

CHAPTER II

REVIEW OF RELATED LITERATURE

Literature review is a support topic that the author has chosen. The theory of theory will be explained more fully to support this research, and the theory is obtained from previous research. In addition to knowing more about the topic that has been chosen, the author can find out the new method that has been researched by previous research. Here are some complete explanations of previous studies that became the basis of this research.

A. Review of Related Literature

1. Learning Model

a. Definition of Model

In Indonesian the word model is defined as a pattern (example, reference, variety and so on) of something to be made or produced; people used as examples to paint (in photos) people who (his work) demonstrate examples of marketed clothing, and small imitation items with the form (appearance) exactly as imitated.

While in English, the model has some sense. The model word is seen as a noun or (noun) has the following meaning hypothetical description of a complex entity or process; type of product; a person who poses for a photographer or painter or sculptor; representation of something (sometimes on a smaller scale); something to be imitated; someone worthy of imitation; a representative form or pattern; a woman who wears clothes to display fashions; the act of representing

something you (usually on a smaller scale) and a miniature representation of a thing, with the several parts in due proportion (Rogoff, Matusov, & White, 1996).

A model is a pattern (example, reference, variety) of something to be created or generated. Another definition of the model is the abstraction of the actual system, in a simpler picture and has a more comprehensive percentage level, or the model is the abstraction of reality by focusing only on some of the traits of the real life. The model is a conceptual analogue used to suggest how to continue empirical research instead of a problem. So the model is a conceptual structure that has been successfully developed in a field, and is now applied, especially to research and thinking in other fields, usually in undeveloped fields.

b. Definition of Learning Model

It can be said that the understanding of the learning model is a procedure that has been made as mathematically as possible with the aim of organizing a more targeted learning experience so as to achieve the objectives of teaching and learning activities.

A learning model is a plan or a pattern used as a guideline in planning learning in the classroom or learning in tutorials (Abdullah, 2017). The learning model refers to the learning approach to be used, including the objectives of teaching objectives, stages in learning activities, learning environments, and classroom management. This is in line with Joyce's opinion, "that each model directs us in designing

learning to help learners achieve learning goals" (Dr. Rusman). Joyce and Weil state that learning model is a learning model with that model teacher can help students to get or obtain information, ideas, skills, ways of thinking, and express ideas themselves. In addition they also teach how they learn.

c. Kinds of Learning Model

The learning Model is an initial step that should be planned in the process of teaching and learning overall. As for the types of learning according to Agus Suprijono (2009) can be divided into (Fatah, 2014):

1) Learning Model-Based Direct(Direct Instruction)

Direct learning or direct instruction is known as active teaching. Hands-on learning is also called whole-class teaching. The mention refers to a teaching style in which teacher are actively involved in carrying out the content of the lesson to students and teaching it directly to the entire class. Supporting theory of direct learning is behaviorism theory and social learning theory. Based on both theories, direct learning emphasizes learning as a change in behavior. If behaviorism emphasizes learning as a mechanical stimulus-response process, then the theory of social learning is accentuated on organizational behavior change through impersonation. Modelling is the main approach to hands-on learning.

Modelling means demonstrating a procedure to learners. Modelling follows in the following order:

1. The teacher demonstrates the behavior to be achieved as a result of learning,
2. The behavior is associated with other behaviors that students already have
3. The teacher demonstrates these parts of the behavior in a clear, structured, and sequential way with an explanation of what he or she is doing after each step is completed
4. Learners need to remember the steps they see and then imitate them.

Models in the environment always provide stimuli to students that make students respond if the stimuli are related to the state of the learner. There are three kinds of models, namely

1. Live mode
2. Symbolic model
3. Verbal description model.

Live models are models that come from real life. Symbolic models are models derived from parables. A verbal description model is a model expressed in a verbal description. Those models include behavioral models and cognitive models. Behavioral models for invisible performance and cognitive models for invisible cognitive processes.

