

Student' Adjustment to Changes in Online to Offline Learning at SMP Pasundan II Garut District Garut Regency

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Online learning since the Covid-19 pandemic has demanded adjustments for students in the online learning process, but when entering education for the 2021/2022 school year, several schools in Indonesia have started Face-to-face Learning (PTM) so students must immediately make adjustments in the learning process in Indonesia class. As a general formal education institution, SMP Pasundan II Garut, students are always required to be able to adapt to current conditions in the school environment. Students' enthusiasm for learning decreases and they become less disciplined towards the PTM process in class due to habits in the previous online learning process. This study is intended to determine the adjustment of students who are following the PTM process at SMP Pasundan II Garut. The aspects that are examined in this student's adjustment are adjustment to real appearance, groups, social attitudes and personal satisfaction. This research uses quantitative methods and this type of research uses census research with quantitative descriptive methods. The sample in this study were all 52 students. Data collection techniques using questionnaires and documentation studies. Based on the results of the study, it showed that self-adjustment to the real appearance was in the moderate category, namely 1,098 points, for the low category group, namely 1,011 points, for social attitudes in the low category, namely 944 points, for personal satisfaction was in the high category, namely 1,197 points. students have a tendency towards personal satisfaction. Pasundan II Junior High School students still have not made good adjustments to changes in online to offline learning. The researcher's suggestions relate to development policies & programs that touch students' self-adjustment in the face-to-face learning process. Further research on self-adjustment needs to be carried out with research subjects of students in schools who have just implemented face-to-face learning, especially in remote areas.

Keywords: *Adaptation, Students, Changes in Online to Offline Learning, Pasundan II Middle School*

INTRODUCTION

In 2020 Indonesia had a virus outbreak originating from Wuhan, China called Corona Virus Disease or Covid-19. This virus causes many problems in the lives of Indonesian people in various fields. Education as a field that plays a role in improving human resources (HR) also gets a significant problem. During the Covid-19 pandemic, there are many ways that schools do to keep learning going, such as implementing online learning (in the network) and offline learning (outside the network). Although sometimes the learning objectives to be conveyed have not been achieved properly, it is hoped that from the process students are able to accept learning both online learning and offline learning. Including the efforts made by schools to educate their students.

During the Covid-19 pandemic, there are many ways that schools do to keep learning going, such as implementing online learning and offline learning. Although sometimes the learning objectives to be conveyed have not been achieved properly, it is expected that from the process students are expected to be able to accept learning both online learning and offline learning. Including the efforts made by schools to educate their students. Online learning (in the network) means learning that is done online, using learning applications and social networks. Online learning is learning that is done without face-to-face, but through an available platform. All forms of subject matter are distributed online, communication is also carried out online, and tests are also carried out online. This online learning system is assisted by several applications, such as Google Classroom, Google Meet, Edmodo and Zoom (Mulyati, 2020).

Offline learning (outside the network) is a learning that is carried out by giving structured assignments to students and providing rules for teachers to remain present at school according to the teaching schedule. Offline is an abbreviation of "Outside the Network" which is trending to be used to replace the word offline, (Dinata, 2022). Offline is the antonym of online or online. While the term offline stands for "outside the network" instead of the word offline. The word "offline is the opposite of "online. According to the KBBI of the Ministry of Education and Culture, offline is an acronym from outside the network; disconnected from computer networks. For example, when students and students study through handbooks students or students and teaching staff. Thus, offline learning can be interpreted as a form of learning that is not at all connected to the internet network. Offline learning system (outside the network) means learning by using media outside the internet, for example television, radio, it can also with a well-organized face-to-face system (Jenri Ambarita, 2020).

After more than a year of online schooling, it turned out to have a negative and unfavorable impact on students. Children lose their enthusiasm for learning, discipline and even schoolwork responsibilities are carried out by parents, until finally it is difficult to measure learning outcomes. In addition, children are always distracted from playing games, opening YouTube, Instagram and other social media. Therefore, the government decided to conduct face-to-face learning (PTM). The Ministry of Education and Culture issued a policy regarding face-to-face learning but with limited lesson hours. Students apply learning from home (BDR) by working on questions from the teacher, but the intensity of teacher and student meetings is decreasing. Of course, with a new habit of carrying out health protocols with discipline. The government has made extra efforts to pursue the target of mass vaccination so that people have better immunity against the virus.

