

## **Implementation of School Adaptation in Distance Learning During the Covid-19 Pandemic**

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Received 5 March 2022; Revised 15 April 2022; Accepted 15 June 2022

**Abstract:** This study was conducted to know and analyze the process of implementing school adaptation distance learning during the covid-19 pandemic and factors supporting and inhibiting the implementation of school adaptation in implementing distance learning during the covid-19 pandemic. In this study, the research method used is the qualitative descriptive analysis method. The data collected was obtained from 30 correspondents from SMA Negeri Kayuagung in Ogan Komering Ilir district using observation, interview, and documentation. The results showed that the adaptation of schools in implementing distance learning during the Covid-19 pandemic is quite good because of the decisive role of each element involved in its implementation. There were no significant obstacles during school adaptation in implementing distance learning during the Covid-19 pandemic. The skills in using e-learning applications are still low, which are inhibiting factors, so additional training is needed in order to maximize the e-learning system. The supporting factors such as the availability of the Whatsapp application, which can be utilized optimally by many types of users, is the best way to overcome the inhibiting factors in the school adaptation process to implement distance learning during the Covid-19 pandemic.

**Keyword:** Adaptation, Problems, Supporting Factors, Inhibiting Factors

### **1. Introduction**

The World Health Organization, also known as WHO, is one of the United Nations (UN) agencies that serves as the international public health coordinator.

On January 30, 2020, Covid-19 was designated as a Public Health Emergency of Global Concern (KKMMD) or Public Health Emergency of International Concern (PHEC) (PHEIC). The number of infected people continues to rise in a relatively short period of time. In the last six months, this virus has infected 216 countries around the world.

Even as of March 20, 2020, WHO has classified Covid-19 as a Pandemic, which is defined as an epidemic of a disease that spreads over a large geographic area, such as several continents or the entire world. To slow the spread of Covid-19, the government has implemented policies in several areas such as locking or closing roads to regional restrictions for residents who want to go in and out of an area, as reported by Kompas Daily News (2020).

As a result, the Indonesian economy suffers, goods prices rise, the rupiah exchange rate falls, and medical equipment becomes expensive and scarce. Pandemics that have an impact on social, security, political, and economic conditions, according to Ginting (2020), will affect long-term behavioral changes and psychological conditions. These behavioral changes include several aspects, including technology use, social media use, socio-religious behavior, and work behavior.

The use of technology, which was initially limited to assisting with work, has evolved into a primary work facility. People's behavior changes during the pandemic include transportation mode selection, everything virtual, access control, and WFH (Work From Home). Corona Virus Disease 2019 (Covid-19) has caused a worldwide slump in many areas of life because it not only affects the economy but also the education sector. Several government regulations have been issued to practice social distancing in order to prevent the spread of the epidemic.

According to Wilder-Smith and Freedman (2020), the social distancing movement is a social distance that has been created to minimize interactions in larger numbers. An attempt to avoid crowds and physical contact is referred to as social distancing. Because the spread is so quick and easy, and the effect is so dangerous for health and safety, the government makes the correct decision to protect students throughout Indonesia by social distancing, so that schools are closed, from early childhood education to universities, and even places of work are closed because the government has imposed large-scale social restrictions, so this is a challenge in the world of education to continue learning without face-to-face in the classroom.

This is, of course, a shift in the design of the teaching and learning activity model in Indonesia's education system, from a face-to-face interaction in the classroom to a distance learning interaction. Distance learning for students studying at home is a directive issued by the Ministry of Education and Culture's Directorate of Higher Education Number 1 of 2020 in order to prevent the spread of Covid-19 in the educational world.

According to Lenar et al. (2014), distance education is the most effective and far-reaching educational system. Distance learning is learning that takes place outside of the classroom or other designated learning locations. This necessitates the use of specialized learning techniques, the creation of instructional materials, specialized organizational and administrative arrangements, and specialized communication methodologies via various media. Many online learning applications can be used for distance learning, but according to Arifa (2020), teaching staff must determine the right application that can be used optimally by their respective students, despite the fact that many alternative applications can be used in teaching and learning. Distance learning implementation. This also means that every educational institution must be able to select and categorize appropriate applications to support the implementation of distance learning.