Hands-on learning with a modelling approach requires complete mastery of what is taught and requires practice before delivering it in class. Teacher must be competent with the behavior

to be modeled in learning. Without that competence modelling would not be effective. Effective modelling also requires learners to have attention and motivation to modeled behaviors. Without it, other observational processes needed in direct learning with modelling will not run optimally. The process in question is retention and reproduction.

Attention is that learners pay attention to critical aspects of what will be learned. Attention is concentrating and focusing mental resources. One of the important skills in paying attention is selection. Attention is selection because brain resources are limited. In general, students focus on material objects or more interesting model behaviors. To attract students' attention, teacher can express sounds with distinctive intonation when presenting subject matter or styled with their own gestures when giving examples of certain behaviors. Retention is a student saving or remembering modeled behavior. Retention is to retain or store information related to the time frame. Learners will usually be better at storing all information submitted or behavior exemplified when accompanied by the mention or writing of clear names, terms, and labels and examples of accurate deeds.

Reproduction is an attempt to reconstruct the mental image of information. This reconstruction occurs in the elaboration of information. Elaboration is an extension of information processing in encoding. Reproduction is an attempt by learners to reproduce or perform as modeled. At this stage any shadows or mental imagery or

symbolic code containing knowledge and behavior information that has been stored in the student's memory are reproduced. To identify the level of mastery of the learners, teacher can have students create or re-do the things they have absorbed.

Motivation is a motivation that serves as a strengthening of all information in the memory of learners. Teacher are encouraged to reward students in the form of compliments, gifts, or certain values that show satisfactory performance. Students who have not shown satisfactory performance need to be convinced of the importance of material mastery or behavior presented to their lives. Along with these efforts it is also worth showing evidence of harm to people who do not master the material or behavior that has been modeled. Hands-on learning is designed for procedural knowledge mastery, declarative knowledge (factual knowledge) as well as a variety of skills. Hands-on learning is intended to complete two learning outcomes, namely mastery of well-structured knowledge and mastery of skills.

According to Daniel Muijs and David Reynold, the five phases of direct learning can be developed as follows

1. Directing. The teacher explains the learning objectives to the entire class and ensures that all students know what to do and draws the learner's attention to points that require special attention.
2. Instructing. Teacher informs and structure it well.

3. Demonstrating. Teacher shows, describes, and models using the right source and visual display
4. Explaining and illustrating. The teacher gives accurate explanations with the right level of speed and refers to the previous method.
5. Questioning and discussing. The teacher asks and ensures that all students take part. Teacher listen carefully to students' answers and respond constructively to develop learner learning. The teacher uses open and closed questioning. Teacher ensure that students with all their abilities are involved and contribute to the discussion. The teacher gives the learner time to think about the answer before the student answers.
6. Consolidating. Teacher maximizes the opportunity to strengthen and develop what has been taught through various activities in the classroom. Teacher can also give well-focused tasks to do at home. Teacher ask students and their spouses or groups to reflect or discuss a process. Teacher give learners the opportunity to expand their ideas and reasoning, compare them and then refine the methods and ways they use them. Teacher ask students to think of different ways to approach a problem. Teacher ask them to generalize or give suitable examples to make a public statement.
7. Evaluating pupil's responses. The teacher evaluates the presentation of the work of the student.

8. Summarizing. Teacher summarizes what has been taught and what the learners have learned during and towards the end of the lesson. Teacher identify and correct misunderstandings. Teacher invite students to present their work and draw key points and ideas.

The implementation of direct learning models requires a learning environment and management system. The tasks associated with managing the learning environment during lessons with the hands-on learning model are almost identical to those used by teacher when applying presentation models. In hands-on learning, teacher structure their learning environment very strictly, maintain academic focus, and expect learners to be diligent observers, listeners, participants. Bad behavior that can occur during lessons with a hands-on learning model must be handled accurately and quickly.

Direct learning models can be applied to any course, but are most appropriate for performance-oriented subjects, such as reading, writing, mathematics, language, arts, biology, physics, chemistry, ICT (informatics and computer technology) and physical education. Direct learning models are also suitable for component skills components in more information-oriented subjects, such as history, sociology, and the like.

