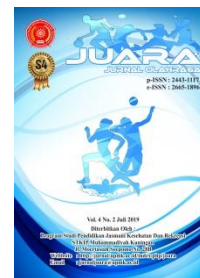




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Implementation of Project-Based Learning in Physical Education During the Social Distancing Pandemic Covid -19

Aff Khoirul Hidayat

Faculty of Teacher Training and Education, Universitas Musamus Merauke, Street Kamizaun Mopah Lama, Rimba Jaya, Merauke Regency, Papua 99611, Indonesia

email: afif@unmus.ac.id

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Abstract

Policy for studying at home caused by the Covid-19 pandemic impacts the Physical Education learning in Schools. This research was held to identify the application of Project-Based Learning methods on Physical Education in enacting Social Distancing Pandemic Covid-19. The way applied in this research is a descriptive method with a quality approach by Creswell. This research is a Grade VIIa students of SMP N 2 Merauke that consists of 29 students. The instrument in this research is a motivation questionnaire, interview, and documentation. The results showed that the application of Project-Based Learning methods on Physical Education, which was conducted independently in each student's home, was done very well and provided a learning experience the same as face-to-face learning. This research concludes that Project Based Learning methods with a blended approach can be used as an example and guidelines of Physical Education teacher in teaching distance learning in the enactment of Social Distancing Pandemic Covid-19.

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✉ Address Correspondence: Street Kamizaun Mopah Lama, Rimba Jaya, Merauke Regency

E-mail : afif@unmus.ac.id

INTRODUCTION

Learning is fundamental and needed by everyone to develop and improve the quality of life. During the Covid-19 pandemic outbreak today, many countries in various parts of the world took policies to close physical activities in the education sector, namely Schools and Universities. Covid-19 can be infected through physical contact, namely touch, air and airborne and must maintain social distance (physical distancing) of approximately 1.5 meters (Zaharah,

Kirilova, & Windarti, 2020). As an international organization in the field of education, UNESCO must work hard to minimize the impact caused by the closure of physical activities in the education sector. As an organization that is at the forefront of the response to the Covid-19 pandemic, which shows increasingly worrying data, which UNESCO ultimately uses in issuing circular letters to all countries in various parts of the world to reduce learning activities in the form of gathering somewhere in the world. Large numbers, and there is a risk of direct physical contact.

Based on a circular issued by WHO on January 30, 2020, which contains the determination of public health emergencies related to the Covid-19 pandemic, and the development of the domestic Covid-19 case, which is quite worrying, namely 2 Indonesian citizens who tested positive for Covid-19 on the 2nd. March 2020 and increased to 10 people on March 16, 2020 (Yurianto et al., 2020). The Minister of Education and Culture of the Republic of Indonesia issued a circular letter No. 4 in 2020 on the implementation of education policies in the emergency deployment of Covid-19, the contents of the letter describes the call changes to the learning process that should be implemented at school or university to be in the home is through learning online or long distance but still have to be able to provide meaningful experiences for students. Minister of Education and Culture of the Republic of Indonesia also stressed that learning materials are delivered should be led and focuses on life skills education, mainly about lifestyle during a pandemic Covid-19. (Minister of Education and Culture, 2020).

Form of online or distance learning is an innovation in the world of education in responding to pandemic Covid-19. Even though there is no direct meeting between teachers and students, learning activities continue with varied and innovative learning resources. In online or distance learning, students can communicate with educators or teachers through several supporting applications such as telephone lines, short message service, live chat, group chat, video converence dan room video converence. The success rate of online or distance learning is also greatly influenced by student characteristics. This is the same as Nakayama's opinion. All learning sources or literature material contained in e-learning raises an indication that not all students can succeed in undergoing online-based learning. This is due to the influence of learning environmental factors and student characteristics. (Nakayama, Yamamoto, & Rowena Santiago, 2007).

