



## DISTANCE LEARNING EXPERIENCES FOR SLOW LEARNER STUDENTS AT SMP MUHAMMADIYAH 9 YOGYAKARTA

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### ABSTRACT

All aspects of life have been hampered by the Covid-19 pandemic, including education. Almost every school is closed. Every school must change the way it approaches teaching and learning. Implementing online learning techniques is the decision most likely to be made during the pandemic. Minority groups, such as students with disabilities in the classroom, have been at a disadvantage during the pandemic. Few studies have been conducted on distance learning involving students with disabilities in inclusive educational environments, given that this is a new and challenging situation for everyone involved. This paper attempts to investigate statistics and direct knowledge obtained from the implementation of distance learning in one of the inclusive junior high schools in Yogyakarta. This article is qualitative research using the case study method. Information was taken from SMP Muhammadiyah 9 Yogyakarta teacher, student, and parent interviews. Thematic analysis is used to carry out the analysis approach. This article uses the data collected to discuss the experiences of parents, teachers, and students with disabilities who went through the pandemic's online learning procedure.

**Keywords:** Distance learning, Inclusive school, Slow learner.

### ABSTRAK

Pandemi Covid-19 melumpuhkan segala bidang dalam tatanan kehidupan tak terkecuali bidang pendidikan. Hampir semua sekolah ditutup. Setiap sekolah dituntut beradaptasi dalam proses pembelajaran. Pilihan yang paling memungkinkan diambil di masa pandemi adalah dengan menerapkan metode pembelajaran jarak jauh. Dalam kondisi pandemi, kelompok minoritas seperti peserta didik difabel di kelas berada di posisi terbelakang. Dalam kondisi yang baru dan penuh tantangan bagi semua pihak, pembelajaran jarak jauh yang melibatkan peserta didik difabel dalam setting pendidikan inklusif belum banyak diteliti. Tulisan ini berupaya untuk menggali data dan pengalaman penyelenggaraan pembelajaran jarak jauh di salah satu SMP inklusif di Kota Yogyakarta. Tulisan ini merupakan penelitian kualitatif dengan metode studi kasus.

*Data digali dari wawancara dengan pihak guru, peserta didik, dan orang tua di SMP Muhammadiyah 9 Yogyakarta. Teknik analisis dilakukan dengan analisis tematik. Dengan data yang diperoleh, tulisan ini menggambarkan bagaimana kesiapan serta pengalaman guru, peserta didik difabel, dan orang tuanya dalam melalui proses pembelajaran jarak jauh di masa pandemi.*

**Kata Kunci:** PJJ, Slow learner, Sekolah inklusif.

## 1. INTRODUCTION

The Covid-19 pandemic was declared a national catastrophe under the non-natural disaster category by the Indonesian government (Ariansyah, 2020). This pandemic did not only attack Indonesia, but also attacked various countries around the world (Sakharina, 2020). This pandemic has caused all areas of life to stop (Gusty et al., 2020). Similarly, the education sector compels its members to discontinue their academic pursuits at the university or school. To stop the virus from spreading to students, teachers, and other staff members, closed learning activities are implemented in all educational institutions, including those in early childhood, primary, secondary, and tertiary education (UNICEF et al., 2020). Schools must thus swiftly adjust to the present environment. Students are told by their schools to study at home. Circular Letter Number 4 of 2020 from the Ministry of Education and Culture about the Implementation of Education Policies during the Emergency Period for the Spread of the Corona Virus Disease (Covid-19) is followed in this case, that the goal of the remote learning process at home is to give students a meaningful educational experience. Therefore, Distance Learning (DL) is the main choice for schools to continue carrying out teaching and learning activities in a pandemic situation.

Minority groups are at the rear of the line when it comes to health catastrophe situations, thus they frequently face delays in services (Folaimam, 2019). Similarly, students with disabilities carried out in distance learning during the pandemic. With the small number of students with disabilities, their existence is frequently ignored. This means that during this pandemic, the educational rights of students with disabilities are not being fulfilled. In addition, distance learning in inclusive education environments has not been a concern (Prasetyo & Supena, 2021).