2) Cooperative Learning Model

There are several terms to refer to social-based learning, namely cooperative learning and collaborative learning. Panitz distinguishes these two things. Collaborative learning is defined as a philosophy of personal responsibility and respect for others. Learners are responsible for their own learning and try to find information to answer the questions they face. The teacher acts as a facilitator, providing support but not directing the group towards pre-prepared results.

Forms of assessment by fellow learners are used to see the results of the process. Cooperative learning is a broader concept covering all types of group work including forms that are more teacher-led or directed by teacher. In general cooperative learning is considered more directed by teacher, where teacher assign assignments and questions and provide materials and information designed to help learners solve the problem in question. Teacher usually assign certain forms of exams at the end of an assignment.

The above dichotomy view is considered an exaggeration. Because, in practice, collaborative and cooperative learning are two continuums. The term cooperative is used in this paper because the word "cooperative" has a broader meaning, which describes the entire social process in learning and includes collaborative understanding. The support of Vygotsky's theory of social constructivism has laid out the importance of cooperative learning models. Vygotsky's social constructivism emphasizes that

knowledge is built and constructed mutually. Learners are in a sociosynthist context. Engagement with others opens up opportunities for them to evaluate and improve understanding. In this way, experience in a social context provides an important mechanism for the development of learners' thinking.

From Peaget to Vygotsky there is a shift in conceptual of the individual to cooperative, social interaction, and activity sociocultural. In the approach constructivist Peaget, learners construct knowledge with transform, organize, and mereorganisasikan knowledge and the previous information. Vygotsky emphasizes the learners construct knowledge through social interaction with others. Content knowledge influenced by the culture in which the learners live. Culture includes language, beliefs, expertise/skills.

Support the theory of Vygotsky against the cooperative learning model is the emphasis of learning as a process of interactive dialogue. Learning cooperative is a learning-based social. According to Anita Lie, model this learning is based on falsafat homo homini socius. Opposite with Darwin's theory, this philosophy emphasizes that human beings are social. Interactive dialogue (social interaction) is the key of all life social. Without social interaction, there would be no life together. In other words, coo organization, and life with the other. In general without social interaction there will be no knowledge called Peaget as social knowledge.

Other support of the theory of Vygotsky on learning model the cooperative is significance of the study group. Based on the above understanding can be stated that the group was can consist of two people, but can also consist of a lot of people. Chaplin also argued that the members of the group should not interact directly face to face. An expert on the dynamics of the group named Shaw giving understanding of the group *“as two or more people who interact with and influence one another”*. According to Shaw, one of the traits possessed by all groups: members interact with each other, the mutual influence between each other.

The group is not merely a collection of people. Collection referred to the group if there is interaction, have a purpose, structured, groupness. The interaction is mutually affect one individual with the individual the other. The interaction can take place in a physical, non-verbal, emotional, etc. The goal in the group can be intrinsic and extrinsic. The purpose of the intrinsic is the goal that is based on the reasons that in the group feelingbe happy.

The purpose of extrinsic is a goal that is based on reason that to reach something can not be achieved alone, but rather should be done together. The structure of the group shows that in the group there is a role. The role of each member of the group, related with the position of the individual in the group. The role of each member of the the group will depend on the position and the ability of each individual. Each member of the group to interact based on the role-

the role as the norms that govern the behavior of members of the group. Groupness show that the group is a unity. The group is not solely the group of people that are close to each other. The group is unity round among its members.

Cooperative learning is not equal to just learn in the group. There are basic elements of cooperative learning that differentiate it with the division of the group that carried out carelessly. The implementation of the procedure of cooperative learning model with the true will it allows the teacher to manage the classroom more effectively. Learning Model cooperative will be able to cultivate learning effective learning characterized by (1) “to facilitate the students learn” something “beneficial” such as, facts, skills, values, concepts, and how to live in harmony with fellow ; (2) knowledge, values, and skills recognized by those who competent rate.

Cooperative learning Model is developed to achieve the result learn specialized academic achievement, tolerance, accept diversity, and the development of social skills. To achieve the learning outcomes of that model cooperative learning demands cooperation and interdependence learners in the structure of the task, the structure of purpose, and the structure of his reward. The structure of the task relate how tasks are organized. The structure of the goal and reward refers to on the degree of cooperation or competition that is needed to achieve the goal and reward.

