

SYNERGY BETWEEN PARENTS AND TEACHERS IN MOTIVATING CHILDREN'S LEARNING DURING THE COVID-19 PANDEMIC

Arinda Alifia¹⁾, *Susi Ratnawati²⁾, Tri Prasetyowati³⁾

^{1,2,3)} Public Administration Study Program, Faculty of Social and Political Sciences
Bhayangkara Surabaya University, Indonesia

*Email correspondence: susiratna11@gmail.com

ABSTRACT

This study aims to analyze the synergy between parents and teachers in motivating children's learning enthusiasm in the era of the covid-19 pandemic. This synergy is a collaboration carried out by parents and teachers for elementary school children in motivating children's enthusiasm for learning in this era of the covid-19 pandemic. Parents are required to play an important role in motivating children to facilitate a learning process. Meanwhile, teachers are required to be more creative in the learning process so that children are motivated to learn in the era of the COVID-19 pandemic. This study uses a qualitative method. The results obtained from this study are that in the implementation of this synergy it brings positive results to the motivation of learning enthusiasm for elementary school children in the city of Surabaya. The synergy carried out by parents and teachers also encountered an obstacle. The obstacles that occur are caused by internal factors and external factors on the motivation of children's learning enthusiasm. With the obstacles from synergy, of course, parents and teachers must make efforts to overcome the inhibiting factors of synergy to motivate children's learning enthusiasm. The efforts made must also be effective and efficient for a child.

Keywords: Energy; Parents; Teachers; Motivation; Pandemic.

INTRODUCTION

Since the beginning of 2020, the world has been shocked by the emergence of a virus pandemic called Coronavirus Disease 2019 (COVID-19). The World Health Organization (WHO) has officially announced that the Covid-19 outbreak is a global pandemic that has an impact on the establishment of an international health emergency status on March 11, 2020. This pandemic that is endemic to all corners of the world has had a significant impact on all aspects of human life. . As of October 14, 2021, this virus has infected 239,007,759 million cases of the corona virus that have been reported in various regions of the world, with a death toll of 4,871,841 million, and 214,959,190 million people have been declared cured. In Indonesia itself, the spread of this virus was first discovered on March 2, 2020, this was conveyed directly by

President Joko Widodo, and currently has infected 4,232,099 million people, with a death toll of 142,848 thousand, and the number of patients who recovered as many as 4,069. 399 million people (Hasaini & Wahana, 2021).

Covid-19 is currently a very serious pandemic in the world. This has led several countries to set policies to impose lockdowns in order to break the chain of the spread of the COVID-19 virus. The Indonesian government itself through the Ministry of Education and Culture and the Ministry of Religion of the Republic of Indonesia, has implemented a policy of studying and working from home (Work From Home) starting in mid-March 2020. Circular Letter of the Minister of Education and Culture Number 3 of 2020 concerning Prevention of Covid-19 in Education Units, and Number 36962 /MPK.A/HK/2020 concerning Online Learning and Working from Home in the Context of Preventing the Spread of Covid-19, as well as circulars and instructions from regional heads, and the Chancellor of each university (Alahdal et al., 2020)

In addition, in Circular Letter Number 4 of 2020 the Minister of Education and Culture of the Republic of Indonesia concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Corona Virus Disease (Covid-19). Making the learning process must be done online or online which reduces the intensity of face-to-face meetings between students and teachers, namely implementing online learning. According to Hidayat (2020) learning is the most active process of learning and teaching activities. The online learning process demands the participation of teachers and guardians of students, especially elementary school children who in fact still have to be accompanied by the child's parents themselves in using electronic media that are capable of bridges between teachers and children during the online learning process during the COVID-19 pandemic. (Hidayat, 2020)

Teachers are required to apply models, methods, approaches and learning strategies by optimizing online learning, parents also have to facilitate infrastructure in online learning at home and create a learning climate that is qualified, both in terms of home conditions and network facilities so that they can support the learning process. child at home. Meanwhile, children are required to be able to adapt to learning with an online system which is completely new for them. The role of parents in this Covid-19 pandemic situation has a very basic position. In the process of education and learning that has changed very significantly by having to learn online, teachers are required to

be able to cooperate with children's parents in order to smooth the education and learning process at home. In order to achieve fluency, parents and teachers are also required to motivate children's learning spirit. It is very important for a child during this pandemic to have the motivation to have a passion for learning for the continuation of the educational process (Boas et al., 2020).