Online learning has been implemented by educators in Indonesia for a long time, long before the spread of Covid-19, evidenced by the publication (Waryanto, 2006), which states that online learning models can be used to deliver learning without being limited by space and time. (Saifuddin, 2016) Explained that online learning in blended learning that collaborates face-to-face online learning has high accessibility, namely 91%, with light use of 83%. The level of student satisfaction in using online education in the blended form reaches 77%. The main obstacle to implementing online learning is the existence of some learning materials that are not in sync with the online learning system's characteristics. The data illustrates that the online learning system is a perfect trophy in addressing teachers' concerns in Indonesia regarding the quality of learning carried out during the Covid-19 pandemic.

Physical Education subjects are subjects that are immensely affected by the issuance of online or distance learning requests. Educators or teachers of Physical Education subjects need to make a breakthrough or more innovation so that the quality of online or distance learning has the same rate as other subjects, especially in terms of completeness level of competency attainment (Hidayat, 2016). Due to physical activity-based physical education subjects' characteristics, teachers need to design a learning scheme that can enable students to complete the learning process without making physical contact with other students. The learning model in the form of a project is a form of learning that is most likely to be applied by Physical Education educators or teachers in encouraging their students to have a high level of fitness and immunity even though students are only at home all day long.

According to (Suciani, Lasmanawati, & Rahmawati, 2018), The Project-Based Learning learning method has several advantages: increasing motivation, increasing problem-solving abilities, increasing collaboration, and improving resource

management skills. These advantages arise because Project Based Learning is a form of learning process compiled by the teacher to provide opportunities for students to do assignments in the form of projects. (Surya, Relmasira, & Hardini, 2018). The learning process results carried out by the Project-Based Learning method are written reports, achievements, or recommendations. Learning that applies the Project-Based Learning method always leads to an approach of effectiveness, creative thinking, and problem-solving to obtain a real structured experience based on the belief that learning will occur when students complete a given project. (Wajdi, 2017).

Through Physical Education learning that implements Project Based Learning, it is hoped that it can cut various obstacles during the teaching from the home policy, but the quality remains the same as face-to-face learning and the level of achievement of student competency mastery is also high. (Triani, 2015) Project-Based Learning can make students think critically to find and solve problems. Besides, students can also learn material concepts with logical, critical, and analytical thinking approaches.

The purpose of this study was to identify, explain and present the data on the results of the application of the Project-Based Learning learning method on Physical Education subjects at Schools during the enactment of circular number 24 March 2020 concerning the appeal to study at home due to the Covid-19 Pandemic. The form or model of Physical Education learning with the Project-Based Learning method during the Covid-19 Pandemic that was found in this study can be used as a reference also to be applied to the Physical Education learning process in other schools that are also implementing home learning policies for their students.

METHODS

The method applied in this research is descriptive with a qualitative approach

(Creswell, 2014) with several, namely: (1) The Assumptions Of Qualitative Designs. (2) The Type of Design. (3) The Researcher's Role. (4) The Data Collection Procedures. (5) Data Recording Procedures. (6) Data Analysis Procedures. (7) Verification Steps. (8) The Qualitative Narrative. The subjects used in this study were SMP N 2 Meruke Class VIII A, which consisted of 29 students comprised of 18 female students, and 11 male students. The instruments used in this study were a motivation questionnaire, interviews, and documentation related to the Physical Education Project Based Learning learning process during the implementation of social distancing regulations due to the Covid-19 Pandemic.

The application of descriptive research with an education approach (Alhojailan, 2012) can be explained as follows: (1) Conducting observations in interviews with Physical Education teachers to obtain necessary research assumptions. (2) Determining the right solution formula to solve learning problems carried out by Physical Education teachers. The solution formula obtained is then used as a learning design in the form of Project-Based Learning. (3) Find research tools such as instruments, data collection techniques, and scheduling synchronization with Physical Education teachers. (4) The process of implementing learning designs and collecting data on the quality of learning that has been implemented. (5) Data recording, namely data on filling out the questionnaire, the interviews' results, and the scores obtained by the students given by the Physical Education teacher. (6) Data analysis was carried out immediately after the data was successfully collected during the research process. The process of grouping and analyzing information is carried out by categorizing based on problems encountered and appearing at the time of observation until completing the Project-Based Learning learning process. Furthermore, the data are described clearly step by step to explain the effectiveness of the Project-Based Learning

learning process in the subjects of Physical Education, sports, and health during the Covid-19 Pandemic. (8) descriptions of research result so that readers can easily understand them.

