of technology is still lacking, additional internet quota costs, additional work for parents in assisting children in learning, communication and socialization between students. , teachers and parents are reduced and working hours are unlimited for teachers because they have to communicate and coordinate with parents, other teachers, and school principals. The COVID-19 pandemic affects many things including educational life, parents of students, students and the learning process, as a teacher who has the responsibility to educate students cannot stop. Teachers must find appropriate ways to promote the learning process academically and socio emotional. Teachers must be able to manage classrooms in classrooms and online classes.

Keywords: Online Learning, Pandemic Covid-19, Learning Process

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INTRODUCTION

At the end of 2019 the emergence of a viral infection that spreads rapidly, the virus is called COVID-19. This virus was first discovered in Wuhan, China. COVID-19 is spreading massively in other countries. The World Health Organization (WHO) announced on March 11, 2020 that COVID-19 was declared a pandemic. To date, there are 215 countries that have contracted the corona virus, with reports of being infected as many as 12,768,307 cases (WHO, 2020). Indonesia is one of the countries affected by COVID-19. This virus has spread in Indonesia in March until today. A total of 72,347 cases were positive for COVID-19 in Indonesia. The COVID-19 pandemic has an impact on all across life, especially education. As a result of the COVID-19 pandemic, schools from kindergartens to universities have been closed. UNESCO says that 300 million students have disrupted school activities and temporary school closures as a result of health and crisis (Handoyo, 2020). COVID-19 made a test for the implementation of online education that was carried out in bulk (Sun, Tang, & Zuo, 2020).

Thousands of schools in other countries, including Indonesia, are closing schools in an effort to stop the spread of COVID-19 (CNN Indonesia, 2020). The response

of UNESCO as an institution engaged in the field of education strongly approves the implementation of learning using an online platform for distance learning efforts, so that learning can be reached by students wherever they are. The change from the implementation of classroom learning to the implementation of learning in this network, which acts as the most important actor is the teacher and educator, because they are the controllers in the learning process (Bao, 2020; Braisilaia & Kavadze, 2020). The application of online learning is evidence of the industrial revolution 4.0, where access to technology is unlimited, thus enabling the implementation of online or distance learning (Verawardina & Jama, 2018). To break the chain of the spread of COVID-19 requires the cooperation of all parties in overcoming it (Pikiran-Rakyat.com, 2020), the efforts made by the government are not to crowd in crowds, not to go to markets, sports venues, cultural places and so on. As well as people who work in offices, it is endeavored to do work at home (Work from Home). Likewise, in the field of education, learning is done at home (Learning from Home). Learning from Home is the first experience that is carried out en masse in Indonesia. Many students and teachers are not familiar with Learning from Home which is done online (KBRI

Hanoi, 2020). Education is the bedrock of every civil society and is most sought after by societies hoping to stay afloat in an ever-changing world. However, never a time has the traditional method of education been threatened in the globe as is the present situation, due to the ongoing COVID-19 pandemic. According to UNESCO, approximately 1.2 billion learners were out of school and about three-quarter of the world's school population had been affected by school closures due to measures to contain the pandemic of these, about 2 million pre-primary, 25 million primary and 10 million secondary school learners across Nigeria were affected. The resultant effects have brought a sudden drift from the usual face-to-face learning to a more blended instructional learning that integrates online and traditional classroom modalities the so-called "new normal".