One of the accentuation of the cooperative learning model is the interaction group. Group interaction is interpersonal interaction (interaction among members). Group interaction in cooperative learning aims developing intelligence is interpersonal. Intelligence is in the form of the ability to understand and be sensitive to the feelings, intentions, motivation, character, the temperament of the other person. Sensitivity to facial expressions, voice, gestures of people others are also included in the intelligence of this. In general intelligence interpersonal with regard to the ability of a person in a good relationship and communication with a variety of people. Group interaction in the interaction of cooperative learning in other words aims to develop social skills (social skills).

Some of the components of social skills is the ability to communicate, ability to work cooperatively and collaboratively, as well as solidarity. Cooperative learning Model has not been done optimally. No concern that cooperative learning will only result in chaos in the classroom and the learners do not learn if they are placed in the group. In addition, many people have a negative impression about the cooperation activities or learning in a group. Many learners also not happy told to cooperate with others.

Learners who zealously feel the need to work beyond the other students in their group, while students who are less able to feel low self-esteem are placed in one group with learners who are more clever. Learners clever felt his less intelligent just came along for the ride on

the results of their efforts. The impression of the other negative is there is a feeling of dread on the members of the group will be the loss of the characteristics or personal uniqueness them because they have to adjust themselves with the group.

3) Problem-Based Learning Models

Problem-based learning Model was developed based on concept-the concept of which was proposed by Jerome Bruner. The concept is learn the invention or discovery learning. About discovery learning, Johnson differentiate it with inquiry learning. In discovery learning, there are the experience of the so-called “..Ahaa experience” which can be interpreted as, ..Well, is he”. Instead, the inquiry is not always up on the process. It is as the end process of discovery learning is discovery, while the inquiry learning process of the end of located on the satisfaction of the activities examined.

Although there is an opinion that distinguish between discovery learning and inquiry learning, but both have similarities. Discovery learning and inquiry learning is a learning beraksentuasi on the problems contextual. Both of them are learning that emphasizes the activity investigation. Learning process of the invention includes the process of information, transformation, and evaluation. The process of information, at this stage learners acquire information about the material being studied. At this stage learners do encoding or the encoding of the information that it receives.

A variety of response given learners the information obtained. No consider the information received as something new. There is also a the addressing information obtained is deep and wide from knowledge of previously owned. The transformation stage, at this stage learners do the identification, analysis, change, transform the information has been obtained into the form of an abstract or conceptual that would in turn can be utilized for things that are more extensive. In this stage learners develop inference logically. This stage felt something hard in learning discovery. In such circumstances teacher are expected to be competent in the transfer strategy of cognitive right.

The evaluation stage, at this stage the learners to assess their own information which has been transformed that can be utilized to understand the symptoms or solve the problems faced. Based on the learning discovery learners are encouraged active learning with concepts and principles. Learners are encouraged connect the experiences with the new experience facing so learners find the new principles. Learners motivated accomplishing their job until they find jawabanjawaban top of the problems faced by them. Learners trying to learn independent in solving problems by developing the ability analyze and manage information. Problem-based learning help learners understand the structure or key ideas of a discipline.

Learn the discovery of emphasis on high-level thinking. Learn this facilitate learners develop the dialectic of thinking through the induction the logic of that thinking of the fact to the concept. Learners are expected not only able to describe in a factual what is learned, but participants students are also expected to be able to describe analytically or conceptually. Learn the concept of an entity is important in learning discovery.

Problem-based learning involves the presentation of the situation-the situation authentic and meaningful that serves as a foundation for investigation by learners. Features of problem-based learning according to Arends following

1. Problems authentic. Problem-based learning organize a real problem important socially and meaningful for the learners. Learners face a variety of situations real life can not be given the answers simple.
2. The focus of interdisciplinary. Problem solving using the approach interdisciplinary. This is so that the learners learn to think structural and learn to use a variety of scientific perspective.
3. Investigation of the authentic. Learners are required to conduct an investigation authentic that is trying to find a real solution. Learners are required to analyze and define the problem, develop a hypothesis and make predictions, collect and analyze the information, carry out the experiment, make inferences, and

draw conclusions. The research method used depends on the nature of the problem research.