This phenomenon requires immediate adjustment by students, such as changes in several aspects of life that were experienced before when online media, of course, offline media that is currently being implemented creates an atmosphere that requires students to adapt to the offline learning media. The problem of adjustment at school has a permanent effect and piles up, the problem that arises is that children become lazy to go to school due to access to school, playing a lot, using cellphones and so on.

Another problem that arises at the beginning of a school career is that children often become a permanent problem due to socio-psychological factors and make things worse when difficulties begin to arise and hinder further development (Suprobo, 2008). Of course, these problems greatly affect the learning process of children at school, including the adjustment of children at school. Self-adjustment and independence play an important role in the emotional development and maturation of students, where the goal is to form an authoritative and capable person in their environment (Jaya, 2012).

Since entering education for the 2021/2022 academic year, there have been several schools in Indonesia that have conducted Face-to-face Learning (PTM), over time more and more schools or campuses have conducted Face-to-face Learning (PTM) during the Covid-19 pandemic, one of which is the School Middle School (SMP) Pasundan II Garut. SMP Pasundan II Garut is one of the private schools located in Garut Regency. As one of the institutions providing general formal education, formally students are always required to be able to adapt to current conditions at school face-to-face.

Students at school still need optimal adjustment to be able to adjust from online or online learning to offline or outside the network which is often called Face-to-face Learning (PTM), but still by complying with health protocols. Limited Face-to-Face Learning (PTMT), and the social circle of friends at school where students only know from online can now face to face with peers and other school communities. Departing from this phenomenon, it is deemed necessary to study further about the Adjustment of Students From Online to Offline Learning at SMP Pasundan II, Garut District, Garut Regency. The reason for choosing students as objects of research, considering that students at SMP Pasundan II are students who must jointly adapt to this face-to-face learning. The selection of Pasundan II Junior High School as the research location is because the school is one of the schools that must follow government policies regarding offline or face-to-face learning.

METHODS

This research approach uses quantitative methods collected through the distribution of questionnaires. A quantitative approach is used to measure the tendency of students' self-adjustment to changes in online to offline learning in Pasundan II Junior High School (SMP) Garut District Garut Regency where the data is in the form of numbers which are analyzed using descriptive statistical formulas. The type of research used in this research is census research with quantitative descriptive method. Census research is a research that takes a population group as a whole and uses a structured questionnaire as the main data collection tool to obtain specific information.

The population of this research is students who are students at SMP Pasundan II who are not currently carrying out the national exam, namely class VII students totaling 27 people and class VIII totaling 25 people, so the total population is 52 students who live in Garut District, Kota Regency. arrowroot. The sample in this study is all members of the population without having to draw the research sample as a unit of observation which is called the census technique. Based on research conducted because the population is not greater than 100 people, the researchers took 100% of the existing population, namely all students of class VII and class VIII totaling 52 students.

The data collection technique used is using a questionnaire and observation. The measuring instrument uses a rating scale, the test of the validity of the measuring instrument in this study was carried out using content validity (Content Validity) was carried out using the SPSS 22 program, using Pearson correlation, the reliability test of the measuring instrument used in this study was carried out using the Cronbachs Alpha formula with using the SPSS 22 program and its data analysis techniques. The time of the study began to collect data from June to August and the finalization of the report was in September 2022.

RESULTS AND DISCUSSION

1. Characteristics of Respondents

Respondents in the study on Student Adjustment to Changes in Online to Offline Learning at SMP Pasundan II Garut were 52 students of class VII and class VIII with their characteristics in terms of age, gender and religion as follows:

a. Characteristics by Age

Age is one of the factors that affect the ongoing adjustment, both from the real appearance, adjustment to the group, social attitudes and personal satisfaction. Of course, every age range will be different from each other in making adjustments. Respondents in the study on Student Adjustment to Changes in Online to Offline Learning at SMP Pasundan II Garut by age showed a different age range with a slight difference, namely the age of 12 to 16 years where at this early adolescent age had positive adjustments in carrying out their duties and roles. adapted to physical and psychological growth and development during adolescence. Early and middle to late

adolescence with the age of 12-21 years is the age where individuals become integrated into adult society, where children do not feel themselves under the older people but feel the same, or at least not equal.

