

## AN OVERVIEW OF VIDEO LECTURER ON PRACTICAL SUBJECTS DURING THE COVID-19 PANDEMIC

Umi Budi Rahayu  
Universitas Muhammadiyah Surakarta  
ubr155@ums.ac.id

### ABSTRAK

Pandemi COVID-19 juga berdampak pada aspek pendidikan, terutama sistem pengajaran di perkuliahan. Tujuan dari penulisan ini adalah untuk mengetahui gambaran umum perkuliahan secara online menggunakan media video pada Mata Pelajaran Praktik Terapi Manipulasi pada pandemi COVID-19. Studi observasi dengan kuesioner terstruktur terkait deskripsi perkuliahan praktikum bagi 73 mahasiswa Jurusan Fisioterapi yang disebarakan melalui Google Form. Teknik pengajaran online menggunakan google.meet menampilkan penjelasan dosen terkait materi ajar sesuai dengan rencana pembelajaran pada media video tentang penerapan terapi manipulasi yang telah dibuat oleh dosen sebelumnya. Ikhtisar hasil ditampilkan sebagai persentase dan dijelaskan secara deskriptif. Hasil penelitian menunjukkan 84,9% mahasiswa setuju bahwa perkuliahan praktek online menggunakan media video. Khusus untuk mata pelajaran terapi manipulasi praktek sebanyak 97,3% siswa setuju untuk menggunakan media video. Mengenai pemahaman materi yang cukup dan dapat dipahami masing-masing adalah 60,3% dan 23,3%. Terdapat kendala sehingga persentase siswa yang menyatakan tidak mudah dan mudah berlatih di rumah masing-masing sebesar 68,5% dan 24,7%. Sebanyak 95,9% siswa menyatakan bahwa media video lebih mudah dipahami karena dapat diputar ulang, meskipun ada siswa yang menyatakan kesulitan sinyal. Meski begitu, 100% mahasiswa tetap menginginkan perkuliahan praktikum dilakukan secara offline. Kesimpulannya menunjukkan gambaran umum perkuliahan online dengan media video mata kuliah praktikum selama pandemi COVID-19 sebagai pilihan pilihan pembelajaran praktik offline.

**Katakunci** : perkuliahan online, kursus praktis, media video, pandemi COVID-19, terapi manipulasi.

### ABSTRACT

The COVID-19 pandemic also had an impact on educational aspects, especially the teaching system in lectures. The purpose of this paper was to find an overview of lectures in online using video media at the Practice of Manipulation Therapy Subject during the COVID-19 pandemic. Observational study with a structured questionnaire related a description of practical lectures for 73 students of Physiotherapy Department that distributed via Google Form. Online teach techniques using google.meet displayed lecturer's explanations related to teaching materials in accordance with the teaching plan on the video media about an application of manipulation therapy that have been made by previous lecturers. An overview of the results was displayed as a percentage and described descriptively. The results showed 84.9% of students agreed that online practice lectures using video media. Specifically for the practice manipulation therapy subject was 97.3% of students agreed to use video media. Regarding the understanding of material that enough and can understand were 60.3% and 23.3% respectively. There were obstacles so that the percentage of students who state not easy and easy to practice at home were 68.5% and 24.7%, respectively. There were 95.9% of students stated that video media made it easier to understand because it could be played back, even though some students revealed signal difficulties. Even so, 100% of students still want practice lectures to be done offline. The conclusion showed an overview of online lectures with video media for practical subjects during the COVID-19 pandemic as an option under the choice of offline practice learning.

**Keywords** : Online lectures, practical courses, video media, COVID-19 pandemic, manipulation therapy

## **PENDAHULUAN**

Since the COVID-19 pandemic was declared to enter Indonesia, the atmosphere of Indonesia is not much different from China as the first source, as well as other countries affected. Lockdown atmosphere, recommendations to stay at home, physical distancing, frequent hand washing and efforts to prevent the spread of other viruses made it headlines. The COVID-19 pandemic has been shown to affect various aspects of life, not only health problems but also social, economic and educational world. The educational aspects especially the teaching process experienced a shock, while the teaching process in colleges / universities must still be carried out and evaluated (Hodges. et al, 2020). In Indonesia, as the letter from the Ministry of Education and Culture also regulates the learning process during the emergency. pandemic COVID-19, deciding that the lecture system is conducted online (Surat Edaran Dirjen Dikti Nomor 262/E.E2/KM/2020), (Surat Edaran Mendikbud RI Nomor 36952/MPK.A/HK/2020).