According to Dimiyati (2013) learning motivation is the driving force in an individual that causes a sense of wanting to learn, which ensures the continuity of learning activities and which conveys direction to learning activities, so that the desired goals are achieved. The success of a child can be determined from the motivation to learn that he receives and has. A child who has high learning motivation tends to have a high enthusiasm for learning as well. Several obstacles often occur in motivating children's enthusiasm for learning. Among them are the students' enthusiasm for learning is quite lacking in the online learning process, and the existence of internet network constraints in the online learning process. This is where a synergy between parents and teachers is needed in motivating children's learning enthusiasm, especially in this era of the covid-19 pandemic (Indarto & Ratnawati, 2021). The role of parents and teachers in increasing children's motivation to learn can be done by teaching discipline to children either directly or indirectly, considering that this pandemic situation has forced children to carry out online learning. parents and teachers must work together in fostering children's learning motivation where they must also be ready to face all the obstacles and make efforts to overcome the inhibiting factors faced by all schools (He et al., 2022).

The Public Elementary School in the Lakarsantri Sub-district, Surabaya City is one of the schools in the province that is currently struggling to break the chain of transmission of the COVID-19 virus. This school in the Lidah Kulon District was also affected by the COVID-19 pandemic, so it had to carry out online learning. According to school researchers in Lakarsantri District, precisely at SDN Lidah Kulon, at first glance it looks like a school that is a little behind in its development from other schools in Lakarsantri district. As of the 2021/2022 data, the number of students enrolled in this school is only 273 children. It consists of 162 boys, 111 girls, and 12 are study groups. While the number of teachers in this school is 18 people.

Even though it has a small number of students, it certainly does not rule out the possibility of synergy between parents and teachers at SDN Lidah Kulon Surabaya in increasing children's learning motivation. Motivating children's enthusiasm for learning in the continuity of online learning is the responsibility of teachers and parents. Cooperation between parents and teachers in motivating children's enthusiasm for learning is very important. If schools want good results from the education of their students, there needs to be close cooperation between teachers and parents, so that what is desired can be achieved easily. Based on the problems described above, the researchers want to examine how the synergy between parents and teachers in motivating children's learning enthusiasm in the era of the COVID-19 pandemic and provide an overview of the factors that become obstacles and efforts to overcome the barriers to synergy between teachers and parents in motivating children's enthusiasm for learning in the era of the covid-19 pandemic (Janssen & Van der Voort, 2020).

RESEARCH METHOD

This research is included in the type of qualitative research with a phenomenological approach. Phenomenological research describes the meaning of the subject's experience of the experience being studied. Research that uses a phenomenological approach seeks to understand the meaning of events and interactions with ordinary people in certain situations. (Subadi Tjipto, 2009) agrees with Berger's phenomenology and offers a phenomenological approach with a first order understanding data collection technique (asking the researcher to ask the research party to get the correct explanation), and then proceed with the second order understanding data analysis technique (in terms of In this research, the researcher provides explanations and interpretations of these interpretations to obtain a new and correct meaning.