To follow up the circular number 24 March 2020 concerning the appeal to study at home, the Physical Education teacher at SMP N 2 Merauke immediately designed a distance

learning scheme. Based on the results of literature studies and discussions with researchers, a distance learning scheme for Physical Education using the Project-Based Learning method was decided. The initial design of distance / online Physical Education learning steps by applying the Project-Based Learning method is as follows:

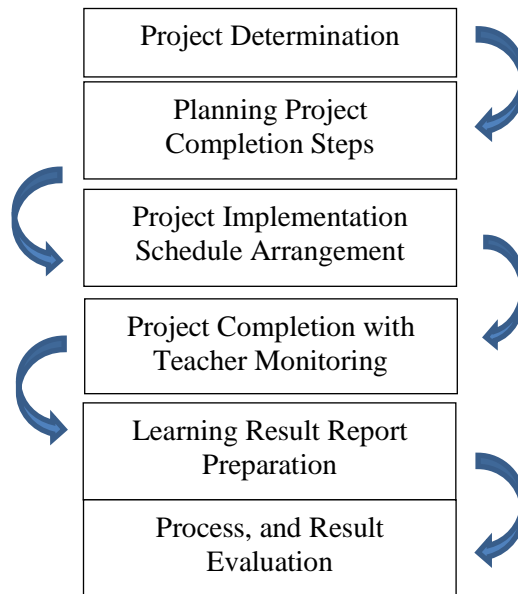


Figure 1. Steps. Project-Based Learning (Minister of Education and Culture, 2013)

FINDINGS AND DISCUSSION

Findings

Learning procedures or steps with Project-Based Learning are learning processes in typical situations. The Covid-19 Pandemic situation, which requires students to study at home, has caused Physical Education teachers to be unable to implement learning steps above 100%. The forms of modifications made so that physical education learning remotely or online by implementing Project-Based Learning can run well are as follows:

1. Projects that can be done in groups must be carried out individually or independently.
2. The form of online learning, which is carried out in the online form, must be carried out in a blended manner between online and non-online, namely through giving assignments through the WhatsApp application and short message service. This

decision was made because of 29 students of class VIII A SMP N 2 Merauke, only 4 of them had smartphones and data packages, 12 students had smartphones but did not have data packages, eight students only had non-android / iOS cellphones, and five students did not. They owned cellphones and other telecommunication equipment. Under these conditions, the Physical Education teacher must give additional assignments to students who have cellphones to convey all messages or study assignments to students who do not have a cellphone closest to where they live.

3. Stages of monitoring in Project-Based Learning learning cannot be done face-to-face but can be done by communicating remotely, or in this case, blended online and non-online, because students who do not have cellphones must report the progress of the process. Learn through

friends who have cellphones and are the closest to where they live.

4. Reports on learning outcomes are also collected in a blended form between online and non-online, that is for students who can manage reports via the internet network still collect through the internet network, but for students who really cannot order via the internet network can come to school and compile reports to teachers who are on duty at school but still comply with the Covid-19 prevention protocol
5. The learning evaluation results are also conveyed to students through blended online and non-online, that is, not 100% online but through the WhatsApp application and the short message service.

By the Annual Program, Semester Program, Syllabus, and Learning Implementation Plan that has been compiled by the Physical Education teacher at SMP N 2 Merauke, the material that must be conveyed to class VIII A student is Physical Fitness, which is three times face to face. Physical fitness materials that students must master about endurance, strength, flexibility, and coordination of movements. These materials are delivered in the form of projects and done by students in their respective homes because of the government's social distancing rules.

