

**EVALUATION AND SCHOOL READINESS IN THE
CENTRAL JAVA REGION IN EDUCATION PROVISION IN
THE ERA OF THE COVID-19 PANDEMIC**

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ABSTRAK

Penelitian ini bertujuan untuk mengkaji kesiapan infrastruktur pendidikan di Pemerintah Provinsi Jawa Tengah, menganalisis masalah yang dihadapi pada pembelajaran jarak jauh (PJJ) selama pandemi serta mengetahui Infrastruktur apa yang mendesak dibutuhkan untuk penyelenggaraan PJJ di masa pandemi. Lokasi penelitian adalah sekolah di Provinsi Jawa Tengah dengan sampel sebanyak 26 sekolah dari 14 Kabupaten/Kota. Data diperoleh dengan teknik wawancara dan observasi. Untuk memperoleh informasi yang lebih mendalam, dilakukan *focus group discussion* dengan melibatkan para praktisi, akademisi dan pengambil kebijakan pendidikan. Hasil penelitian menyimpulkan bahwa pelaksanaan PJJ di Provinsi Jawa Tengah sudah dapat dilaksanakan namun dengan beberapa kendala yaitu keterbatasan teknologi informasi untuk pembelajaran yang dimiliki sekolah, keterbatasan alat komunikasi siswa, kendala mengakses sumber belajar, kejenuhan yang dialami siswa, capaian hasil belajar yang tidak maksimal, keterbatasan kemampuan IT guru, penggunaan media dan strategi PJJ. Penelitian juga menyimpulkan bahwa sekolah dan guru telah melakukan usaha untuk meminimalisasi kendala PJJ, diantaranya dengan melakukan penambahan infrastruktur PJJ, penguatan sumber daya guru melalui pelatihan. Namun demikian, masih diperlukan banyak perbaikan sistem manajemen PJJ, model komunikasi dan kerjasama dengan sekolah, usaha untuk mengurangi tingkat kejenuhan siswa dan optimalisasi pembelajaran, terutama pada ranah afeksi dan psikomotorik.

ABSTRACT

This study aims to examine the readiness of education infrastructure in the Central Java Provincial Government, analyze the problems faced in distance learning (PJJ) during the pandemic and find out what infrastructure is urgently needed for the implementation of PJJ during the pandemic. The research location is a school in Central Java Province with a sample of 26 schools from 14 districts/cities. Data obtained by interview and observation techniques. To obtain more in-depth information, a focus group discussion was conducted by involving practitioners, academics and education policy makers. The results of the study concluded that the implementation of PJJ in Central Java Province had been carried out but with several obstacles, namely the limitations of information technology for learning owned

by schools, limited student communication tools, obstacles to accessing learning resources, boredom experienced by students, learning outcomes that were not optimal, limitations teacher's IT skills, use of media and PJJ strategies. The study also concludes that schools and teachers have made efforts to minimize PJJ constraints, including by adding PJJ infrastructure, strengthening teacher resources through training. However, there are still many improvements to the PJJ management system, models of communication and collaboration with schools, efforts to reduce student saturation levels and optimization of learning, especially in the affective and psychomotor domains

INTRODUCTION

In 2019, the Corona Virus first appeared in Wuhan, China. From Wuhan, the Corona Virus has spread to various countries in the world, including Indonesia. Until August 2020, the Corona Virus, which was later referred to as Covid-19, had spread in 250 countries. Until this research began, no vaccine for Covid-19 had been found, but various scientific efforts towards the discovery of Covid vaccines and drugs have been carried out (Jawa Pos, 2020). As a result of the Covid-19 pandemic, various sectors of life, such as the industrial sector, transportation, government and social life, have experienced negative impacts, including the education sector.

In an effort to minimize the spread of Covid-19, the government has taken various policies, including

the implementation of large-scale Social Restrictions (PSBB) and the use of communication media for public services. The world of education is a sector that is the object of the policy of limiting social activities. Educational institutions in Indonesia, from PAUD to universities, as of March 15, 2020 until this research was conducted, have not been allowed to conduct face-to-face learning as before the Covid-19 pandemic. The basic consideration of the policies taken by the government is to protect the safety of citizens (Kemdikbud, 2020).