Microsoft Office 365, Schoology, Google Classroom, Whatsapp, Zoom, and a variety of other online learning applications can be used to support distance learning. Schools must be responsive to changes in the existing system, and teachers must be able to master the use of technology, information, and communication to ensure a proper education system in the implementation of the online teaching and learning process for students.

In fact, the government has regulated distance learning, as stated in Chapter 1 article 1 paragraph 15 of the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education system. Distance education is education in which students are separated from educators and learning is accomplished through a variety of means. Learning is accomplished through the use of communication technology, information, and other media.

This undoubtedly has a positive impact; Azhari and Fajri (2021) argue that the use of technology is consistent with the development of the Industrial Revolution 4.0 era, which is still progressing. In the midst of an endemic pandemic, limitations have actually become a catalyst for increasing the most recent innovation and creativity. The extraordinary aspect of educational activities is their ability to foster collaboration between teachers and parents, as students

will undoubtedly spend time studying at home during a pandemic. This fosters collaboration between teachers and parents, allowing students to continue to learn effectively.

Despite the fact that the success of learning media is dependent on student characteristics (Dewi, 2020). Distance learning benefits the process by increasing memory levels, learning methods for conveying information can be done through audio, text, animation, and video, and providing convenience in communicating directly via video conference links, providing comments in discussion forums, using chat rooms, updating browse, download, and deliver. Furthermore, there are several advantages to implementing distance learning, including the fact that students have a broad range of coverage, can learn at any time and from any location, and make learning material storage and refinement easier (Windhiyana, 2020). When distance learning technology is used correctly, it not only makes the learning process more efficient and effective, but it can also improve overall learning quality.

However, distance learning is not as effective as face-to-face learning. Because of the sudden appearance of the Covid-19 outbreak, educational activities had to keep up with system changes that occurred during an emergency. Distance learning is required by schools, despite the fact that many obstacles arise during the implementation process, including limited mastery of technology by teaching staff and students. Even teachers born before the 1980s have a limited understanding of how to use online media as an intermediary for the implementation of distance learning. Similarly, students, whose circumstances are nearly identical to those of teachers in terms of understanding the use of information technology.

Budget provision readiness, costs in using technology to conduct distance learning through online media are impediments; not all financial capabilities of educators and students can be adequately facilitated. Teachers and students must pay more to purchase internet quota, but many still cannot afford to do so, and the state has not been fully present in facilitating the required budget. The quandary that arises in distance learning via online media is that the finances of teachers and students are not in line with the productivity that must be increased.

Inadequate facilities and infrastructure, including supporting facilities and infrastructure to carry out distance learning activities, such as hardware in the form of cellphones and laptop computers, but these supporting devices are quite expensive. There are still many troubling economic conditions for teachers and

students in several Indonesian regions. The welfare of educators and students who are restricted from using technology to support distance learning via online media.

Internet access is limited, and the internet network is not evenly distributed across the country. The current internet network is incapable of supporting all forms of online media. Many educational institutions, from elementary to high school, are still unable to access internet services.

Distance learning has a negative impact in many ways, and there are some challenges that arise when the teaching and learning process requires schools to use information technology in their implementation. This difficulty is caused not only by educators who are forced to conduct learning through online media, but also by other factors. As a result, it is necessary to conduct a study through the implementation of school adaptation to determine the level of effectiveness and problems, as well as supporting and inhibiting factors, in implementing distance learning during the Covid-19 period at SMA Negeri 1 Kayuagung, Ogan Komering Ilir. The researcher adopts the title *Implementation of School Adaptation in Distance Learning in the Covid-19* as a result of this.

## **2. Methods**

This study was carried out at SMA Negeri 1 Kayuagung, Ogan Komering Ilir Regency, South Sumatra Province, with the goal of facilitating the reach of information and data collection, as well as the availability of manpower and cost efficiency. The study was conducted between July and September of 2021. The subjects of this study were 30 people from SMA Negeri 1 Kayuagung in Ogan Komering Ilir Regency, including school staff, teaching staff, and students. In-depth interviews are designed to collect qualitative data as well as information or data from informants. The author selects this method to describe and describe the reality of a variable, symptom, situation, or social phenomenon (Sugiyono, 2020). According to Moleong (2007), qualitative descriptive research aims to understand the phenomena experienced by research subjects, such as behavior, perceptions, motivations, and actions, holistically and through descriptions in the form of words and language, in a specific context. natural, and by employing a variety of natural methods In this case, to thoroughly and comprehensively analyze the data obtained in the hope of learning the extent of the process, effectiveness, problems, as well as supporting and inhibiting factors for school adaptation in implementing distance learning during the covid-19 pandemic.