Both the teaching of theory and practice that were originally done face-to-face but it forced and suddenly all activities must be done in the network. All institutions make some policies related to this online lecture. Many medias are used to facilitate the ongoing online lectures, for example through google classroom, schoology, zoom, google

meet and other programs. Theory lecture might not be too problematic because the nature of the theory class only conveys aspects of knowledge, but the problem when the lecturer has to convey and assess some aspects of student attitudes and skills in the practical course. Practical lectures required interaction situations between students and lecturers with speech and clear actions in communication (Susanti. et al, 2020). Teaching practice also requires an understanding of how the lecturers teach what and how the students must do appropriately (McGar, 2020). Virtual simulation is used for developing behavior and organizing classes to reinforce stereotypes of students' ability to improve their ability to reflect critically. This requires the ability of students to understand what needs to be reflected and practiced.

The choice of learning methods and the use of media are very important to consider, including video media (Kamarullah, Muslem, and Manan, 2018). The design process and careful consideration of the decision to make the design have an impact on the quality of learning (Hodges. et al, 2020) including for practical learning. The strategy is used to overcome the dilemma of a student's ability to reflect and practice the material in how the lecturer gives sufficient exposure for a good concrete examples, to link theory lecture with the practice. The use of digital video

tools in a system called LessonLab was successfully implemented effectively in the introductory unit learning theory to be able to carry out practical activities (Newhouse, Lane, and Brown, 2007). Video learning is also able to go into the ideas through videographic features that inhibit the students' understanding, otherwise by video learning students emotionally can engage in the ideas or things that are conveyed, encourage critical attitudes, and be able to explore the construction of ongoing events from what delivered by the lecturer (Higgins, Moeed, and Eden, 2018). In addition, web-based video tutorials also provide detailed demonstrations relating to configuration and technical network management (Yim, Lowrance, and Sturzinger, 2019). This is very necessary for learning practical courses.

In general, video is a powerful teaching and learning tool because it can influence knowledge, skills, and attitude formation effectively and reach students with a various of learning and communication styles, there are pedagogical, technical, and copyright considerations (Hurtubise. et al, 2013). The purpose of writing this article is to know the description of lectures in the network using video as the media for subjects of manipulation therapy practice during the COVID-19 pandemic.

## **METHOD**

This type of observational research was obtained by survey method, which was a research by collecting a number of information from individual samples through their responses to questions raised by researchers (Ponto, 2015). This survey has the advantage of knowing the opinions, attitudes, or perceptions of the subject and is able to assess the factual or real information (Islamy, 2019). A survey through Google Form obtained 73 results from the questionnaire that had been distributed to 100 Physiotherapy PS students who took courses in the practice of manipulation therapy. Structured questionnaire related to the description of practical lectures, especially the practice of manipulation therapy including respondents' arguments about online lectures with video media, understanding of the theory and the ability to practice at home. Online teaching techniques use the media 'google meet' by displaying lecturer explanations related to teaching materials in accordance with the teaching plan in the video display that has been made by previous lecturers. The lecturer explained how to practice the application of manipulation therapy techniques by playing videos so that students understand the movements in the video through lecturer explanations. The lecturer gives students the opportunity to actively interact and

ask anything that is not / less understood during video playback. Lecturers ensure that practical activities that must be mastered by students are truly understood by them so that students are expected to be able to do the practice at home with the probandus model or with their respective family models. Although during practice at home students are not accompanied by a lecturer directly, but students are allowed to ask the lecturer with online media or reopen videos that have been distributed to students when they forget or want to ask something students have not understand yet. When compared to offline practical lectures, the limitations of online practicum lecture are that students cannot witness of the activity directly so that the achievement of understanding will be different.