The age of respondents in class VII with an age range of 12 years is 6 people, 13 years is 13 people, 14 years is 2 people and 15 years is 6 people. This early adolescence has a positive self-adjustment in carrying out its duties and roles which are adapted in physical and psychological growth and development during adolescence Hurlock (2011). The age of respondents in class VIII with an age range of 13 years is 1 person, 14 years is 11 people, 15 years is 12 people and 16 years is 1 person. Class VII and class VIII which is according to Hurlock (2011) that the early and middle to late adolescence with the age of 12-21 years is the age where individuals become integrated into adult society, where children do not feel themselves under older people but feel equal, or at least parallel. So that in making adjustments, the early and middle age adolescents can make adjustments not only through the learning process but the child also becomes mature for response and this will determine the pattern or form of his adjustment.

This early and middle age is a determinant of adjustment, which is identical with the factors that regulate the gradual development and formation of personality, where the determinant is the physical condition with the innate structure and temperament as disposition, development and maturity of self-adjustment where the development of response is not only through the learning process. only, but ripe for self-adjustment, then psychological determinants with many factors that influence self-adjustment, namely experience as a teenager, learning and self-dissemination, Sunarto (2006).

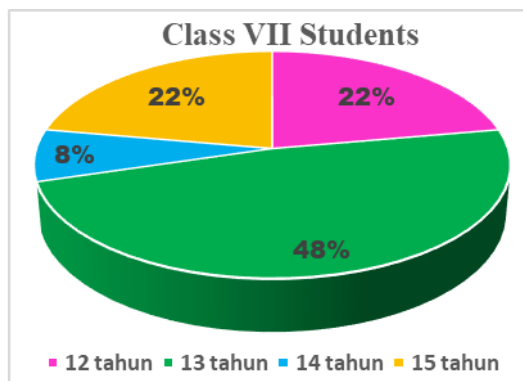


Figure 1. Class VII Students

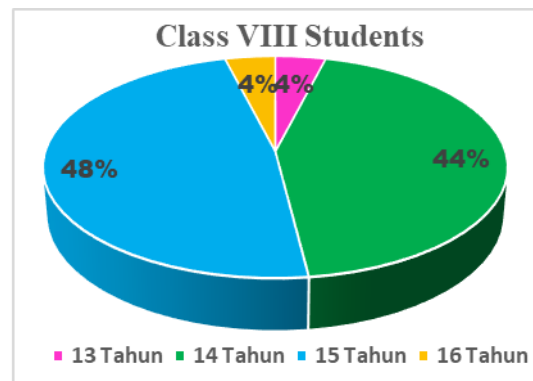


Figure 2. Class VIII Students

b. Characteristics by Gender

Characteristics of respondents based on gender showed almost the same number of 25 people and 27 women. Of course, with almost the same number, there are differences in the adjustments made by female and male students. This is because teenage boys will adapt more quickly due to different emotional maturity, Hasmine (2017). The gender of the respondents were 25 men and 27 women. This shows that the majority of respondents are slightly more dominated by female students. Based on the results of observations, it is seen that male and female students seem to have an equal number or the same number of both class VII and class VIII. Of course, with almost the same number, there are differences in the adjustments made by female and male students. This is because teenage boys will adapt more quickly due to different emotional maturity.

Men adapt faster in the learning process compared to women, in addition to adapting to the local culture more quickly than women. This is in accordance with the gender stereotype which assumes that men are more adaptable because they have an adventurous spirit, while women are a little difficult to adapt because they are always carried away by emotions. However, the relationship with overcoming obstacles in the adaptation process depends on the personal nature of each, Joanne P. M (2014).