(Moleong Lexy, 2000), data analysis as a detailed process of formal efforts to find themes and formulate hypotheses as suggested by the data in an attempt to provide assistance to these themes and hypotheses (Creswell & Poth, 2016). Data analysis is the processing of data obtained by using existing formulas or rules in accordance with the research approach or design taken. Related to this, it is necessary to have data analysis techniques. There are 4 interactive models in qualitative analysis, namely data collection, data condensation, data presentation and conclusion drawing. The

interactive models are as follows: 1.Data collection (Data Collection), 2. Data condensation (Data Condensation), 3. Presentation of data (Data display). 4. Drawing conclusions (Conclusion, drawing/verifying) (Miles et al., 2014).

RESULTS AND DISCUSSION

Since the emergence of the covid-19 virus at the end of 2019 and has spread throughout the world. With the rapid spread of COVID-19, it has had an impact on various aspects, including education. In this case, the world of education has been significantly affected by the widespread spread of the covid-19 virus, one of which is Circular Letter Number 4 of 2020 of the Minister of Education and Culture of the Republic of Indonesia concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Corona Virus Disease (Covid-19). (Khassawneh, 2020). Thus, not only teachers, parents are now required to play an important role in the child's learning process. Encouraging and motivating children's learning enthusiasm is now the task of teachers and parents. The synergy of parents and teachers is now what a child needs in this learning era of the covid-19 pandemic (Jit et al., 2021).

1. Coordination between Parents and Teachers in Motivating Children in the Era of the Pandemic.

What is expected here is the creation of a mutually synergistic situation between parents and teachers in motivating children's enthusiasm for learning in the era of the covid-19 pandemic, so as to create motivation for learning enthusiasm in children. So it is hoped that this synergy can really motivate the spirit of learning in this era of the covid-19 pandemic. (Li Yigi, 2021). In this implementation, there are also factors that must be able to synergize well and optimize the role of teachers and parents in order to achieve the goal of motivating children. Synergy here means synergy, which is a combination or collaboration of two different people, institutions or organizations in order to provide good results. This collaborative activity or synergy carried out by teachers and parents aims to motivate the spirit of learning in this era of the covid pandemic so that it runs smoothly for the child's learning process. The concept of synergy actually arises from the need for children's learning processes in this era of the covid-19 pandemic, so synergy is very important here (Olufadewa et al., 2021)

Synergy is a combination of several elements that can produce a better work (Putera et al., 2020). The concept of synergy itself consists of coordination and communication, coordination is the achievement of the unity of an individual's efforts with other individuals to achieve certain goals. While communication is the interaction between two or more people by responding to a stimulus. (Rahmawati, 2021). That the role of teachers in motivating children's learning enthusiasm in the era of the covid-19 pandemic is quite diverse, including by creating varied learning methods, providing rewards or awards, making children active in teaching and learning activities, increasing enthusiasm and enthusiasm in teaching and learning, creating activities that involve children, and create a conducive classroom atmosphere. The role of teachers in motivating children's learning enthusiasm is very important, especially in this era of the COVID-19 pandemic. If the teacher does not participate in motivating children's learning enthusiasm, then the child is less creative and will not be provoked to be active. Like Law no. 14 of 2005 "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, education, basic, and secondary education." Therefore, the role of the teacher is very influential on the motivation of children's learning enthusiasm (Permana et al., 2020).

A teacher and parent must remain in their respective roles and positions to motivate children's enthusiasm for learning in this era of the covid-19 pandemic. (Ryan Jacko, 2020) Motivating children's enthusiasm for learning in this pandemic era is not enough to just be wrong between teachers or parents, both of them still have to contribute to smooth the teaching and learning process. Teachers are obliged to continue to provide education while parents are obliged to supervise the course of education while at home. Synergy here is what is needed between teachers and parents in motivating children's learning enthusiasm. This coordination between teachers and parents in motivating children's learning enthusiasm is carried out in order to continue to expedite the teaching and learning process in the era of the covid-19 pandemic. Motivating children's enthusiasm for learning is important in shaping how much interest a child has in learning, especially during a pandemic where children learn online. Coordination of teachers and parents here aims to motivate children's learning

enthusiasm, besides that it also aims to improve children's learning outcomes in online learning.