The online teaching procedure for this practice manipulation therapy course includes the following stages: first, the lecturer provides a video (lecturer videos practicing about the practical material to be delivered) to the student in charge of the course; second, in accordance with the lecture schedule lecturers deliver lectures online through the media 'Google Meet'; third, the lecturer explains the learning outcomes of the course in accordance with the learning plan; fourth, the lecturer explains the material by playing the video in stages and explains the practical movements in the video. The

lecturer gives the opportunity to the students for asking some questions when playing the video; lastly, the lecturer gives the opportunity to the students to ask some questions again and discuss so the students understand what has been explained by the lecturer before closing the online lecture.

Data collected using a survey of all students taking manipulation therapy practicum courses. The data collection process begins with recruiting participants, then collecting data, and utilizing it through the instrumentation method. This survey research uses quantitative research strategies (questionnaires with items ranked in numbers) and qualitative research strategies (using open-ended questions) with the aim of describing and exploring respondent behavior (Ponto, 2015). The analysis is carried out and concluded in a matter of percentage of all question items. Question items include (1). How about online lectures for practical courses using video media? (2). Are students able to understand the material/theory? (3). Are students able to practice the material in their respective homes? (4). Do online learning practical courses provide benefits? Each question also allows the respondent to comment on answers given with open questions. Descriptive analysis is also conducted to review the answers from students in the form of open-ended questions. From the results of this survey, a

description of online teaching is obtained by using video media for practical subjects, especially for manipulation therapy courses during the COVID-19 pandemic.

**RESULT AND DISCUSSION**

The results of a survey of 73 respondents of Physiotherapy PS students at the Faculty of Health Science, University of Muhammadiyah Surakarta in semester IV obtained raw data from all questions in the questionnaire via Google Form. Then the data is extracted and sorted according to the group before a descriptive analysis of

each question item is performed. The respondents' answers from each question item were synthesized to get a picture of online learning practice courses with video media.

1) Question item: How are online lectures for practical subjects using video media?

From this question a number of 84.9% agreed that online learning for practical subjects using video media. Whereas for subjects of manipulation therapy practice there were 97.3% of respondents stated agreeing to do online learning using video media (Figure 1).

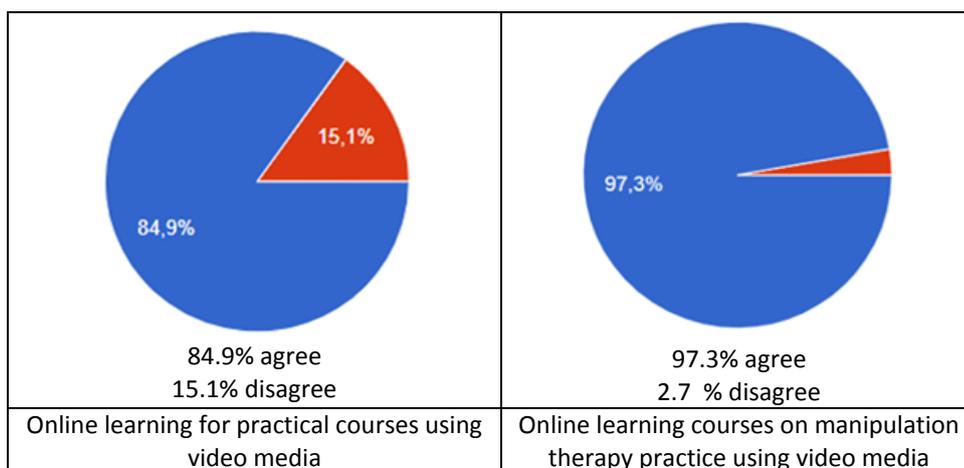


Figure 1. Percentage of respondents who agreed to learn online using video media.