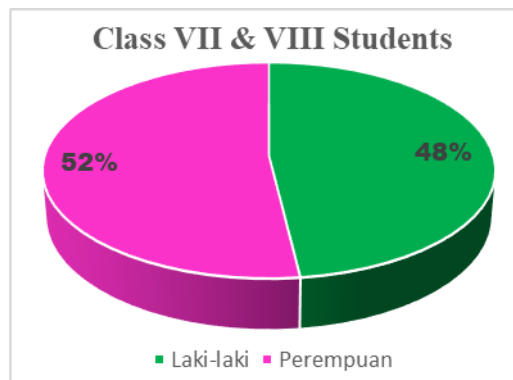


Figure 3. Characteristics by Gender

c. Characteristics Based on Religion

Characteristics of respondents based on religion indicate that all respondents are 100% Muslim. Religion is one of the things that can affect self-adjustment because in addition to physical conditions, development, maturity and psychological determinants, religion is also a cultural determinant in making adjustments. Religion is closely related to cultural factors where religion contributes values, beliefs, practices that give deep meaning and consistently teaches good values. This will certainly make a significant contribution to the development of adolescent self-adjustment.

While culture has an influence on individual lives, this can be seen from the cultural characteristics that are passed on to individuals as media in the family, school, and community environment. Besides this, behavioral deviations caused directly or indirectly by the surrounding culture will affect the individual's personality, Sunarto (2006). So that in making adjustments to the various forms shown by the age of adolescence is influenced by religious and cultural values taught by the family, the age of adolescents will certainly manifest different forms of adjustment to their friends at school.

2. Recapitulation of Respondents' Adjustment Frequency

Based on the description of the results of the research on Student Adjustment to Changes in Online to Offline Learning at SMP Pasundan II Garut, it can be concluded that of the 52 respondents the tendency of self-adjustment shown by students during the learning process at school has a tendency to adjust to personal satisfaction. In addition, the category of respondent's adjustment to each aspect, namely adjustment to real appearance is in the medium category, the group is in the low category, towards social attitudes is in the low category and to personal satisfaction is in the medium category.

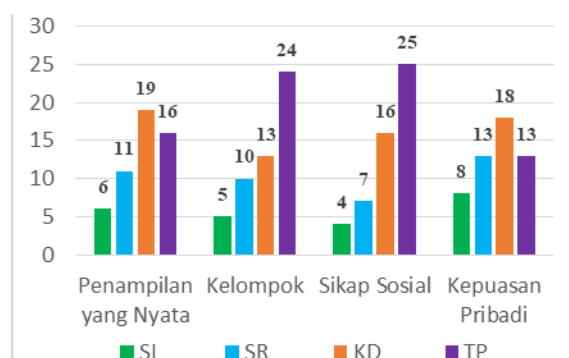


Figure 4. Recapitulation of Respondents' Adjustment Frequency

3. Respondent Self Adjustment

According to Hurlock (2003) self-adjustment is a person's ability to adapt to others, which means the extent to which individuals are able to effectively create relationships, situations and social realities. Furthermore, Scheneider (2011) states that self-adjustment is a process that includes mental and behavioral responses, which are individual efforts to successfully overcome the needs, tensions, conflicts, and frustrations experienced within themselves. Changes in online to offline learning can affect students' adjustment in schools where students must immediately adapt to the face-to-face

learning process in class. After going through online learning for a long time, the habits and dependence of students on activities carried out at home will be slightly carried over to school both in preparation before starting and after learning ends. The results of this study describe how the tendency of students to adjust to changes in online learning at SMP Pasundan II Garut from 52 respondents whether they have a tendency to be able to make adjustments to real appearance, adjustment to groups, social attitudes and personal satisfaction during face-to-face learning. The instrument used is 40 question items, where each aspect of self-adjustment is 10 question items using a rating scale measuring instrument. Based on the results of the validity test of the measuring instrument, all of the question items were declared valid and the reliability of the measuring instrument showed high reliability criteria with a score of 0.916. Pasundan II Junior High School students who began to take Face-to-Face Learning (PTM) made adjustments to changes from the previous online learning process, both in terms of real appearance, adjustment to groups, social attitudes and personal satisfaction. Therefore, in the following, all parts of the results of this study are discussed.