Table 1: Completeness Results for Cognitive, Affective, and Psychomotor Aspects

No.	Assessment Aspects	Total Students Completed	Presentase
1.	Cognitive	26	90%
2.	Affective	28	97%
3.	Psychomotor	24	89%
	Average	26	90%

Based on table 1 above, it can be explained that Physical Education learning, which was carried out by the Project-Based Learning method during the Covid-19 Pandemic in the form of blended between online and non-online long distance, was able to make 26 students or 90% of the total number of students in one class complete in the realm knowledge or cognitive, 28 students or 97% of the total number of students in one class completed in the domain

In the learning process, the Physical Education teacher assigns students the task of completing a project to create an exercise program to increase endurance, strength, flexibility, and movement coordination. In the first week, students were asked to find and collect two sources of literature to be used to prepare an exercise program, practicing the movements that were obtained. The second week the students were asked to arrange an exercise program in the form of an exercise table and practice the exercise program that had been prepared. In the third week, students were asked to document the exercises to improve endurance, strength, flexibility, and coordination of individual movements and combine the tasks produced from the first meeting to the third meeting so that it resembled a simple paper.

The following is a description of the data on the physical fitness learning process results in the Physical Education subject with the Project-Based Learning method in the form of home learning due to the enactment of the Covid-19 Pandemic social distancing regulations. Data collection was carried out from March 30 - April 30, 2020, at SMP N 2 Merauke, Papua, Class VIII A consisting of 29 students with details of 18 female students and 11 male students.

of attitudes, and 24 students or 89% of the total students of one class finished in the psychomotor domain. This data proves that in the conditions of the Covid-19 Pandemic, students can learn and master the competencies that must be achieved even though they are carried out in their respective homes.

Tabel 2 Motivasi Siswa Mengikuti Proses Pembelajaran

No.	Intervals	Category	Frequency	Presentase
1.	$X \geq 3,0$	Very good	12	41%
2.	$2,5 \leq X < 3,0$	Good	9	31%
3.	$2,0 < X < 2,5$	Enough	7	24%
4.	$X \leq 2,0$	Not good	1	4%
	Total		29	100%

Table 2 above is a description of the data on the level of student motivation to participate in the Physical Education learning process with the Project-Based Learning method during the Covid-19 Pandemic in the form of a blended between online and non-online long distance. The table was obtained from filling in the cake commissioner by grade VIII A SMP N 2 Merauke on 20 statement items. Students fill the cake through a blended system between online and non-online. That is, for students whom the online course can reach, the commissioner is sent via electronic media, and for students who really cannot be achieved through the online system, the commissioner is given and filled in when they collect reports at school, of course with the standard Covid-19 prevention protocol.

Based on table 2 above, it can also be explained that Physical Education learning with the Project-Based Learning method during the Covid-19 Pandemic in the form of blended between online and non-online distance can make 12 students or 41% of the total number of students in one class have perfect learning motivation, nine students or 31% of the total number of students in one study have right learning motivation, seven students or 24% of the students in one class have sufficient learning motivation, and one student or 4% of the students in one study have low learning motivation. These data explain to us that in the social distancing conditions of the Covid-19 Pandemic, which are very vulnerable to making students bored of studying independently at home, the process of implementing Physical Education learning with the Project-Based Learning method which is carried out in a blended between online and non-online can restore student motivation to study and

exercise.

Discussion

The Covid-19 pandemic has a vast and broad impact on the Indonesian nation's life (Yunus, & Rezki, 2020) Due to the Covid-19 Pandemic, Almost all activities have been dismissed, and policies in special conditions must be implemented immediately. Students have a very high risk of contracting the Covid-19 disease, so the home study policy is necessary. Seeing this condition, of course, teachers in schools should not just stand idly by and must immediately move to change the learning system that has been done face-to-face into non-face-to-face learning.

Physical Education is one of the subjects most affected by the implementation because the main point of Physical Education is learning through movement. There are many plays, groups, teamwork, and physical contact activities that must be done during Physical Education learning. (Dewi, 2020) Some of the students' impacts are that they are not used to learning without interacting with their friends, playing and joking with teachers. This condition is, of course, a big challenge faced by Physical Education teachers. Physical Education Lessons using the Project-Based Learning method is an answer that is considered the most appropriate in minimizing the problems faced by teachers when implementing a distance learning system. Through Physical Education with the Project-Based Learning method, students can continue to do body movements or exercise independently so that Physical Education's objectives to maintain student fitness can still be achieved.