Currently the world is being shocked by the COVID-19 (Corona Virus Disease) outbreak which reportedly originated in the city of Wuhan, China since December 2019 (Lee, 2020). WHO declared this outbreak a global pandemic because the transmission of this virus was very fast and most countries in the world were also exposed to this virus? Recent data shows the number of confirmed patients is 9,590,890 positive cases in 216 countries around the world (Update: 24-06-2020). Indonesia is one of the countries that has been exposed to this virus from early March to 27 June 2020, confirmed 52,812 positive cases spread across 34 provinces and 415 districts / cities (Task Force for the Acceleration of Handling COVID-19 Indonesia, 2020). According to Sunitha *et al* (2020) the ongoing COVID -19 is a continuous pandemic that began in December 2019 in Wuhan, China and was declared a pandemic by WHO on March 11, 2020. As of March 16, more than 169,000 cases were reported, and more than 140 countries were affected. Major outbreaks have occurred in China, South Korea, Iran and Europe. 6,500 people have died and more than 76,000 have recovered from the disease. The aim of this study is to focus on the current situation of COVID-19 and its social impact on the international community. Strong measures are taken to reduce outbreaks: personal precautions: use face masks, hand hygiene and self-quarantine; environmental measures: such as surface cleaning and community action: closure of schools and colleges for social distancing, canceling large gatherings and participation in public events. In Wuhan, the central authorities imposed a transportation ban on January 23. Due to the coronavirus outbreak, xenophobia, high prejudice, racism and cases of suspicion, fear and hostility have been reported by Chinese people in many countries, such as North America, Europe and the Asia Pacific region. Another major impact of disease outbreak is the cancellation of major events in the film, sports and other industries. Many concerts, music festivals, fashion shows and conferences have been canceled or postponed. The government has temporarily closed all schools across the country to limit the spread of the coronavirus and as of March 14, some 420 million children are out of school. Some examples of shortages of essential goods, panic buying, logistical operations, increased use of personal hygiene equipment due to the coronavirus outbreak. There are nearly 91,000 active cases in 73 countries and many restrictions on social and economic activities have a negative impact on consumer spending and supply chains around the world. Hence, the impact of COVID-19 will be significant.

The ongoing COVID -19 (Coronavirus Disease 2019) is a continuous pandemic which is a respiratory syndrome

caused by coronavirus 2 (Who.int, 2020). The outbreak began in December 2019 in Wuhan, China and was declared a pandemic by the WHO (World Health Organization) on March 11, 2020 (WHO Director, 2020). As of March 20 more, then 245,972 cases were reported and more than 160 countries were affected (Worldometer, 2020). Major outbreaks have occurred in China, South Korea, Iran and Europe. 10,000 people have died and more than 88,400 have recovered from the disease (Worldometer, 2020). This virus spreads among people in the same way influenza uses respiratory drops caused by sneezing and coughing (WHO, 2020). It usually takes 2 to 5 days to show symptoms after exposure to the virus, but it can also take up to 14 days (WHO, 2020). Common symptoms are fever, respiratory problems and cough (WHO, 2020). More complicated cases can include symptoms. symptoms such as severe respiratory stress syndrome and pneumonia. Currently, there are no specific antibiotics or vaccines to treat it, but researchers are working on them. Efforts are focused on curing symptoms and the associated treatment given to patients. The following precautions are recommended: wash hands frequently, maintain physical distance from people, cover mouth during coughing, self-isolate for suspected persons or visiting infected countries or coming into contact with infected people (Rothan & Byclyd, 2020).

Currently, all countries in the world are facing the Covid-19 pandemic. All activities are restricted to prevent the spread of the Corona virus, including educational activities. In Indonesia, it has been more or less three months, all educational activities, from elementary and secondary to tertiary levels, have been carried out online, without face-to-face between teachers and students. Online learning has immediately made us aware of the extraordinary potential of the internet that has not yet fully utilized in various fields, including education. Without limitation of space and time, educational activities can be done anytime and anywhere. Moreover, in an era where there is no certainty when this pandemic will end, so online learning is an absolute necessity that must be met by all Indonesian people. However, behind every positive side of something, there must be a negative side, or at least a bad possibility that could be. happen. Although formally educational activities can still be done online, because students and students have to study at home, character education during this pandemic has become a little neglected. Previously, when educational activities were carried out in schools, character education was carried out under the direct supervision of the teacher or lecturer. Activities that support character education can also be carried out directly, intensively and the level of success can be measured. However, nowadays, when educational activities are carried out online, where more is happening is only the learning process, or knowledge transfer, nothing can be done. guarantee students or students get character education from their parents in accordance with the values that have been taught by educational institutions. Many teachers complain about student and student participation when online learning takes place. Teachers have difficulty determining whether students and their students are taking learning seriously. Because it often happens, in online learning, there are students or students who deliberately put up a video that has been recorded, so that it seems like they are following the learning process, but in fact they are doing something else.