Based on the results of the study, motivating children's learning enthusiasm in the era of the covid-19 pandemic cannot be separated from the coordination between parents and teachers in meeting children's learning needs. With the coordination between teachers and parents presumably can bring benefits to children in the learning process. In addition, in the learning of the Covid-19 pandemic era, the teaching and learning process that usually occurs in schools is moved to the house, it does not mean that the role of the teacher is transferred to the parents. Teachers and parents continue to coordinate with each other. The teacher is tasked with designing teaching as well as possible even though without a teacher, students are still motivated to learn, still understand the material being taught, and teaching goals are still achieved. While the role of parents is to ensure the learning media, control, and manage the discipline of the child, so that the child performs his duties thoroughly and on time. Parents are not expected to take over the role of students.

2. Communication Between Parents and Teachers in Motivating Students in the Era of the Covid-19 Pandemic

It is undeniable that the Covid-19 pandemic has resulted in online learning which makes teachers and parents have to work together in the child's learning process. Synergy in the form of communication can be created due to online learning. With online learning, communication between teachers and parents can be created. Therefore, the synergy between teachers and parents is very much needed in motivating children's learning enthusiasm in the era of the covid-19 pandemic. The communication media used in the synergy between parents and teachers in motivating children's learning enthusiasm in the era of the covid-19 pandemic is using mobile phones through the WhatsApp application. For its own effectiveness in communicating for the child's learning process, it is quite effective in communicating between teachers and parents, although sometimes it is felt that the information is less clear than when face to face. Moreover, some of the submissions made by teachers to parents are also not 100% understood by parents, but for now the effectiveness of communication using cellphones via WhatsApp is quite good. Even the intensity of

communication carried out by teachers and parents of children is very intense. (Bachelor, 2020)

It can be said that long-distance communication carried out by teachers and parents of Lidah Wetan Elementary School children did not work perfectly, but the synergy carried out by teachers and parents can help achieve maximum results in the child's learning process, especially in motivating the children's enthusiasm for learning. . At least with the synergy carried out by teachers and parents, children will be motivated in learning. From the concept of synergy that has been put forward by Slamet Mulyono (2020), namely Coordination and Communication that is carried out so that an organization or agency that has carried out a collaboration to achieve a common goal, which is the importance of this research to motivate children's learning enthusiasm with Synergy Between Teachers and Parents in Motivating Children's Learning Spirit in the Era of the Covid-19 Pandemic (Sobol et al., 2020).

3. Factors Inhibiting Synergy between Parents and Teachers during the Covid-19 Pandemic

In every process carried out by each person, of course, it cannot be separated from the inhibiting factors. Likewise with the synergy between parents and teachers in motivating children's enthusiasm, there are inhibiting factors that occur along with the implementation of these things.

1). Factors Inhibiting Motivation of Children's Learning Spirit

There are many inhibiting factors for children's enthusiasm for learning, especially in the era of the covid-19 pandemic, there are so many inhibiting factors. Of the factors inhibiting the motivation of children's learning enthusiasm in the era of the covid-19 pandemic faced by teachers and parents during this pandemic, there are two factors, namely internal factors and external factors. Internal factors arise from the child himself. Internal factors are psychological factors that affect children's motivation to learn. From the results of the research above, these internal factors include the discipline and intelligence of different children. Sometimes different children also have different disciplines, as well as the level of intelligence in children. Basically intelligence in children is the most important factor in the child's learning process, because it determines the quality of children's learning. This internal factor is one of the inhibiting factors in motivating children's learning enthusiasm in the era of

the covid-19 pandemic. External factors, external factors here include the surrounding environment. The environment around children affects the motivation of children's learning enthusiasm, especially in learning in the era of the covid-19 pandemic. The surrounding environment referred to here is the child's friends and environmental conditions. In motivating children's enthusiasm for learning, the environmental conditions in the community where children live also affect the learning process, as well as their friends.