4. Products. Problem-based learning requires students constructing the product as a result of the investigation. The product can be either the paper described and demonstrated to others.
5. Collaboration. The collaboration of learners in the learning-based the problem of pushing the investigation and dialogue together to develop thinking skills and social skills.

Problem-based learning consists of 5 phases and behavior. Phase-to-phase and such behavior is an act of patterned. This pattern was created so the learning outcomes with the development of problem-based learning can be manifested. In the first phase of the things that need to be elaborated, among others

1. The main purpose of learning is not to learn a large number of new information but to investigate various problems important and become independent learners.
2. Problems or questions that investigated not have the answers an absolute “right” and most of the complex problems havemany solutions are sometimes conflicting.
3. During the investigation phase of the lesson, the learners are encouraged to pose questions and search for information. The teacher gives help but learners should try to work independently or with her friends.

4. During the phase of analysis and explanation of the lesson, learners are encouraged to express ideas freely and openly

In the second phase, teachers are required to develop skills collaboration among learners and help them to investigate problems together. At this stage also the teacher is required to help students plan the task investigative and reporting. In the third phase, the teacher helps learners determine the method of investigation. Such determination is based on the nature of the problems that would sought answer or find a solution.

In the fourth phase, the investigation followed by the creation of artifacts and exhibits. Artifacts can be in the form of a written report, including the recording process shows the problematic situation and the proposed solution. Artifacts can be either model-a model that includes a physical representation of the situation the problem or the solution. Exhibit is a demonstration of the above products investigation or the artifact.

In the fifth phase, the task of the teacher is to help learners analyze and evaluate the thought process of their own and investigation skills they use. Most important in this phase learners have the skills to think systemically based on the method of the research that they use

Learning environment and management system-based learning the problem should be marked by openness, the active involvement of learners, and the atmosphere of intellectual

freedom. It is also important in the management of learning problem-based pay attention to things like the situation multitasking will be implications on the course of the investigation process, different speed levels in solving problems, the work of the students, and the movement and behavior outside of the classroom.

4) The Contextual Teaching And Learning

Contextual teaching and learning model or commonly called contextual learning is a concept that helps teacher connect between the material taught and the real-world situation and encourages learners to make the connection between the knowledge they have and their application in their lives as family members and society. Contextual learning is an educational process that aims to help students understand the meaning of teaching materials, connecting lessons in the context of their daily lives with the context of personal, social and cultural life.

The types of learning models described above, there is no better learning model, because each learning model has its advantages and disadvantages. The selection of learning models must be adjusted to the formulation of the learning objectives that have been set, the analysis of the needs and characteristics of the resulting learners and the type of material to be taught (Leung, 2010).

2. Covid-19

a. Definition of Covid-19

In early 2020, the world was shocked by the incidence of severe infections with unknown causes, starting from a report from China to the World Health Organization (WHO) of 44 severe pneumonia patients in a region namely Wuhan City, Hubei Province, China, precisely on the last day of 2019 China (AJI, 2020). The initial allegations relate to wet markets selling fish, marine animals and various other animals. On January 10, 2020, the cause began to be identified and obtained the genetic code of the new coronavirus (Yuliana, 2020).

Another report showed transmission to a Chinese tourist companion visiting Japan along with other evidence of transmission to a patient's home contact outside China from a confirmed patient and went to Wuhan City to his partner in the United States (Rahman, 2020). Human to human transmission has led to an extraordinary increase in the number of cases until at the end of January 2020 there was an increase of 2000 confirmed cases within 24 hours (Dennaro, 2020).