Impact on Education The government has temporarily closed all schools, across the country to limit the spread of the coronavirus and as of March 14, some 420 million children are out of school. More than thirteen countries have temporarily closed all their schools which has affected students of almost all grades. In addition, nine countries including India have closed their schools at the local level to prevent COVID -19, which has affected more than 85 million children (United Nations News, 2020). Even though schools are temporarily closed, even when it brings a thorny economy. large and social costs. UNESCO has recommended distance learning programs and other online education platforms so that teachers and schools can reach students and education disruption can be reduced during school closures caused by COVID -19 (UNESCO, 2020). The Indonesian government's policy in responding to this outbreak is to apply the principle of social distancing to all levels of society, even in several big cities in Indonesia the PSBB (Large-Scale Social Restriction) is also implemented to break the chain of spreading this virus. This policy has an impact on education in Indonesia, especially on the learning process for school students. The application of social distancing at the primary and secondary school levels continues until conditions are declared conducive. During the pandemic, schools are closed but the learning process must continue. So far, no online learning system has been carried out simultaneously. (Sun *et al.*, 2020). During the pandemic, now online learning has been carried out almost all over the world (Goldschmidt, 2020). So, in this online learning, all elements of education are required to be able to facilitate learning so that it remains active even without face-to-face contact. Teachers as the main element in formal education are encouraged to adapt to the implementation of learning that originally used conventional face-to-face methods and switched to online learning.

According to Daryanto (2014), Fadlillah (2014), Keyes (2010), Kunandar (2013) the learning process in educational units is held in an interactive, inspirational, fun, challenging, motivating way for students to participate actively, and provides sufficient space for initiatives. creativity and independence according to the talents, interests, and physical and psychological development of students. For this reason, each education unit carries out learning planning, implementation of the learning process and assessment of the learning process to increase the efficiency and effectiveness of the achievement of graduate competencies. In accordance with the Graduate Competency Standards and Content Standards, the principles of learning curriculum 2013 are a) from students to be informed towards students. find out; b) from the teacher as the only source of learning to learning based on various learning resources; c) from a textual approach to a process as a strengthening of the use of a scientific approach; d) from content-based learning to competency-based learning; e) from partial learning to integrated learning; f) from learning that emphasizes a single answer to learning with answers that are multi-dimensional in truth; g) from verbalism learning to applicative skills; h) improvement and balance between physical skills (hard skills) and mental skills (soft skills); i) learning that prioritizes the culture and empowerment of students as lifelong learners; j) learning that applies values by giving examples (ing ngarso sung tulodo), building will (ing madyo mangun karso), and developing students'

creativity in the learning process (tut wuri handayani); k) learning that takes place at home, at schools, and in the community; l) learning that applies the principle that anyone is a teacher, anyone is a student, and anywhere is a class; m) Use of information and communication technology to increase the efficiency and effectiveness of learning; and n) recognition of the individual differences and cultural backgrounds of learners. Implementation of the 2013 curriculum requires complete pedagogical and professional competencies. Based on preliminary observations globally, it was obtained an initial assumption that the 2013 curriculum was difficult to implement in a short time, but it turns out that after the teacher received the correct training, the paradigm and commitment of the teacher to teach briefly could change. Even though it is not yet perfect, the teachers are positive about curriculum changes and are willing to carry out learning in accordance with the expectations of the 2013 curriculum. Research on other learning models was also carried out by Setyani *et al* (2020), Murtono *et al* (2019), Ismaya *et al* (2019), Utaminingsih. *et al* (2020). This research will discuss the influence of the Covid-19 pandemic on the learning process in schools, the influence on students, the influence on parents and the influence on the learning process.

METHODS

This study uses a literature study method which is an analysis that aims to describe the main content based on the collection of information obtained (Herliandry *et al.*, 2020). The information in question comes from various scientific articles related to the implementation of online learning during the COVID-19 pandemic. The scientific articles in question are articles obtained from reputable national journals and international journals indexed by Scopus. The data and information that have been obtained are then collected, analyzed, and concluded so as to get a recommendation as a literature study.