In online learning in this pandemic era requires children to study from home, study time which is usually done from school is diverted from home, of course environmental factors are also the main factor in inhibiting children's motivation to learn. Some teachers and parents said that both internal and external factors in motivating children's learning enthusiasm were very influential. In essence, from the results of research conducted by researchers, the factors that inhibit the learning motivation of teachers and parents in the era of the covid-19 pandemic are generally internal and external factors. Internal factors come from the child himself, while external factors come from outside the child. Some parents and teachers complain of network problems (Moch Sukur, 2020). Given the different economic conditions of families and the unavailability of wifi in every home, some parents use data packages and often experience poor signal problems. In contrast to teachers who carry out the learning process at school, which is facilitated by the presence of wifi.

The era of the COVID-19 pandemic has forced teachers and parents to communicate remotely in order to keep working together in motivating children's learning enthusiasm, where there must be an inhibiting factor. From the results of the research and the questions that the researcher has asked several teachers and parents, the researcher concludes that the factors that inhibit the synergy of parents and teachers in motivating children's learning enthusiasm in the era of the COVID-19 pandemic are two, namely internal and external factors. The internal factor that hinders the synergy is the lack of children's enthusiasm or mood that occurs during learning where in fact they must continue to focus on cellphones. The external factor is network constraints.

2). Efforts to Overcome the Synergy Barrier Factors between Parents and Teachers during the Pandemic.

In achieving a synergy to motivate children's learning enthusiasm in the era of the covid-19 pandemic, apart from the inhibiting factors, of course there are efforts to overcome these inhibiting factors. Efforts to overcome the inhibiting factors for the synergy of parents and teachers in motivating the spirit of children at SDN Lidah Kulon, Lakarsantri District, Surabaya, have obtained several things. The results of the study found how efforts were made to overcome the factors inhibiting synergy between parents and teachers in motivating children's learning enthusiasm in the era of the covid-19 pandemic and efforts to overcome the factors inhibiting synergy. The efforts of teachers and parents in motivating children's learning enthusiasm in the era of the covid-19 pandemic can be concluded that the efforts made are by giving a compliment to the child and by giving a gift as a reward to the child. Motivating children in the spirit of learning is not easy but by giving praise and gifts to children, the child will be motivated and enthusiastic in carrying out the learning process.

Basically, there are two inhibiting factors in motivating children's learning enthusiasm, namely internal and external factors. However, efforts to overcome the inhibiting factors are enough to do something that is liked by a child, especially at the elementary school level, including giving praise and gifts to children. Giving praise to children is very easy and anyone can do it. Because the praise given indirectly can be a feedback for the efforts made by the child. This is useful to encourage motivation in the learning process. In addition, what teachers and parents do is to give a gift to the child. Giving gifts will foster a sense of motivation and enthusiasm for learning in children. In addition to motivating children personally, teachers and parents must also work together in motivating children's enthusiasm for learning in the era of the COVID-19 pandemic. It is concluded that the inhibiting factor in the synergy of parents and teachers in motivating children's learning enthusiasm is a bad signal, it becomes a big obstacle in the synergy of parents and teachers. The communication that was carried out during the Covid-19 pandemic was indeed almost 99% using mobile phones, if the cellphone signal had a problem then the synergy between teachers and parents would be hampered.

Efforts to overcome the synergy of parents and teachers in motivating children's learning enthusiasm in the era of the covid-19 pandemic, from the results of the interviews above, it can be concluded that where teachers take the initiative to hold meetings between teachers and guardians of students/parents. This meeting is one of the efforts to overcome the inhibiting factors in synergy. By holding meetings with parents, teachers continue to evaluate and monitor the progress of children's learning processes during this pandemic. Synergy between teachers and parents in motivating children is very much needed in the learning process in this pandemic era. With the implementation of meetings between parents and teachers, the inhibiting factor for synergy will be slightly resolved, although not 100% because the meetings are not held intensely or every day, but once a week or even three times a month. However, it is felt that all of this is quite helpful in overcoming the factors that inhibit the synergy between teachers and parents during learning in this pandemic era.