During the pandemic, a large number of researchers examined remote learning. There is also a great diversity in study subjects. For instance, studies on the use of distance learning during the pandemic indicate that conducting distance learning that is customized to parents' circumstances is an alternate form of instruction during the Covid-19 pandemic (Krismadika, 2020). According to studies conducted during the COVID-19 pandemic, students' attitudes of distance learning are not favorable (Megawanti et al., 2020). The study findings that show distance learning causes a variety of reactions to the learning system that affect the learning process (Asmuni, 2020). Additionally, a paper analyzing the efficacy of online learning

claims that, given the current pandemic, distance learning is highly beneficial for pupils (Prawiyogi et al., 2020). On the other hand, there is hardly any discussion about remote learning in inclusive schools setting or distance learning for children with disabilities.

We located at least two papers that looked into online education for those with impairments during the pandemic. Among these are publications that address if UIN Sunan Kalijaga students with impairments may access online learning during the pandemic (Ro'fah et al., 2020) as well as papers on learning in higher education that is accessible to students with disabilities (Maftuhin, 2020). The focus of both studies is on online instruction for college-bound disabilities students. In the meanwhile, haven't come across any articles that talk about junior high school kids with disabilities.

Consequently, using a case study at SMP Muhammadiyah 9 Yogyakarta, this paper aims to provide information and experiences on remote learning for students with disabilities, particularly slow learners in junior high school. Given that distant learning is a widespread learning approach that will persist as a substitute long after the epidemic has passed, it is an extremely intriguing process to study. Disability students are one of the groups who are also impacted by the learning process, but regrettably, a large portion of the research on learning has not taken into account their needs.

## 2. RESEARCH METHOD

Teachers who worked with students with disabilities, parents who accompanied children with disabilities, and students with disabilities at SMP Muhammadiyah 9 Yogyakarta were all participated in the study. Ten individuals—four teachers, three parents, and three students—were selected based on their willingness and ability to participate in an interview. The type of disability of the students interviewed was slow learner. Participants in this study were respondents who volunteered to provide experience during distance learning. A table with information about individuals who agreed to be interviewed is shown below:

**Table 1.** Respondents profile

No	Initials	Role
1	G1	Support teacher
2	G2	English teacher
3	G3	Math teacher
4	G4	guidance and counseling teacher
5	OT 1	Parents of students 1
6	OT 2	Parents of students 2
7	OT 3	Parents of students 3
8	S1	Slow learner students 1
9	S2	Slow learner students 2
10	S3	Slow learner students 3

This study combines a case study methodology with a qualitative research technique. A case study is an

investigation into a program, activity, occasion, or collection of people connected by time, location, or other factors. Case studies are used in qualitative research to concentrate on a single, carefully chosen, and well comprehended event (Sukmadinata, 2017).

An unstructured interviewing strategy was employed by the researchers to gather data. Face-to-face interviews between researchers and respondents, took place at schools for teacher respondents and took place at respondent's house for parents and students with disabilities. Unstructured interviews were held, using the interview guide as a reference but modifying the questions and order based on the situation. This is done in order for the respondents' ideas and viewpoints to be expressed (Creswell, 2019).

Data analysis is the methodical organization of observational and interview data, their interpretation, and the generation of new ideas, hypotheses, and concepts (Raco, 2010). According to Miles and Huberman, there were three steps of data analysis employed in this study: data reduction, data presentation, and conclusion drawing (Ghong & Almanshur, 2017). The collected data was triangulated, namely using source triangulation, in order to ascertain the veracity of the data. Data gathered from many sources—in this study, teachers, parents, and slow learner students—is known as source triangulation. Additionally, research participants corroborated the data from the interviews.

### 3. RESULT AND ANALYSIS

#### **Context of Inclusive Education at SMP Muhammadiyah 9 Yogyakarta**

All citizens, including those with disabilities, have a right to education. The guarantee of education for individuals with disabilities is enshrined in national policy, namely in Law Number 20 of 2003 about the National Education System (sisdiknas). In Indonesia, regional policies are similar. The Province of D.I. Yogyakarta is one among the provinces that uses inclusive education. D. I. Yogyakarta Province, via Yogyakarta Governor Regulation 21 of 2013, has established its own policy for the use of inclusive education. According to this rule, the district/city administration is responsible for ensuring that inclusive education is implemented in a way that meets the requirements of children at every educational pathway and level. This ought to affect all institutions' policies about admitting students with disabilities. The classification of schools as Schools Providing Inclusive Education (SPIE) with the issue of a Decree (SK) from the Head of the Yogyakarta City Education Service number 188/661 of 2014 improved the implementation of inclusive education, particularly in the city of Yogyakarta. This directive implies that many students with disabilities will be sent to schools that have been approved as school providing inclusive education (SPIE). SMP Muhammadiyah 9 Yogyakarta is one of the schools that the director of Yogyakarta City's education department has appointed.