a. Adjustment to Real Appearance

According to Hurlock (1997) revealed that the adjustment to the real appearance. This means that the individual's social behavior as judged by the group's standards, such as meeting the group's expectations. This self-adjustment children have a tendency to have attributes or appearances that are in accordance with the expectations or rules that apply in the group, in this case the group at school when participating in the face-to-face learning process, both looking according to applicable rules and appearance according to the expectations of their peer group at school. Based on the results of the study, it showed that self-adjustment to the real appearance was in the moderate category, namely 1,098 points and of the 10 statement items the respondents gave the most sometimes answers, namely 190 students, meaning that from 52 respondents the frequency was 36.53% or as many as 19 respondents.

The statement item with the highest number of answers on the answer choice "never" is "When PTM I wash my hands after touching hands at school" as many as 37 respondents or 71.15%. although it is one of the rules that must be implemented, most students have not implemented the importance of washing their hands after coming into contact with their friends at school. The students know that the current Covid-19 condition is no longer a pandemic, but their awareness of this rule has not been heeded.

While the statement item with the lowest answer on the answer choices is always "When PTM I have breakfast before going to school" as many as 1 respondent or 01.92%. This is because the students already know the need to eat and drink at school, they will fulfill it with pocket money or fees given by their parents. This is equivalent to the statement item with the highest number of answers on the answer choice never, namely "when PTM I bring food or drink to school" as many as 20 respondents. In previous online learning, students could take food and drink at home provided by their parents, but when they were at school, their parents would give pocket money for their children.

b. Adjustment to the Group

According to Hurlock (1997) revealed that adjustment to various groups. Children can place or adjust well to groups. During the learning process in the classroom, of course, there are always activities carried out in groups, both assignments given by the teacher and other activities. With face-to-face learning situations and conditions, children place themselves in a formal environment and adjust to these groups while at school. Based on the results of the study, it showed that the aspect of adjustment to the group was in the low category, namely 1,011 points and of the 10 statement items, the most respondents gave the answer never, namely 246, meaning that from 52 respondents the frequency was 47.30% or as many as 24 respondents. The statement item with the highest number of answers in the answer choices was never, namely "When PTM I gave motivation to friends who had difficulties in the learning process" as many as 34 respondents or 65.40%. This is because during online learning before, they never communicated intensely with their classmates, especially grade VII students who had just gotten to know their friends through online before so to arrive at giving motivation, they still needed good adaptation.

While the statement item with the lowest answer on the answer choices is always "when PTM I am enthusiastic about answering questions from the teacher" as many as 1 respondent or 01.92%. This is because during the previous online learning process, students tended to be active during learning, where they always avoided or for some reason did not answer questions from the teacher.

So that their habits during previous learning are still attached to this day. This is in accordance with the statement item with the number of respondents' answers to the statement "When PTM I want to play a role in group activities" as many as 29 respondents, so that students with active roles are less carried away until today's learning. The learning process in the classroom, of course, there will always be activities in the form of tasks that are carried out not only individually, but in groups so that students still need adaptation for this.

c. Adjustment to Social Attitudes

According to Hurlock (1997) revealed that adjustment to social attitudes. Children who are judged to be socially well-adjusted must show a favorable attitude towards others, towards social participation and towards their role in social groups. Based on the results of the study, it shows that the aspect of adjustment to social attitudes is in the low category, namely 944 points and from the 10 items the statement of the respondent mostly gives the answer never, which is 249, meaning that from 52 respondents the frequency is 47.88% or as many as 25 respondents.

The statement item with the highest number of answers on the answer choice was never, namely "when PTM I never played games on my cellphone during recess and when I was at home" as many as 43 respondents or 82.69%. This attitude will certainly be difficult to assess by teachers during previous online learning, but during face-to-face learning this attitude will be seen. The students who almost all have cellphones because of the demands of previous online learning make their habit of playing cellphones carried over to school. This was also expressed by the teacher at the school that the students also often played with their cellphones during the learning process. Of course, this behavior is not good, especially in the learning process and the teachers will give consequences if they find such students.