Based on preliminary observations in this research, initial findings were obtained that the government was not yet fully prepared to face this challenge. This is evident, among others, from the frequent changes in education policy,

educational practices during the Pandemic that have not been systematic and other technical matters.

This study will examine the impact of the Covid-19 pandemic on the world of education in Central Java Province. The problems that will be answered in this research are (1) how is the government's readiness to organize education in the midst of a pandemic (2) how is the educational practice that has been going on so far and what are the obstacles (3) what educational infrastructure is most needed for the implementation of education during the pandemic and (4) what policies are most needed.

The approach in this research is qualitative research and the type of research used is field research. The population is junior high school, high school and vocational school in the province of Central Java. The sample selection technique uses classified sampling, namely selecting samples with certain classification considerations. The sample selection in this research considers aspects of geographical representation, regional conditions in facing a pandemic and

the profile of educational institutions that have certain characteristics. The peculiarities in this case are the peculiarities in the management of education, the peculiarities of educational problems and other relevant peculiarities.

Sources of data were obtained from education authorities in district and city governments and from schools in districts/cities, education observers in each sample area and other supporting informants. Data collection techniques are carried out through interviews with information sources, review of policy documents, and focus group discussions (Arikunto, 2002). The data analysis technique uses the Miles and Huberman procedure (Usman and Akbar, 2009).

PEMBAHASAN

The impact of the Covid-19 pandemic, among others, is related to education, namely PJJ. PJJ In an effort to prevent the spread of the corona virus from spreading, the Ministry of Education and Culture (Kemdikbud) has adopted a policy of implementing PJJ. However, PJJ apparently presents a number of

problems, both by educators and students, especially related to infrastructure. These problems include the availability of electricity and internet networks. In addition, there are not a few families who do not have equipment as a means to participate in PJJ. Quoted from Kompas.com, July 13, 2020, education observer Darmaningtyas assessed that PJJ would not be possible to run well. "It is certain that it will not work well, it is nonsense if there is an official from the Ministry of Education and Culture saying that PJJ can run well. It must be as long as it goes or just carelessly" Meanwhile, quoting Kompas Daily, Monday, July 13, 2020, PJJ for students cannot implemented in remote areas of Indonesia. It is recorded that there are more than 47,000 educational units that do not have access to electricity and the internet.

Various policies have been issued by the government to deal with this pandemic. A series of policies taken by the government are:

a. Enforcement of social distancing and physical distancing

b. Large-Scale Social Restrictions (PSBB) in various regions (Herliandry et.al, 2020).

c. 'work from home' policy, Work From Home

d. Worship at home, Studying from home (BDR) since 16

Based on the current state of the Covid-19 pandemic with various consequences, especially in the field of education, this is related to the responsibilities of the Regional Government/Regional Autonomy, the first of which is the Authority of the Provincial Government in the Education Sector. In Law Number 23 of 2014, the division of provincial government affairs in the field of education is divided into 5 sub-affairs, namely the sub-affairs of education management, curriculum, educators and education personnel, education licensing, and language and literature (Republic of Indonesia, 2014) . In terms of education management, the division of affairs in the education sector for the provincial government includes:

a. Secondary education management; and

b. Management of education setting curriculum content for

secondary education and local content for special education.

The second is the policy of the Regional Government in the Education Sector regarding the Covid-19 Pandemic. The central government in this case the Ministry of Education and Culture issued Circular Letter No. 4 of 2020 which states that with regard to the increasing spread of Coronavirus Disease (Covid-19), the physical and mental health of students, teachers, school principals, and all school members is a consideration. main role in the implementation of education policy. Based on the circular, the 2020 National Examination (UN) is canceled, the learning process from home, school exams for graduation in the form of tests that collect students may not be carried out, end-of-semester exams for grade promotion in the form of tests that collect students may not be carried out, New Student Admission (PPDB) is carried out by following health protocols to prevent the spread of Covid-19, as well as School Operational Assistance or Education Operational Assistance funds can be

used to procure goods according to school needs including to finance needs in preventing the Covid-19 pandemic (Kemendikbud).