SMP Muhammadiyah 9 Yogyakarta itself began to admit students with impairments in 2011/2012, after unintentionally learning that the school had students with disabilities. This occurs because the parents did not disclose the child's disability at the time of registration. After keeping an eye on these pupils, the school conferred with the Yogyakarta City education office and provided the student with an assessment (G4, 2020). SMP Muhammadiyah 9 Yogyakarta has since begun 'learning' about inclusive education, beginning with the acceptance of students with disabilities. The Yogyakarta City education administration ordered SMP Muhammadiyah 9 Yogyakarta to become one of the schools offering inclusive education two years later. According to this appointment, SMP Muhammadiyah 9 Yogyakarta must annually admit students with disabilities.

A quota of just five students with disabilities is chosen and accepted by SMP Muhammadiyah 9 Yogyakarta each year (G4, 2020). Thus, the school has admitted about thirty students with disabilities since it was recognized as a school providing inclusive education. Three students with disabilities—a speech impediment, a hearing impairment, and a slow learner—graduated from the school in 2019. The trio of students with disabilities proceeded to Senior High School (SMA), attending both public and private educational institutions. There are currently eighteen students with disabilities enrolled at SMP Muhammadiyah 9 Yogyakarta. Since not all parents are aware of the condition at the time of registration or are forthcoming about their children with disabilities, identification and evaluation must be done in the middle of the process, that figure is likely to rise. At SMP Muhammadiyah 9 Yogyakarta, students with a range of impairments are now enrolled, including dyslexia, mental problems, autism, low vision, and slow learners (G1, 2020).

SMP Muhammadiyah 9 Yogyakarta has undertaken many initiatives to encourage inclusive education programs and to serve as a school providing inclusive education. First, support teachers should be assigned to schools to accompany children with disabilities, and teachers should coordinate with one another when issues arise with students with disabilities. The school employs two special guidance teachers, one of whom serves as a coordinator and the other as a guidance and counseling teacher. The second is providing different training courses and seminars to help educators comprehend the demands of their students. Additionally, nearby schools can receive training on inclusive education. Third, working in tandem with the Yogyakarta City Disability Services Unit (DSU) to support the evaluation of children with disabilities prior to their enrolment in the school. Fourth, when there were Deaf pupils in their school, they worked with the Yogyakarta Deaf community to study sign language (G4, 2020).

### **Distance Learning Process in SMP Muhammadiyah 9 Yogyakarta**

Distance learning is the most feasible learning method in a pandemic situation. This learning is also one of the efforts made by the school community to suppress the transmission of Covid-19. According to the Minister of Education and Culture's Circular Letter Number 4 of 2020, distance learning must provide a meaningful learning experience for students, without being burdened by the demands of completing all the achievements of the grade promotion or graduation curriculum. The principles of distance learning are a focus on inclusive and contextual life skills education, varied assignments to students, educators providing feedback, and prioritizing positive patterns of interaction and communication between teachers and parents (Muhammad, 2020). At SMP Muhammadiyah 9 Yogyakarta, distance learning commenced in March 2020, following the completion of the Mid-Semester Assessment (namely PTS) for the even semester of the 2019/2020 academic year.

The distance learning process at SMP Muhammadiyah 9 Yogyakarta is not much different from direct face-to-face learning. It's just that the meeting was replaced with a virtual concept using Google Meet media. All students can follow the teacher's learning and delivery online. Before holding a virtual meeting, teachers send materials via school e-learning or WhatsApp groups. Delivery of material online is assisted by using audiovisual media, learning videos, and material summaries created by teachers (G2, 2020). Summaries of the subject, YouTube videos, and materials provided by teachers on school e-learning are examples of learning resources that may be utilized for online learning. Every student has easy access to all learning resources.