Video media through google.meet in online lectures is seen as a media for delivering practice material, because the learning process must still be carried out. The ongoing learning process is in line with the cycle from the government that the teaching process can be done

in a network (Surat Edaran Dirjen Dikti Nomor 262/E.E2/KM/2020). Arguments made by many respondents that during the COVID-19 pandemic like this students were afraid of contracting COVID-19 and online learning became an option with the aim of avoiding transmission

and breaking the chain of transmission of the corona virus. As in review (Hodges. et al, 2020) that universities move classes as online to help prevent the spread of the virus that causes COVID-19. That was done to ensure the learning process continues.

Some respondents also stated that practice subjects are more focused on skills, by watching and listening to the explanations in the video, students feel there was a clear illustration related to the ability of practice, as well as practical applications that must be done (especially the application of manipulation therapy) able to understand the movements clearly and in detail from the video. This strategy of video used requires a design strategy that allows producing an effective video for a teacher (Brunvand, 2010) so that the video can really convey the message of the material. The students also revealed that by understanding, they can try to practice it at home.

However, there are minority groups who said that they disagree on the reason that online learning with video media is ineffective because they are not sure they can practice at home and at home no probandus is used as a practice model. Some students revealed that when they were trying to practice therapeutic applications at home, they were not sure whether what was done was right or not because there were no

experts who supervised and corrected if there were inappropriate therapeutic application practices. A small number of students also revealed that learning must continue because they feel that to get learning is their right. (Hodges. et al, 2020) Colleges and universities must continue to ensure and maintain that teaching during the COVID-19 pandemic must be carried out and figure out the differences to evaluate this emergency teaching distance. Although some students also revealed the ineffectiveness of online learning due to signal problems so that at the time of teaching sometimes intermittent and unclear voice.

Many students feel that online learning uses video media for practice manipulation therapy courses, allowing all material to be delivered all. They also feel much more understanding because while explained by lecturers and lecturers actually provide examples in the video. Web-based video tutorials allow providing detailed demonstrations of what is presented (Yim, Lowrance, and Sturzinger, 2019). Practical applications in the video are also made sequentially according to the RMP (lesson plan) so that it is not confusing. In the manipulation therapy application video also explained how to correct handling tutorials so the students know how to do it and there is more picture to practice. Students also find it helpful to understand practical

material and be able to repeat / reopen videos if they want to learn again / forget. What is also interesting is that this video learning provokes creativity and ideas from students to strive for as if practicing, repeating and reviewing directly. Emotionally, video learning can provoke ideas and encourage critical attitudes, and be able to explore the construction of events from what the lecturer said (Higgins, Moeed, and Eden, 2018).

Some students also commented that it would be better if the video was shared before so they could study it first and if there were signal constraints when explaining in-depth online learning by lecturers directly, students could still follow. Another comment is by uploading videos to YouTube so that students are easy to open it any time, and students suggest that there should be a guided offline practice review by the lecturer.

## 2) Question item: Are students able to understand the material?

Related to the understanding of the material after online learning using video media for manipulation therapy practice subjects, 60.3% claimed that they could quite understand, 23.3% could understand and 16.4% could not understand or less understand (Figure 2).

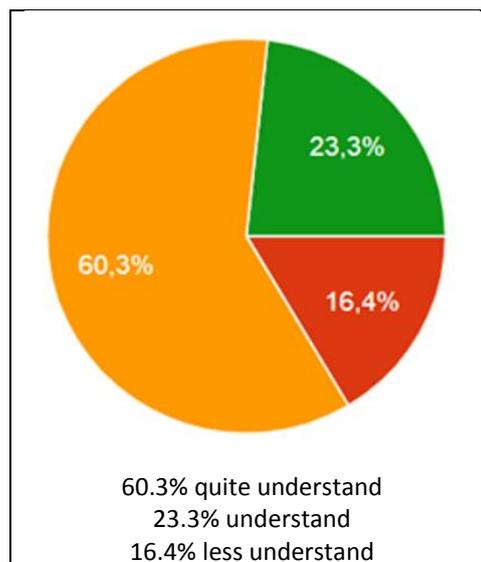


Figure 2. Percentage of students understanding online lecture material with video media

Learn by using the right media can influence the understanding that was indicated by good achievement. A study revealed a significant difference in achievement in learning by using a media, such as English video learning material which is a very helpful learning media (Kamarullah, Muslem, and Manan, 2018). Likewise, when students were able to understand the application of manipulation therapy via video, it was expected and able to practice the treatment and get good grades.