Following up on the central government's policy, the provincial government issued a Circular Letter from the Governor of Central Java Number 420/0005956 regarding the prevention of the spread of Covid-19 in education units in Central Java, namely to reduce the mobility of school residents, set holidays for 14 days starting March 16 to 29, 2020 at the secondary and special education unit (Governor of Central Java). Furthermore, the teaching and learning process is carried out using a remote model through an online/online system.

In addition, the Decree of the Head of the Central Java Province Education and Culture Office Number 4421.3/06356 states that people use online PPDB. In the PPDB, the affirmation pathway which is usually only intended for prospective students who come from economically disadvantaged families and prospective students from orphanages, during this pandemic the affirmation pathway is also intended

for the sons/daughters of health workers and their supporting staff who directly handle patients. Covid-19, observing and/or tracing Covid-19 cases in the field and having the risk of contracting Covid-19.

The implementation of education during this pandemic uses a remote system. Since March 2020, all educational units in Indonesia have implemented learning at home, or known as PJJ, namely the absence of direct face-to-face sessions (Distance Education), starting from the time the corona virus disease or Covid-19 was claimed to have entered this country and the spread of this pandemic. There are several factors that should be done and considered, so that the existing distance education (learning) system can run well, namely attention, a teacher's self-confidence, teaching experience, and being able to apply knowledge related to IT, creatively using tools, and establish positive interactions with students. Due to PJJ, teachers are required to have methods or methods and strategies to convey material on the one hand and direct textonomic communication skills.

As one of the efforts made by the Ministry of Education and Culture by increasing the competencies possessed by teachers in the field of Information and Technology (IT) is to provide debriefing for teachers. The Ministry of Education and Culture has established online guidance for teachers to find out more about IT as the basis for implementing PJJ. Law Number 20 Year 2003 related to the National Education System (SISDIKNAS), what is meant by PJJ is education where the layout of the students is separated from the teacher and learning uses various tools as learning resources through communication technology, information, IT and other media . PJJ itself is regulated in Article 31 Section 10 of the 2003 National Education System Law.

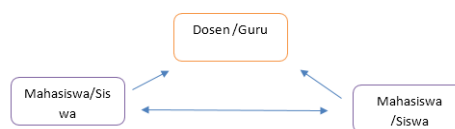


Figure 1. The correlation between lecturers and students

Based on the research findings, there are several advantages of the PJJ program, including education can be distributed to all parts of the

country without restrictions, free time, students can choose topics or teaching materials that suit personal needs, the length of time the learning process also depends on the abilities of each student. , learning material that follows the times, is carried out interactively, so that it attracts the attention of students.

While the weaknesses include the threat of dropping out of school, the threat of decreasing learning achievement, children also have psychosocial risks, due to constant stress at home and not being able to meet friends, when accessing online learning programs, power is lost, internet network failure, sense of responsibility. parents and students are not stable, learn slowly, children do not match their study schedule.

Table 1. Pros and cons Advantages and Disadvantages of PJJ

No Strength Weakness

1. Easy logistics- what is needed is good communication The PJJ process involves more time and work than face-to-face learning

2. Reduce additional expenses, such as for classrooms and teaching staff Need to provide administrative

support for the PJJ process to serve large numbers of students

3. Learners can control when they learn and at what stage Distance becomes a barrier between teachers and students

4. As students can adapt to their own learning on the job, PJJ becomes more likely Lack of structure and a high need for motivation/proactivity can be a challenge for participants (problem)

The obstacles that arise are that parents act as teachers and students learn independently. As for the steps that can be taken to improve the PJJ, among others, first, all teachers must be able to teach remotely and occasionally have to use technology. Second, the use of technology is not too arbitrary. Third, although only as a complement, online learning models must be part of all learning.

The results of the study in several schools in Central Java obtained the results of online learning policy reflections that not all high school schools were directly involved in making learning from home (BDR) policies, but schools continued to implement policies from the government. However,

some high schools are quite ready because previously they have prepared online learning applications to anticipate the tidal wave and floods that often hit, but some are not quite ready with the policy.

The results of the reflection of online learning policies are that not all vocational schools are involved in making learning from home (BDR) policies. Several SMKs that were not involved in decision making were very surprised by the government's policy because they had never done PJJ before.