In order to meet the requirements of all pupils, including students with disabilities, adaptations are still being made. Teachers' approaches to pupils with disabilities vary. In order to meet the learning requirements of impaired kids during the epidemic, this is done as a kind of school assistance for them. Teachers that deal with students with disabilities differently offer them more time to deliver materials in private using the private network of the WhatsApp application. (G2, 2020). Aside from that, students with disabilities have the option of learning online or offline, as not all students with disabilities are able to participate in online education. Students with disabilities prefer to learn offline since it allows them to be more flexible with their schedules, as stated by the respondents. For example, during exams, both mid-semester assessments and final semester assessments, students with disabilities choose to go offline on the grounds that if they take online, they will lack time to work on the questions and are guaranteed to get help from their parents if there are questions that they cannot complete. The offline learning referred to is by parents taking material or questions for today's learning, then students with disabilities can complete 24 hours of assignments or exams. The next day, parents send assignments or answer sheets that have been studied and completed by students with disabilities to school.

Humanist education that acknowledges individuals with disabilities' right to full access to school is known as inclusive education. Students with disabilities should

not be excluded from the learning process during a pandemic. Under no circumstances do children with disabilities have to adjust to changes in the educational system; instead, the school in question is required to fulfill duties. The learning tools should also be able to accommodate the needs of students with disabilities as recipients of inclusive education practices (Andayani & dkk, 2012). To ensure that distance learning meets the established learning objectives, more work must be put into it. The function of the teacher is crucial to fostering learning and ensuring its continuous efficacy (Apriani et al., 2021). One attempt is to use online or remote learning to continue the learning process despite its limitations (Wibowo et al., 2021).

### **Teachers' Experiences in Teaching Disabilities in Distance Learning**

Four teachers at SMP Muhammadiyah 9 Yogyakarta were interviewed, and the results showed that the pandemic had a significant effect on their teaching in distance learning. Teachers at SMP Muhammadiyah 9 Yogyakarta feel prepared to teaching remotely because they have the necessary tools to understand the character of all students, including students with disabilities. When teaching, teachers adapt the curriculum based on the needs of the pupils, particularly the students who have disabilities. For instance, lowering the level difficulty of tests and assignments, streamlining the subject matter, and offering offline learning to students with disabilities. Teachers require cooperation and collaboration from several stakeholders, including the school and the parents of students with disabilities, in order to succeed in the distance learning process.

Teachers must undoubtedly quickly adjust to the distant learning process in pandemic situations in order to minimize the challenges they encounter. Four teachers at SMP Muhammadiyah 9 Yogyakarta were interviewed, and the results showed that the biggest challenges were the students' limited involvement in online learning and the teachers' inability to maintain discipline. Teachers are unable to keep an eye on every student's progress because of the distance between them. Aside from that, creating and modifying two separate learning tool documents—one for students with disabilities and another for other student groups—is a difficulty for educators who work with distance learning for students with disabilities. Frequently encountered challenges include sluggish networks or weak signals that impact the information provided to students, thereby leading to misunderstandings regarding the material they are learning. In order to provide the best possible accommodations for their students—especially those with disabilities—homeroom teachers hope that subject teachers are aware of the requirements of their pupils.

### **Experiences of Parents and Students with Disabilities During Distance Learning**

Interviews were performed with three parents and three slow learner students to learn about their experiences with the remote learning procedure. Parents said that even if they had to split their time between job and home responsibilities and taking their kids, they still needed to be prepared to conduct distant learning during the pandemic. In an effort to learn more about the curriculum and the homework their kids are receiving, parents make an effort to watch their kids while they learn remotely. In addition, parents make an effort to help their kids do their schoolwork on their own, even if it might take a while and they occasionally require assistance.

Dealing with distance learning presents challenges for parents and students with disabilities as well. Because not all disciplines have virtual or online meetings, parents must put forth extra effort to support their children's education and homework. The majority of pupils, even students with disabilities, dislike mathematics. Students with disabilities also have trouble mastering arithmetic and mathematical skills, as well as foreign language courses like English. It is very easy for students with disabilities to learn lessons if the material presented and the questions given use concise sentences. Unfortunately, some teachers don't use short, straightforward language in their materials or questions, which means that it takes a long time for students with disabilities to grasp them. This also forces parents to invest more time and effort in helping their children study, particularly when it comes to preparing test questions.