Information about this virus is certainly still very limited because many things are still in research and epidemiological data will be very developed as well, for that this review is a review based on limited information summarized with the aim of providing information and it is very likely that there will be changes in policies and other related matters according to the

development of research results, epidemiological data and the advancement of diagnosis and therapy (Putra, 2020).

b. The Impact of this Case

In Indonesia, of course, many people already know about this disease, a disease that comes from China and shakes the whole world. What's more, this disease is transmitted very quickly and indiscriminately age, just by shaking hands can transmit this coronavirus. This disease attacks the respiratory and joints, characteristic of people affected by this disease is very diverse. Some have fevers of more than 30°, coughs, shortness of breath and lethargic weakness. Every day a growing population is affected by this disease (Asmuni, 2020). Many governments have launched all protocols to keep all its citizens safe from the disease. In addition, many pathetic events that occurred during this pandemic for example, families who died affected by COVID will not be allowed to be buried by their families. It has to be the hospital that handles the cemetery. How much when left behind by one of our family members and not given the opportunity to say goodbye or the other. But all this was done so that no one else was infected by this virus, the funeral officers were also restricted and they wore special clothes to avoid the virus.

The impact of this disease is thorough in all aspects. From the smallest to the largest aspects are also affected by this. For example in the economic aspect, all the economy in the country is

greatly reduced drastically because many do not dare to shop out, the number of visitors must also be limited and so on. For the rhetorical economy as well as that, all were hit by a drastic downturn. For tourism moreover, until now there are still many who have not been allowed to open, and there are some who have opened but also have to limit the existing visitor population, besides having to carry out the established protocols (Sur, 2020). There are also many cases when tourism has been opened, then people affected by this disease are increasingly encroached on, and the tourism party is forced to close its that place again so as not to increase the number of victims of covid-19 disease.

Another impact is of course on education, as we have seen schools closed for more than months, due to reduced numbers of victims of this disease (AJi, 2020). None of the schools are open, and all of them do online-based school activities or commonly called home learning. Many teacher and students are surprised by this situation, without preparation they are required to be able to learn science or technology so that this online learning can run smoothly and well. As well as the division of assignments, semester exams, practice, material sharing and so on it is fully done online. They are given a lot of learning media to make it easier to do learning such as google classroom, zoom, google meet, whatsapp and many others (Sadikin & Hamidah, 2020). The government does not forget to support students to keep their

learning spirit by facilitating their internet learning packages so as not to be distressed if their internet package runs out during lessons.

There are many more impacts of this covid-19 on all aspects of life. In addition, the level of violence is also increasing, many criminals or reckless people who commit crimes just in order to earn money. At the moment money is the hardest thing to find, because there are many mass dismissals in large office offices in the country. Not a few people die from violent murders, rapes, suicides and so on. Indeed this year is the toughest year ever experienced, because this one disease alone can kill and eliminate the sense of humanity in a person.

3. The Correlation Between Learning Model and Covid-19

The Minister of Education and Culture of the Republic of Indonesia issued Circular Letter No. 4 of 2020 concerning the Implementation of Education Policy in the Emergency Period of the Spread of Corona virus Disease (Covid-19) point 2, namely the process of learning from home is carried out with the following conditions (C & Aisyah Amelia, 2020):

- a. Learning from home through online/distance learning is carried out to provide a meaningful learning experience for students, without being burdened with the demands of completing all curriculum achievements for class as well as graduation.

- b. Learning from home can be focused on life skills education, among others, about the Covid-19 pandemic.
- c. Learning learning activities and tasks from home can vary between students, according to their interests and conditions, including considering the access gap / learning facilities at home.
- d. Evidence or product learning activities from home are given feedback that is qualitative and useful from teacher, without the need to give quantitative scores / grades.

The use of traditional learning resources (offline) and online is a democratic decision to bridge the rapid flow of e-learning and the difficulty of escape from the use of learning resources used in the classroom (Rosali, 2020). That is, e-learning however sophisticated the technology used has not been able to replace the implementation of face-to-face learning because conventional face-to-face interaction methods are still much more effective than online learning or e-learning (Jamal, 2020). In addition, limitations in internet accessibility, hardware and software, as well as financing are often an obstacle in maximizing online learning resources.