Many students feel able to understand the material because the material is delivered coherently, beginning with an explanation of the learning outcomes and practice application materials displayed in sequence. (Hurtubise. et al, 2013) The use of video has been widely used for teaching medical education because it

supports and enhances learning and offers greater benefits compared to traditional methods. In addition, practical demonstrations on video more or less give an idea to students about the application of manipulation therapy related to patient handling, direction of movement and ability the practice, especially if there is a lecturer explanation directly and interactively related to the demonstration of practice in the video. Comprehension of the material is also measured quantitatively in the range of numbers from 0 to 10, where 0 means students do not understand and 10 means students really understand and master. The results of understanding the material by students are as in Table 1.

Table 1. Understanding of material by students

Range of understanding	Number of respondents	Percentage
0 – 3.4	0	0%
3.4 – 5.0	4	5%
5.1 – 5.9	19	26%
6.0 – 6.9	9	12%
7.0 – 8.0	26	36%
8.1 – 10	15	21%

The range of understanding values is 8.1 to 10, which can be said that students feel understood and really understand after getting material online from lecturers, there are 26/73 and 15/73 people respectively, but there are 19 students (26%) who can be said to have half understanding. It was

revealed by students that it happens because they find it difficult to create imaginations as if to practice, signals that are not good when receiving an explanation from a lecturer during online lectures so that sometimes the picture stops and a lecturer explanation breaks up. Review (Sani, 2020), the concern of using online lectures during the COVID-19 pandemic is whether all students will have an effective learning experience if faced with an unstable internet connection. Because of the region, quota limits are an indicator of online learning success. This will be difficult to control by students and lecturers while students must stay at home.

3) Question item: Are students able to practice the material in each other's homes?

Associated with the ability of students to practice manipulation therapy application material at home, 68.5% results stated that they are less able to practice and 24.7% find it easy to practice manipulation therapy applications as taught by lecturers (Figure 3).

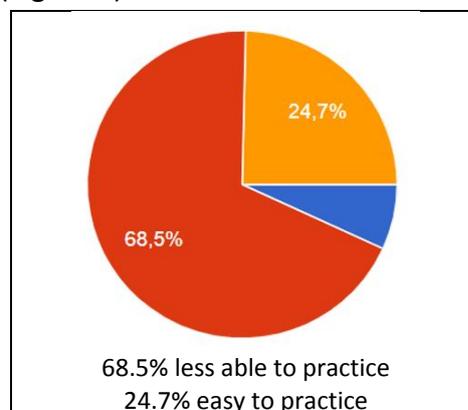


Figure 3. Percentage of students able to apply the practice at home

The students stated that there were some obstacles that were not easy to practice manipulation therapy at home because there were no home people as respondents, family members did not want to be used as practice models, some students also revealed they did not understand the practice that had to be done, students did practical exercises at home but were not sure whether what is done is correct, students are hesitant to do it, even some students are afraid to do it, because there are indeed some contraindications so that the application of this manipulation should not be done. In some applications if the dosage of manipulation therapy is incorrect or even wrong, there is a risk such as over stress, rupture, dislocation or fracture.

Another thing that might still be a mystery that the students feel understand but after trying to practice at home they feel confused (Yim, Lowrance, and Sturzinger, 2019), Pre-lecture learning using YouTube videos demonstrates the ability to get better test scores by around 3% but is lower by 5% when doing skills at home and does not statistically show significant differences in results between groups not using YouTube videos and use this media for test scores. This shows an ambiguous feeling. Other factors that might influence need to be revealed for subsequent research.

The skill ability by practicing manipulation therapy applications is also measured quantitatively in the range of numbers from 0 to 10, which means that students do not easily practice manipulation therapy at home and a value of 10 means that students are very easy to apply manipulation therapy at home. The results of the ability of students' skills in practicing manipulation therapy at home are as in Table 2.