RESULTS AND ANALYSIS

The Impact of the Covid-19 Pandemic on Parents of Students

According to Arwen *et al* (2020), Sunitha (2020) and Duocet (2020), the impact of learning at home is also felt by parents who also have more burdens because they have to be teachers at home, teach assignments, and always monitor. There are more than one child and still need assistance in carrying out tasks, not to mention having to prepare food and other household chores. The joys and sorrows during the home study process vary. Some parents prefer their children to study in school. Apart from the swelling internet credit, one of the complaints of parents is that the increase in spending on consumption is greater than the daily child allowance. However, the positive value is that there is more time to spend with them. family and to close emotional connection between parents and children. And more importantly, families are better protected from exposure to the corona virus. According to Purwanto *et al* (2020) and Putri *et al* (2020), staying at home to break the chain of virus spread is indeed the right solution. However, this is inseparable from problems that will occur in the future, such as being unable to carry out various normal activities in general but at work. Goldschmidt (2020), Drel (2020), Bacow (2020) if people don't work, then they won't get income and if they don't get income, then they can't meet their daily needs while at home. If it is allowed for a long time, it will

seriously disturb the economic balance of the community. To overcome this, the government through the Work from Home (WFH) policy is expected to make it easier for people to continue working even in the midst of a viral pandemic that requires them to remain. Through this policy, the community considers that working at home will make it very easy for them, but this cannot be separated from the increasingly difficult system work. Some of the students' parents did not use adequate equipment. In the implementation of online learning that is carried out at home, one of the limitations in this implementation is the supporting facilities and infrastructure, such as laptops, computers, cellphones, internet quotas and so on. Infrastructure is very important in accommodating the implementation of learning for students.

The implementation of online learning is deemed not optimal in delivering learning material to students, because we usually learn in class face-to-face, now the delivery of material is through a container. So that the teacher feels that learning becomes meaningless for students. One of the factors is that learning is not carried out face-to-face, so the learning process is more focused in the form of assignments to students. Coupled with the lack of student interest, due to learning through a group in an application that predominantly contains text. This only stimulates the child's visual power. "Especially after learning online, children play more on their cellphones after learning," said the parent who told respondent G5.

A previous study revealed that students' learning styles in online learning tended to be more visual and strong reading and writing (Drago, & Wagner, 2004). The number of platforms that support for free, such as Google Classroom, Whatsapp, Quipper and so on (Abidah, Hidayaatullaah, Simamora, Fehabutar, & Mutakinati, 2020) that can send text messages, images, videos and other files (Kusuma, 2020) but use The platform is not yet effective, due to limited infrastructure for some students.

The implementation of online learning seems uneven and tends to be teacher centered. In addition, if there is a discussion, some become a silence reader and the responses from students are a little shorter (Moorhouse, 2020). This research is supported in its findings that 1 in 58 students really understand about online learning, 23 out of 58 students understand, and the rest they answer sometimes they understand (Anhusadar, 2020). The interaction process between control and the classroom environment is very influential on students, such as the enthusiasm of students that occurs in the classroom environment (Hershkovitz, Elhija, & Zedan, 2019), but it will be different if you carry out learning at home. So that it does not cause high motivation. In addition, infrastructure is the main facility in the smooth implementation of this online learning. Respondent G1 stated that sometimes in implementing the online learning process, the network suddenly becomes sluggish, and respondent G3 added that internet quota is the main scourge that plays an important role in the implementation of learning, runs out in the middle of the road. The obstacle found is the use of the internet network which costs money. and the ability of parents to provide educational facilities online, lack of learning to be good at behavior, lack of self-discipline, and the environment when isolated at home (Bao, 2020; Jones, & Sharma, 2019; Obiakor, & Adeniran, 2020; Purwanto, Pramono, Asbari, Santoso, Wijayanti, & Hyun, 2020).