### 3. Results and Discussion

To achieve its goals, the primary activity of education in schools is learning activities; all organizational activities in schools will lead to the efficiency and effectiveness of learning; from here, the principal has the task of being an educator, namely being able to create and improve the teaching and learning process effectively and efficiently. Every educator does this, especially during the covid pandemic.

Many aspects of the learning process, particularly online learning, need to be improved, including stimulating, growing, and developing educator positions, selecting and revising educational goals, teaching materials, methods, and media in teaching, and evaluating learning (Syafudin, 2020).

Rapid technological advancements have a positive impact on the educational world. In the digital age, there are numerous learning applications that make it easier for teachers and students to learn according to the emergency curriculum during a contagion pandemic. All educators and students must transition from traditional to online learning via the internet (Putra et al, 2020).

Educators and students must be able to use technology to help them achieve effective and efficient learning objectives. We've seen that every program has a primary goal, which is to aid in the achievement of the program's objectives. Each program has been created and achieves its objectives; however, an evaluation is required to determine the extent of success and obstacles encountered in a program; this activity is known as program evaluation.

In program evaluation, it will be able to provide an overview of making decisions about a program's sustainability, whether this program will be continued, repaired, or terminated, and it can even be continued by making modifications to program improvements in order to achieve the objectives that have been designed. The principal has complete authority over the programs that can be implemented in his school in accordance with the conditions of online learning by utilizing the development and advancement of e-learning technology, which is internet-based learning. There are numerous benefits and drawbacks to learning through e-learning, particularly for students in elementary school. However, when the government advocates for online learning during Covid, e-learning is the answer that can achieve the efficiency and effectiveness that many educational institutions expect (Ismaili, 2021).

SMA Negeri 1 Kayuagung's principal has organized an internet-based learning program known as e-learning. In order to determine how to evaluate the

implementation of e-learning in learning at SMA Negeri 1 Kayuagung, the researchers collected data in this case using interview instruments as the main instrument, observation, and documentation as support in conducting research.

Adaptation of schools in implementing online learning amid the Covid-19 epidemic. Organizations are experiencing a desire for change, which is also an important requirement (Tan et al, 2005). This is a societal dynamic. Organizations must constantly adapt to the demands and changes in their environment. One of the key issues confronting modern businesses is the process of adapting to the environment. This adjustment intends to improve the efficacy of attaining the goals that have been established and agreed upon. Because the nature and goal of each organization varies. Of course, the frequency and intensity of change varies amongst businesses when it comes to making adjustments.

The major cause of the modifications in schools is the Covid-19 epidemic. Several things that should be done in classrooms have undergone major adjustments to be done remotely. The key activity that should be carried out in schools has shifted to each student's home, meaning the learning process carried out between teachers and students in improvised situations with no further preparation. The curriculum's principal and waka fulfilled out their full responsibilities in this study, guiding and supervising continuing activities.

According to Nurkolis (2003), the principal has numerous tasks, including (1) educator, which implies that the principal must continually seek to enhance the quality of learning carried out by the teacher apparatus. Some of the initiatives that educators may do include including instructors in upgrading, making efficient use of study time, moving the evaluation team, and improving learning outcomes. (2) manager, which means that the principal must implement appropriate strategies in the context of empowering educators to the greatest extent possible through collaboration, as well as providing opportunities for educators to improve the quality of their profession; (3) administrator, which means that the principal has a very close relationship with various administrative management activities such as recording, compiling, and documenting all activities; (4) supervisor, which implies the principle must be able to supervise educators as they carry out their duties; (5) the principal as a leader. Which means offering direction, supervising, and enhancing educators' abilities through two-way communication and task delegation; (6) motivator, which means the principal has the correct method in inspiring educators to carry out their responsibilities and functions.