The results of the study at three school levels, namely SMA, SMK and SMP, it was concluded that some schools were already involved by the government in formulating PJJ policies. However, there are still schools that are still not quite ready to implement PJJ. This is because in PJJ there are many obstacles and obstacles faced.

Based on the results of the analysis at the three levels of SMA, SMK, and SMP, most schools in Central Java had never held PJJ training prior to the government's policy. In addition, the readiness of teachers in carrying out online

learning has not been maximal, so the learning process seems boring. In fact, educators should be able to have creativity so that learning is more interesting.

Based on the results of the evaluation of PJJ at three levels of SMA, SMK, and SMP, it was concluded that in general the evaluation of PJJ had gone well and smoothly. Almost all students have difficulty participating in online learning because of limited signals and quotas. In addition, they also do not have adequate devices (smartphones). Evaluation in several schools is carried out with supervision with the aim of improving the implementation of online learning so that it is optimal. This is in line with the opinion of Riyanda, Herlina and Wicaksono who revealed that the evaluation of the online learning system program was carried out to improve the quality and improve the quality of learning.

Based on the results of an analysis of infrastructure at several schools at the SMA, SMK, and SMP levels, almost all schools already have infrastructure for online

learning but it is not complete. There are still some urgent needs that are needed such as servers, quota/internet and adequate equipment. In addition, there are several schools that do not yet have their own learning software, so they are still using the existing platform. This is done because of the ease of use of learning applications that are very supportive and have quite complete features, such as Whatsapp, google forms, zoom meetings and so on. Anugrahana also researched that most teachers use applications in the form of Whatsapp, google form, google classroom, google drive, youtube, Tuweb, and some even have virtual face-to-face meetings using the zoom meeting application (Anugrahana, 2020).

The results of the analysis of interviews with teachers at the SMA, SMK, and SMP levels in Central Java were used to triangulate the validity of the results of the research analysis. PJJ in high school, vocational, and junior high schools. Some schools have never carried out PJJ before the pandemic. The achievement of learning outcomes during PJJ in cognitive, affective and

psychomotoric aspects is not optimal. There are differences between face-to-face and distance learning outcomes. This is in line with the results of Ekantini's research which says that there are differences in learning outcomes in offline learning with student learning outcomes in online learning. Offline or face-to-face learning is more effective than online (Ekantini, 2020). The basic constraints experienced are also the same, namely internet constraints and inadequate devices. Most of the teachers as much as possible give PJJ so that it is not boring.

There are several recommendations for the government in PJJ, namely:

1. Assistance with quota, starter pack, devices, and servers for learning
2. Supporting financing for the smooth running of PJJ is prioritized, for example the procurement of PJJ software for each school
3. Education for the community (student guardians) about PJJ through the media that has been provided

4. The government provides comprehensive learning applications for students, especially for areas that are difficult to signal

5. Organizing workshops and training for teachers for the preparation of effective PJJ administration, media, and teaching materials for students

6. Involvement of all policy makers, whether directly related to education or other agencies so that they can contribute to the success of PJJ

7. It is necessary to think about good steps so that the number of dropout students does not increase. Because too long PJJ makes students bored and out of control.

Regarding the analysis of PJJ policies, in making PJJ policies, the government takes a position as the education authority holder, namely the education authority holder. The government's policy to implement PJJ was taken in an emergency, so it did not have a long time to socialize, let alone prepare infrastructure and management tools. The concept and model of PJJ (Distance Learning) has long been a discourse and discourse in the world of education. Although

it has become a discourse in education science, the implementation of PJJ in Indonesia has not shown maximum development. In general, schools are surprised by the government's policy, feel they are not involved in the policy-making process, and are not ready to implement PJJ.

In the process of preparing PJJ, educational institutions take strategic steps such as conducting curriculum studies and management, and the preparation of infrastructure, in coordination with the school committee and parents.

In practicing PJJ, there needs to be the readiness of educators, PJJ Pedagogical Skills. As for the evaluation of PJJ such as the obstacles experienced by teachers in the implementation of PJJ as follows.