From the results of the interviews above, it can be shown that efforts to overcome the factors that inhibit the synergy between teachers and parents in motivating children's learning enthusiasm in the era of the COVID-19 pandemic are quite efficient. With the inhibiting factors experienced by teachers and parents at SDN Lidah Kulon IV 467, namely the constraints of several networks in the surrounding environment, the synergy between parents and teachers is hampered in motivating children's learning enthusiasm. By holding meetings and evaluating teachers and parents, they can talk a lot about how to motivate children's learning enthusiasm in the COVID-19 pandemic era (Yatimah, 2020). Conducting this meeting is an effort to overcome the inhibiting factors that are very helpful. In conducting meetings and conducting evaluations, all of this cannot be separated from good cooperation between teachers and parents. Both parties are required to be active and participate in all activities related to children's learning in order to facilitate the child's learning process, especially learning in the current pandemic era. Currently, teachers and parents are required to support each other. By conducting this method of meeting and conducting evaluations, it is hoped that this will facilitate the synergy between teachers and parents during the pandemic. In situations like this, teachers are required to continue to find solutions if indeed in the learning process children experience obstacles, especially in learning in this era of the COVID-19 pandemic, namely online learning. Parents are

also required to assist teachers in carrying out their duties and support teachers in doing something related to the child's learning process.

CONCLUSION

From the research that has been carried out by researchers and from the results of interviews with several sources, it can be concluded about how the synergy between parents and teachers at SDN Lidah Kulon in motivating children's learning enthusiasm in the era of the covid-19 pandemic, inhibiting factors and efforts to overcome inhibiting factors that. The synergy carried out between parents and teachers at SDN Lidah Kulon in motivating children's enthusiasm for learning in the era of the covid-19 pandemic, there are two things, namely communicating with each other and coordinating. The synergy carried out by teachers and parents in motivating children's learning enthusiasm is by coordinating where the teacher continues to coordinate with parents by providing several ways and directions in order to motivate children's learning enthusiasm during learning at home, while parents must be able to work together with teachers and parents. accept all the directions given in order to motivate children's enthusiasm for learning in this covid-19 pandemic era. While the synergistic communication between teachers and parents in motivating children's learning enthusiasm is mediated by the communication medium, namely mobile phones through the WhatsApp application. Coordination and communication carried out by parents and teachers in motivating children's enthusiasm for learning also encountered obstacles. There are two inhibiting factors in motivating children's learning enthusiasm, namely internal factors and external factors. The internal factor is within the child or more to the child's psychological factor. While external factors are the surrounding environment where the surrounding environment can affect the motivation of the child's own learning spirit.

There are efforts to overcome obstacle factors in the synergy of parents and teachers, by giving praise, restoring the mood, giving a reward to children in order to motivate children's learning spirit in the era of the covid-19 pandemic. While efforts to overcome the inhibiting factors of the synergy of teachers and parents is to hold a meeting between teachers and parents. The inhibiting factor for the synergy experienced is the network around which is less stable so that it hinders

communication and coordination between teachers and parents. Efforts to overcome this are by holding meetings a week or once a month to evaluate the children's learning process and continue to look for ways to motivate children's learning enthusiasm in the era of the covid-19 pandemic. The efforts that have been made by teachers and parents in overcoming the inhibiting factors of synergy in motivating children's learning enthusiasm in the era of the COVID-19 pandemic have been quite efficient. In the efforts made by teachers and parents in motivating children's learning enthusiasm, it is carried out in the best possible way and in a maximum enough way to facilitate the child's teaching and learning process.

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