The Impact of the Covid-19 Pandemic on Teachers

According to Purwanto *et al* (2020) and Putri *et al* (2020) WFH has advantages and disadvantages of teachers, Work from Home can be carried out effectively if teachers and schools pass it responsibly. Both parties need to understand more about the situation, while giving the best possible performance, even if they work in different places. Don't forget to maximize communication to avoid unwanted things. Montacute, R. (2020), Lederman, (2020) make good use of technology, make a list of things you want to do more planned, also include the expected results so that teachers will not go wrong working from home with non-productivity for a day. If the teacher still has to work, don't forget to pay attention to the cleanliness of each outlet and health. Diligently wash your hands with soap and running water. Sunitha (2020), Duocet (2020) need to provide this hand sanitizer at each outlet for use by other teachers who are still coming. When working at home, of course, the laptop computer is the main work tool. Always make sure the laptop is clean from germs, the battery is fully charged, and all applications in it can run properly so as not to slow down in completing work. When working, the internet is one of the supports that you must prepare. With a stable internet connection, you can easily connect with other people. Netolicky (2020) especially when Work from Home, a complete teaching workspace, is also very important to prepare. Adequate and low-cost internet access support is also very helpful in this regard. Human resources in this case must also start to be improved, because with that jobs that should be easy to do with rapid technological advances can be done well without hindrance. People should also start thinking about side jobs that can be applied in dealing with certain conditions that are not possible like today.

This pandemic has an impact on teachers in the learning process online, because teachers are not free to monitor children's overall development, respondents agree that controlling children remotely is a limitation, coupled with the existence of children who are rarely guided by parents and also a lack of understanding. Parents to child development, so that the learning process is mostly not carried out optimally. It was added by the respondent who said that the delivery of learning material to the students was not optimal, so that the learning was not meaningful for the students. In delivering material, teachers are also limited in the teaching methods that will be delivered, given the number of quotas owned by parents and teachers, so that learning is carried out in groups in the application. However, even so, there was no change in the large portion of the teacher's work in preparing the best learning process for students, said the respondent. In other findings from the case of online learning implementation, the teacher feels confused and feels the expected response is uncertain, so whether the teacher limits the role or has to expand the role online (Forkosh-Baruch, & Hershkovitz, 2014). In the implementation of online learning, many studies have revealed that this learning is more efficient in cost and energy. Because according to respondent G6, not all students come from well-to-do families, especially since this pandemic makes it difficult for their families to earn a living. Teachers need to be creative in planning online instruction effectively. The teaching style in online learning also needs to be expanded, because it is quite different from indoor learning (Purwanto, Pramono, Asbari, Santoso, Wijayanti, & Hyun, 2020). In indoor learning, the teacher's body language, facial expressions and voice are the main things.

However, when switching to the platform, they provide a variety of menus that can be shared, such as text, video, images, sound and others. So that in online learning teachers must choose the right strategy in delivering material (Bao, 2020).

The Impact of the Covid-19 Pandemic on the Learning Process

The implementation of online learning is mostly carried out using the WhatsApp application (Dewi, 2020), (Gunawan *et al.*, 2020), (Purwanto *et al.*, 2020) with the consideration that on average teachers and students or parents of students have this application on each gadget. This application has a WhatsApp Group feature so that teachers and students can discuss and share documents with each other. The teacher uses this feature to share learning material documents and assignments for students, then students will send the assignments they have completed through this group as well. Things that need to be considered are assignments accompanied by monitoring and assistance by the teacher. The step taken is for the teacher to ask for help from parents and older students as contact points with advance notification via WhatsApp Group. In addition, it is also necessary to include coordination and interaction between teachers and parents of students in the form of video calls and photos of documentation of student learning activities at home as a form of reporting that students are actually carrying out learning at home (Wicaksono & Rachmadyanti, 2017).

According to Putri *et al.* (2020) and Purwanto *et al.* (2020) revealed some of the challenges and obstacles experienced by students, teachers and parents in online learning. Challenges related to students are limited communication and outreach among students, higher challenges for students with special educational needs, and longer screening times. Parents saw the problem as being more related to a lack of discipline at home learning, more time spent helping their children study at home - especially for children under grade 4 in Primary School, lack of technology skills, and heavy internet bills. higher. According to Putri *et al.* (2020), teachers identify more challenges and obstacles, including some restrictions in the choice of teaching methods that usually apply in regular face-to-face classes, less curriculum material coverage, lack of technological skills that hinder the potential for online learning, lack of ability - multiple sources in Indonesian resulting in more time needed to develop e-content, longer screen time as a result of creating e-content and providing feedback on student work, more intense and time-consuming communication with parents, challenges for better coordination with teachers, principals, and higher internet bills.