Table 2. Obstacles experienced by teachers In PJJ with solutions

No.	Teacher obstacle	Solution
1.	Limited skills in using IT Schools organize IT training/in-house training for teachers	The school organizes IT training/in-house training for teachers
2.	Distance learning IT adaptability The school organizes	School organizes IT PJJ training for teachers

IT PJJ training for teachers		
3.	Ability to design distance learning media. The teacher looks for learning resources and media, then distributes videos to students offline.	The teacher looks for learning resources and media, then distributes videos to students offline.
4.	Difficulty supervising student learning activities - Increasing assignments/bills	-Multiple tasks/bills -Create a WA group for communication and motivation - Inviting students to collect assignments/bills to school directly - Communicate with parents to supervise and accompany children's learning at home Teachers have difficulty teaching materials with high complexity.
5.	Difficulty in learning material with high complexity. Teachers have difficulty in teaching material with high complexity.	Teachers have difficulty teaching materials with high complexity.
6.	Difficulty in teaching practicum material. The teacher shares a practicum video link	The teacher shares the practicum video link

Table 3. Constraints experienced by students In Distance Learning and solutions

No.	Obstacle	Solution
1.	Limitation of HP ownership on students	Some schools provide HP assistance to students
2.	Limited internet quota	The school provides access points so that students can take PJJ
3.	Limited access/internet network	The school prepares a computer laboratory and accompanying teachers
4.	Learning activity	The homeroom teacher and the Counseling Guidance Teacher take an inventory of the problems that cause burnout

PJJ requires a different management system and needs from face-to-face learning. There are two needs that support the implementation of the PJJ to run well, namely the need for physical infrastructure and human resources. Physical infrastructure needs related to communication tools or technology. Non-physical needs are the ability of human resources to manage education (for school

principals) and the ability to design learning with interesting methods, strategies and media.

In the implementation of the PJJ which has been running from March 2020 to January 2021, this study obtained data and information from educators, that until now, the format for an effective collaboration model between schools and parents is still being sought. The following is the form of cooperation that schools and parents need during the PJJ period.

Table 4. Forms of school cooperation with parents during PJJ

No.	Form of cooperation	Information
1.	Preparation of learning facilities	The facilities needed are laptop, cellphone, internet quota
2.	Supervision of learning discipline	Parents supervise learning activities according to activities scheduled by the school
3.	Pendampingan kegiatan belajar di rumah	Assistance in learning activities at home
4.	Supervision of social activities and	1. Set social activity hours

	interactions	2. Directing the space for social activities
		3. Limiting the space for social interaction
5.	Monitoring and collaboration system	Parents need a channel of communication with the school to convey developments, obstacles and solutions for their child's learning while at home.

CONCLUSION

1. Readiness of Education infrastructure

Based on research results, before the Covid-19 pandemic. no school has yet developed distance learning or used PJJ as a full -fledged learning system. The school also does not have the system, technology and resources to implement PJJ.

2. Obstacles encountered in the implementation of PJJ

Pupils' constraints such as ownership of communication devices, limited internet network, limited quota, internet help, feeling bored, ability to manage themselves, parental attention, difficulty understanding the material.

Obstacles faced by educators such as the limitations of the internet network, teachers' skills in using PJJ IT are still insufficient, teachers' skills in designing PJJ models are insufficient, teachers' skills in designing media and PJJ learning strategies are insufficient, difficulties in affective learning and practicum.

RECOMMENDATION

A. Recommendations for the government

1. The government should make a more operational policy regarding the education curriculum during an emergency
2. The government needs to increase the infrastructure used by schools in the PJJ, including internet and computer capacity that is more in line with needs.
3. The government should provide education and training on PJJ management for school leaders.
4. The government should conduct training to improve the ability of PJJ, including the use of learning IT,

learning media, and the PJJ method for teachers.

5. The government should carry out continuous and continuous supervision and assistance for the PJJ.
6. The government should provide internet quota assistance for students which can be used to access all platforms and learning resources in PJJ.
7. The government should provide opportunities for schools to open face-to-face for practical learning

B. Recommendations for educational institutions and teachers

1. Schools should conduct training for teachers to improve technology, media and PJJ design capabilities.
2. Schools should design alternative learning models for students who have problems accessing PJJ.
3. Schools should design a model of collaboration with parents in assisting and supervising children's learning at home

- Schools should design models of psychological assistance and character education for students in the implementation of PJJ.

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