The existence of a deputy principal at the school considerably assists the principal's function. Because of the genuine and organized circumstances of the Covid-19 epidemic, SMA Negeri 1 Kayuagung implemented modifications. This is distinguished by the principal's and his staff's vigilant demeanor. Educators in schools carry out directions in line with the school principal's and vice curriculum officer's instructions. The principal maintains two-way communication with educators at SMA Negeri 1 Kayuagung on a continuous basis in order to identify and oversee educators in carrying out their tasks and activities.

The contact carried out during distance learning is conducted by using the WhatsApp and Google Classroom programs as a medium for interaction between teachers and students, as well as between professors and students' guardians. The usage of WhatsApp is greatly encouraged by a sufficient network for all parties. According to Jumiatmiko, WhatsApp is an application capable of reaching new levels of complexity, usefulness, and politeness. In addition to its purpose as a means of exchanging information in the form of text, video, audio, files, or others in an infinite number of ways. This program may also be used to make simple, safe, and dependable calls available to phones all around the world. Although WhatsApp offers several advantages, its usage must be regulated and supervised in order for it to be used properly (Yahya et al, 2021).

During the Covid-19 epidemic, there were issues and educational initiatives to incorporate online learning. The first issue that occurs is on the educator's or teacher's side. Especially in the situation of instructors' lack of pedagogical skills. Aside from instructors who are less capable of using information technology for learning, the learning models employed by teachers are also less diverse. This is because to the Covid-19 pandemic's abrupt emergence. Teachers are the primary resource for developing excellent learning in order to attain learning objectives. Long-term development activities require instructors to get training, workshops, seminars, and upgrading in order to increase teacher competency. Training, workshops, seminars, and upgrading are still thought to be excellent means for teachers to get a competitive advantage, carry out teaching and learning activities smoothly, build teacher abilities, insights, and knowledge, strengthen teacher collaboration, and obtain credentials. According to Dahlan's research, there is a considerable rise in teacher abilities in making questions between before and after teacher training activities are carried out (Fajri et al, 2020).

The second issue that occurs is a lack of adequate monitoring of pupils while they are studying. The true remedy that the instructor can provide is intense



engagement. Parental and student engagement is ongoing in order to oversee the learning process and attain learning objectives. In essence, parents and instructors are educators who share the same objective of guiding their children to future pleasure. Happiness in question is happiness in its broadest meaning for religious parents and those seeking to promote religion. The significance of parents in connection to teachers' work in schools demonstrates the need of collaboration and supporting each other with the limits of their various jobs that should not be crossed between one another. Mutual assistance and understanding between parents and instructors is critical for the benefit of pupils, since each has an impact on children's development.

The following issue develops as a result of the remote learning procedure. During the learning process, all parties, both teachers and students, must have quotas and excellent networks. To make it more diverse, the school has focused entirely on the use of apps in online learning (Dickens et al, 2020). This is accomplished, of course, by introducing students and teachers to a variety of additional distant learning apps, such as Zoom, Google Classroom, and others (Gunawan et al, 2021).

Teachers, schools, and parents (school committee) collaborate to gather funding from diverse sources such as schools, communities, and government, which are then programmed to supplement the limits of the learning media. The actions done are suitable and excellent since it is hoped that given such conditions, an exact solution to overcome them would be found, implying that there is strong collaboration between various parties to overcome the restricted finances. And these three components, the school, the community, and the government, should all work together to aid each other (Fitria et al, 2021; Abidin et al, 2020).

#### **4. Conclusion**

Based on this research, the following conclusions may be drawn: During the Covid-19 pandemic, schools' adaptation in implementing distance learning is to change education management with a distance learning system, maximize the role of school principals, waka curriculum, and teachers, interact continuously with students' guardians, and optimize the use of the Learning application as a medium of communication in learning. During the Covid-19 pandemic, schools faced challenges in implementing distance learning because of teachers' lack of competence in the field of using information technology in learning, a lack of

focus on students, requiring parental monitoring in the learning process, and demands for network availability and internet quotas. Both kids and instructors will benefit from this. The availability of infrastructure or facilities can either help or hinder the implementation of distance learning.

## 5. Acknowledgement

Thanks are given to all parties who have contributed to the completion of this project 1) Director of Postgraduate Program Universitas PGRI Palembang; 2) Chief of Study Program Educational Management; 3) Principal SMA Negeri 1 Kayuagung; and 4) Informants in this study.

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