According to Zahra *et al.* (2020) online classes in the time of COVID are expensive. There are several things to consider for better teaching in the online classroom learning process. Recorded videos can help with learning if the internet connection is delayed. 2) Make sure the video frame is recorded by the teacher's face, so that students understand better when the class is running. 3) A video of less than 10 minutes is sufficient to cover the material. If the material is getting longer, consider creating a series of instructional videos. 4) Consider having legible text on a small screen. 5) Optimize the available videos instead of creating new ones. 6) Put the video in open access. 7) instruct students not only to watch but also, they try to follow the instructions given. 8) Create a good

interactive lesson set to promote students' critical thinking. 9) Arrange a quiz to get answers from the sources provided. 10) Use an automated system to attend classes and grade tests. 11) provide options for conference meeting. This allows students to have responsibility for learning and to manage their internet connection (each student is different). 12) Let them do small group discussions to keep the social aspect. 13) Show the truth to the teacher. This aids students' emotional learning and will encourage them to support the learning process together. Consider drilling activities to find appropriate learning processes in class. and 15) asking parents to support the online learning process.

The challenges of this online learning process. Due to the slow network, the information or material that is conveyed takes a long time to be received by parents, or vice versa. This is also a factor of distance and network limitations in the environment where the students live. Respondents stated that in learning, the material presented was sometimes not in line with what the teacher targeted. Respondents added that even in collecting assignments, it was overwhelming to give a period of time due to various reasons given by students. Judging from one of the influencing factors, the internet quota is the main obstacle in the online learning process, because the internet quota accommodates the smooth learning process online. The challenge for teachers in the online learning process is that the assignments given to students are not entirely students who do, there is parental interference in the assignment process. However, there are also parents who are not able to make peace at home, so no one can help accommodate the learning facilities for students. "Students sometimes do assignments, they are not completely doing it or there are also parents who are not at home, so no one can help in accommodating student learning facilities", Respondents put forward the limitations of media when online learning is implemented, he also added that they are still there are students and parents who are not tech literate. A study states that activities in teaching are not easy to facilitate (Moorhouse, 2020). However, the combination of alignment and misalignment modes of instruction is seen as a way of supporting learning in technology when face-to-face is not an option. Online learning provides broad benefits, namely that it can reach all regions, however in other findings it is stated that there are several obstacles faced in several regions of Indonesia, in which the spread and affordability of internet services has been slow at times. Also, if multiple platforms are used in one group, it will cause overload (Bao, 2020; Pramudibyanto, Khasanah, & Widuroyekti, 2020). As well as the challenges felt by the implementation of online learning is the absence of an appropriate curriculum in a situation like this, the availability of inadequate facilities and infrastructure, such as technology and internet networks and the readiness of human resources themselves, one of which is educators. So that the conditions currently being faced have made it imperative for teachers and teachers to be more adaptive and innovative (Ahmed, Shehata, & Hasanien, 2020; Arifa, 2020). Moreover, coupled with the uneven distribution of teachers (Mahbub *et al.*, 2020). Teachers are focused on urban areas, while in rural areas they face more obstacles. With the implementation of this online learning, we keep teachers and students close even through instant messaging platform (IMP) communication. The most important thing is that the challenge is still being evaluated in order to get maximum

learning and create independent learning skills in this pandemic (Herliandry, Nurhasanah., Suban, & Kuswanto, 2020).

CONCLUSION

Conclusion The results of this study are that there are several obstacles experienced by students, teachers and parents in online teaching and learning activities, namely mastery of technology is still lacking, additional internet quota costs, additional work for parents in assisting children in learning, communication and socialization between students., teachers and parents are reduced and working hours are unlimited for teachers because they have to communicate and coordinate with parents, other teachers, and school principals. The COVID-19 pandemic affects many things including educational life, parents of students, students and the learning process, as a teacher who has the responsibility to educate students cannot stop. Teachers must find appropriate ways to promote the learning process academically and socio emotional. Teachers must be able to manage classrooms in classrooms and online classes. Based on the results of the review and discussion, it can be concluded that online learning systems using digital platforms at the primary and secondary school levels tend to change the face of education to be better, more effective, and more enjoyable. Teachers are becoming increasingly innovative in packaging teaching materials and are increasingly creative in developing learning methods to attract student enthusiasm. However, it is necessary to readjust with the various abilities of each teacher, student, and parents of students in providing this online learning facility, so that the obstacles experienced can be minimized.

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