Based on the results of the application of

the Project-Based Learning method in Physical Education subjects at SMP N 2 Merauke class VIIA, it is proven that even though it is in full condition with limitations and difficulties, the Physical Education learning that is implemented is still able to make students achieve the competencies set by the teacher. However, learning is carried out in a blended form between online and non-online or not 100% online due to students' limited facilities and infrastructure. Physical Education Learning that applies the Project-Based Learning method provides a learning experience that is not inferior to the 100% online or online learning form, even face-to-face learning. This is evidenced by the average level of student completeness in the cognitive, affective, and psychomotor domains is 90%, with details of 90% mental, 97% effective, and 89% psychomotor. These results are in line with the results of research (Arianto, B, & S, 2018) regarding the application of the Project-Based Learning method in typical situations, namely being able to produce student completeness from the cognitive realm of 82.03%, the affective domain 81.12% and the psychomotor realm 81, 25%.

The low level of learning motivation that arises from online learning implementation can also be overcome through Physical Education learning with the Project-Based Learning method. According to (Purwanto et al., 2020), The impact experienced by students due to schools being closed for too long is that students are getting tired of studying at home and want to go to school to play with their friends, students are accustomed to being at school to interact with their friends, playing and joking. Based on the results of filling out a questionnaire about the level of learning motivation by students of SMP N 2 Merauke class VIIA, the results obtained were that the cause of students to study Physical Education material in the form of Project-Based Learning was included in the excellent category, with details 41% perfect, 31% good, 24 % is sufficient, and 4% is not right, so it can be concluded that through this learning student saturation in studying at home can be minimized. According to (El-seoud, Seddiek, El-khouly, &

Nosseir, 2009), "Instructors who taught the participants of the study should be interviewed to get feedback to evaluate e-learning from a teacher's perspective," so it can be explained that learning Project Based Learning which prioritizes feedback between teachers and students is very suitable to be implemented in the remote or online form.

The process of implementing Project-Based Learning learning methods in Physical Education subjects, of course, cannot be separated from obstacles and challenges. However, everything can be overcome with a high school commitment, teachers and students to continue to struggle to improve intelligence during the Covid-19 Pandemic. The biggest challenge and obstacle that arises in this research is the limited facilities and infrastructure available. Students at SMP N 2 Merauke class VIIA are mostly children from underprivileged families, so very few have electronic communication facilities connected to the internet. Even out of 29 students, only 4 have smart telephones and internet pulses and two students with laptops. The Physical Education teacher decided that the learning should be carried out in a blended form between online and non-online.

There is also a problem with the third meeting, where students must document exercises to increase endurance, strength, flexibility, and coordination of individual movements. At this third meeting, students also have to combine the assignments that have been generated from the first meeting to the third meeting so that it resembles a simple paper. Many students protested because they did not have the tools to document their activities. However, with the tenacity and ingenuity of Physical Education teachers, all students who did not have documentation tools were successfully persuaded to borrow documentation equipment from relatives or neighbors, of course, with the standard Covid-19 prevention protocol taught by the teacher at the previous meeting.

The main findings obtained in this study are that one form of Physical Education learning suitable for SMP N 2 Merauke class VIII A

during the Covid-19 Pandemic is the Project Based Learning method with a blended system between online and non-online, choosing the term blended. because in this study, Physical Education learning was carried out partly online and partly non-online. (Sjukur, 2012) explains that what is meant by blended learning is an effort made by a teacher in combining face-to-face learning with online knowledge in a subject. Online learning is carried out through WhatsApp and short message service, while non-online education is carried out directly, namely students who do not have communication tools can come now to school and take learning material from the teacher who is on duty.

CONCLUSION

The pandemic Covid-19 disaster is an extraordinary disaster and affects all lines of the Indonesian people's lives. However, we must continue to believe that all calamities must have wisdom and solutions. The government's appeal for social distancing is a very appropriate step in protecting all Indonesians' safety. To respond to and answer these problems, Physical Education teachers in schools must make significant innovations and changes to learning. The application of the Project-Based Learning learning method in Physical Education subjects at SMP N 2 Merauke class VIII A is running very well and can provide a learning experience that is not inferior to face-to-face learning. Based on this study's results, the Physical Education learning form with the Project-Based Learning method can be used as a reference to be applied to Physical Education learning in other schools that are also implementing home learning policies for their students.

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