B. Review of Previous Study

There are several authors who have analyzed and certainly have a topic idea that is almost the same as the topic that is being analyzed, namely about learning online or online during the covid-19 pandemic. The authors took six prior research samples to make comparisons so that this writing could be better and more accurate.

The first for prior research is from IKA Journal, which has the title "Online Learning Activities During the Covid-19 Pandemic in the Department of Geography Education of Siliwangi Tasikmalaya University" conducted by Ely Sadiyah Rosali from the Department of Geography Education of Siliwangi University. This research was conducted against lecturers and students through interviews using Whatsapp. Informer they are from semester students 2,4 and 6. The purpose of this research is for lecturers or employees, and learning from home for students. This research aims to analyze online learning activities during the covid-19 pandemic in the geography education department of Tasikmalaya University. This study uses descriptive methods with a qualitative approach. The results of the study can be concluded that the learning conducted during the covid-19 pandemic in the geography education department as a whole uses an online model with applications with the form of: Vclass, meet Unsil, Zoom, Whatsapp, Telegram, Google, Classroom, youtube, facebook even messenger. Every lecturer uses at least two apps, google classroom and whatsapp because it feels most practical and lacks quota compared to other applications.

Second, it is obtained from the journal of research and educational development titled "Problematika Online Learning in the Covid-19 Pandemic and Its Solving Solutions" written by Asmuni SMA Negeri 1 Selong, East Lombok Regency. This method of study is literature or literature research. Literature studies are conducted by reading the source of the library to obtain the necessary data using qualitative methods. The purpose of this research is to analyze the problem of online learning in the covid-19 pandemic and its

solving solutions. The results of this study show that the implementation of online learning during the covid-19 pandemic has a variety of problems experienced by teacher, students, and parents. These problems can be addressed by improving IT mastery, intensive supervision involving parenthood, and manually assigning assignments.

Third, obtained from equation journal titled "Analysis of Student Learning Motivation with Online Learning System During Pademi Covid-19 Period" written by Widya Astuti Alam Sur, Minhatul Hasanah, Muhammad Rochmat Mustofa. This research aims to describe the Aeffect of online learning during the covid-19 pandemic on the motivation of staatistic learning students of the Study Program DIII Aqueous Polytechnic Land Of The Sea. The study used questionnaires shared via google form links to measure students' learning motivation towards the implementation of online learning. The results of the study can be concluded the implementation of online learning system positively affects the motivation of students' learning during covid-19 pandemic.

Fourth, obtained from the journal Scientific Biological Education. Written by Ali Sadikin and Afreni Hamidah. This study aims to obtain an overview of the implementation of online learning in the Faculty of Biological Education Program of FKIP University of Jambi in an effort to suppress the spread of covid-19 in universities. The subject of this study was students of the Biological Education Program collected by way of interviews through zoom could meeting.As a result of this research, students have the basic facilities needed to participate in online learning, online learning has

flexibility in its implementation and is able to encourage the emergence of learning independence and motivation to more actively study, and distance learning encourages the emergence of social distancing behavior and minimizes the appearance of student crowds so as to reduce the potential spread of covid-19 in the college environment.

Fifth, obtained from the Journal of Educational Reason titled "Analysis of E-Learning Learning Readiness During covid-19 Pandemic in SMK Negeri 1 Tambelang" written by Syamsul Jamal. This analysis aims to find out how learning readiness e Learning pandemic Covid-19 in SMK Negeri 1 Tambelangan in six aspects of readiness (student readiness, teacher readiness, infrastructure readiness, management support, school culture and tendency towards face-to-face). The result of the study is that only one factor is unprepared and the need for binding is the tendency factor of e-learning learning. This research is through a quantitative approach and uses descriptive methods. The subjects of the study were drawn from a sample of 28 teacher and used a questionnaire containing 34 questions.

Related to the prior Researcher above, the writer decided to conduct a new research instead of continuing the Researcher before. This research is different with those 5 prior Researcher above. The differences among others and this research is the objective of the research. The author uses the objective of the 8th grade students of MTsN 2 Kota Kediri and through a qualitative approach.