For students with disabilities, time constraints provide a challenge. Students with disabilities are always left behind since there is hardly ever any preparation time when subjects are switched around during class hours. Changing lesson hours requires time as well, so that kids are genuinely prepared to learn new content, just as working on questions does. The fact that kids become easily bored when looking at a computer or laptop screen, learning online, or even performing tasks presents another challenge for parents.

Parents expect to discover during the pandemic that the school would lower monthly tuition expenses, even if they are aware that their child attends a private school and they must be ready for everything on their own (OT 2, 2020). Taking into account that during pandemics, the economy suffers as well and pupils do not make the best use of educational facilities. In the midst of the pandemic, parents hope that schooling will resume as usual. Students with impairments really wish that learning will continue to be done online at home, contrary to what parents expect. Students with disabilities claim that studying at home makes them feel like they have their parents' whole attention, which is different from school where the instructor has to focus on every kid in the class. When learning takes place at home, students with disabilities also experience comfort and freedom or flexibility in their schedules.

### **School Support for Students with Disabilities in Distance Learning**



The school makes a number of steps to help students with disabilities who are learning remotely. According to the results of interviews with parents, one form of school support in distance learning is providing study quotas to students with disabilities. In addition, schools permit tests to be taken offline, allowing students with disabilities to take them at their convenience. Distance learning may be successful for kids with disabilities if there is open communication and genuine cooperation between parents and teachers. Another factor that facilitates distance learning is the teacher's ability to provide detailed, private explanations of the subject via the WhatsApp app, which helps parents feel more supported in helping their children learn. This is especially helpful when it comes to kids' comprehension of the topic.

There are several things that schools need to prepare for the distance learning process during the pandemic. Schools need to prepare a learning plan for one semester. Apart from that, schools also need to prepare materials, materials and learning media according to the learning methods chosen, by optimizing available learning resources according to the learning environment of each student. Teachers also need to be ready to oversee and accompany the learning process. Teachers need to be encouraged to move to provide technical support for the implementation of distance learning. The most important thing to do is to establish collaboration between teachers and parents so that learning activities can run well (Muhammad, 2020).

### **Accessibility in Distance Learning**

Disability advocates define accessibility as the ease with which one may get equal chances (Ristiyanti, 2020). Several state documents also define accessibility. Accessibility is defined as facilities offered to those with disabilities to enable them to enjoy equal chances in all spheres of life and livelihood (Law Number 4 of 2007). In the meantime, accessibility is defined as the convenience offered to everyone in order to attain equality of opportunity in all spheres of life and livelihood (PUPR Ministerial Regulation Number 14 of 2017). For the distance learning process to function properly and satisfy the learning needs of students with disabilities, accessibility requirements must be met.

Accessibility is a component of the implementation of inclusive education that must be fulfilled. Accessibility can make it easier for students with disabilities to gain access to the learning process at school and be able to carry out activities independently with minimal obstacles. In online learning, there are several conveniences provided by schools to disabled students, including giving disabled students the option to do online or offline learning, especially during exams so that disabled students can do it freely. Another convenience provided is the provision of e-learning, so that all students can easily access the material. Delivery of material using audiovisual media is one of the teacher's efforts so that students can easily understand the material presented. Another effort made by teachers to make it

easier for students to understand the material is to summarize and simplify the material. Teachers in teaching students with disabilities use a modified curriculum which can make things easier for students. For example, there is a reduction in the weight of questions, additional time in working on questions, and delivery of material privately via WhatsApp.

#### 4. CONCLUSION

Undoubtedly, the pandemic situation has affected all lines. Similar to how learning occurs, the field of education must swiftly adapt its teaching strategies. By distant learning, for example. Up until now, online education has developed into a substitute mode of instruction. Teachers, parents, and students must be prepared for every situation when it comes to remote learning. In order to meet the educational requirements of kids with disabilities, effective communication and collaboration between parents and teachers are crucial when it comes to distance learning. Aside from that, schools must offer a variety of accessible facilities as a means of supporting students with disabilities and meeting their requirements throughout the educational process.

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