Students often during online learning do their work using their cellphones, even their cellphones are fully used for learning purposes. As the results of research by Rio Erwan Pratama, et al, (2020) that the obstacles found in the online and offline learning process are that there are students who do not do assignments on the grounds that they do not have supporting technological facilities such as smartphones due to the inability of parents to buy and so on. While the statement item with the lowest answer on the answer choices is always "when PTM I come on time to school" as many as 1 respondent or 01.92%. This is certainly not without reason they are always late for school. The distance from home to school is quite far, and their habit of getting up early is often late. In accordance with the teacher's expression where students are often late to school, and this habit is always done by students at school.

d. Adjustment to Personal Satisfaction

According to Hurlock (1997) revealed that the adjustment to personal satisfaction. The child must be satisfied with his social contacts and his role in his social situation either as a leader or as an individual member. This self-adjustment children have a tendency to have satisfying interactions with their social environment when they involve themselves or participate in their environment. Based on the results of the study, it shows that the aspect of adjustment to personal satisfaction is in the high category, namely 1.197 points and from the 10 statement items the most respondents gave always answers, namely 183 meaning that from 52 respondents the frequency was 35.19% or as many as 18 respondents.

The statement item with the highest number of answers on the answer choices was sometimes "when PTM I was satisfied with the face-to-face learning policy" as many as 38 respondents or 73.07%. This shows that most students have problems with face-to-face learning that is currently being carried out. As the results of Mieke Irmades Aurel's research, et al., (2021) students who have good adjustments are they already have online learning experiences before the Covid-19 pandemic, but they are more difficult to adjust due to several obstacles such as network limitations, internet quotas, and difficulty understanding lecture material especially not having online learning experience. And they have another problem with offline learning where they have to forget the habits they do when learning online.

Furthermore, the results of research by Nur Khariyiah, et al., (2020) show that the obstacles experienced by students, teachers and parents when learning online or online are lack of mastery of technology, additional quota fees for the internet, additional activities for parents to accompany children. In learning, communication and socialization between students, teachers and parents is reduced and working hours are not limited for teachers because they have to continue to communicate and coordinate with students, other teachers, principals and even parents. So that the Pasundan II Junior High School students who previously had experience and learned from

previous limitations, they should be grateful for the ease in the learning process without being faced with previous problems, namely poor signals, not having a quota to participate in online learning and so on.

CONCLUSION

Based on the results of the study, it showed that self-adjustment to the real appearance was in the moderate category, namely 1,098 points and of the 10 statement items the respondents gave the most sometimes answers, namely 190 students, meaning that from 52 respondents the frequency was 36.53% or as many as 19 respondents. The statement item with the highest number of answers on the answer choice "never" is "When PTM I wash my hands after touching hands at school" as many as 37 respondents or 71.15%. Although it is one of the rules that must be implemented, most students have not implemented the importance of washing their hands after coming into contact with their friends at school. The students know that the current condition of covid-19 is no longer a pandemic, but their awareness of this rule has not been heeded.

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The adjustment of students to changes in online to offline learning in terms of all aspects examined showed that the adjustment of students at Pasundan II Junior High School was included in the poor adjustment or in the moderate category, namely with an accumulation of 1,062 points. This is because it has only been a few weeks since they have participated in classroom learning with the limitations of health protocols, so students have not been able to immediately adjust to the learning process. The students are no longer faced with various obstacles when learning online at home, but most students still have some activities that are still carried over to this day, namely playing games during recess and when at home, even playing cellphones while learning is in progress. This is because the length of time students depend on mobile phones to be able to take part in previous online learning.

The students had previously carried out online learning together to prevent the transmission and spread of the Covid-19 virus. However, they did not implement the rules at school to prevent the spread of the Covid-19 virus. This is evident where most of them do not wear masks when the learning process begins, they even never wash their hands after coming into contact with their friends at school even though hand washing facilities are provided and as a rule that applies at school. Furthermore, students do not bring food or drink to school, this is indeed not a mandatory thing in the school rules, but for some students this is a real student performance where in addition to pocket money and fees, some students also bring food and drink. at school. This research is expected to have implications for SMP Pasundan II Garut, the local government together with the Department of Education, regarding the adjustment of students in the offline learning process with some significant limitations.

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