Table 2. The ability of students to apply the practice of manipulation therapy at home

<b>Range of ability to apply practice</b>	<b>Number of respondents</b>	<b>Percentage</b>
0 – 3.4	2	3%
3.4 – 5.0	5	7%
5.1 – 5.9	19	26%
6.0 – 6.9	19	26%
7.0 – 8.0	24	33%
8.1 – 10	4	5%

The range of grades 7.0 - 8.0 can be said that students find it easy to practice manipulation therapy at home and the range of grades 8.1 to 10 can be said that the students feel very easy to apply manipulation therapy at home after getting material online from lecturers, respectively 24/73 and 4 / 73 people, but there are 7 students who find it difficult to apply manipulation therapy practices at home. This is as expressed by (Yim, Lowrance, and Sturzinger, 2019) that it turns out that

feeling as if understanding material can be different from feeling able to practice material. This remains a mystery and needs to be deepened to the confounding factors that influence this.

4) Question item: Do online learning practical courses provide benefits?

Self-perception about whether online learning of practical courses provides benefits is done by seeking responses about what is felt while undergoing online lectures with this video media. There are 95.9% of students expressing that they feel online learning for practical subjects especially practice manipulation therapy courses facilitate understanding material and bring benefits. The benefits obtained include being able to review again when needed, be able to see the movement carefully, especially the part that must be fixed, the part that must be mobilized by play and pause in detail. Students can also see while practicing immediately, then if they don't understand, they can pause or repeat the video. Video which is a teaching tool is able to effectively influence students' knowledge, skills and attitude formation and reach students with a variety of learning styles (Hurtubise. et al, 2013). In addition, videos can be learned at any time and save quota. Videos can be played repeatedly, videos can also be an archive of knowledge that could

one day be needed again, and as a guide (not just imagine) what to do.

Some students also revealed that the video is more easily accessed on YouTube or Tiktok. Videos that are too large in size are difficult to download so they must be compressed it first. Another suggestion is the video that has been accompanied by this detailed explanation, do not have to open online classes but can open a discussion room through whatsapp platform groups. Some students are constrained by the signal when they have to take online classes in addition to the need for a large amount of quota. This also becomes one of the obstacles during lectures in the network. In situations of network constraints, students cannot ask questions during lecture (Sani, 2020). So many students are hoping to get an internet quota bonus from the campus.

Some students are forced to not practice manipulation therapy in their homes because they are still afraid of inappropriate movements, or some students claim that at home there are no model for practice, they do not really understand the techniques used, and they are hesitant to do so. Even though at home they still try to practice with the model of their family members, but students still feel insecure and doubtful.

However, in general 98.6% of students prefer face-to-face learning both for theory and practice and 100%

of students want practical learning by face-to-face. The students revealed that the practice was directly quieter because it was supervised directly by the lecturer, practiced in real time, carried out in the practice room, the lecturer immediately corrected if there were errors and could be more focused on the practice. Some students revealed that doing practical exercises at home had many disturbances, for example interrupted by family with other assignments, feeling sleepy and network constraints.

The limitations of this study are the varied characteristics of students who are ignored by researchers and do not set a specific criteria, because respondents were taken from all students who took practical subjects manipulation therapy in semester IV PS Physiotherapy Faculty of Health Science, Universitas Muhammadiyah Surakarta. The characteristics of age, social / family status, economic factor, personal / family problems, the area of residence of students, internet network capacity and other factors were not explored by the researcher, nor were internal factors such as the intelligence quotient or ability of a person to grasp the theory of a different pursuit, health factors, spirit, and mood.

Issues that need to be developed for future research are how video media can be designed in such a way that it can follow a better and more interactive virtual

technology with other menus such as quizzes, exercises and other menus, which will provide more comprehensive teaching so that students are more able to express again after there is an understanding that is deposited in the brain, thus it may produce maximum output. The use of video media has the potential to apply active learning principles that can be practiced with tools (for example the H5P web) that are user friendly and open source. Video in education can also be part of a didactic concept that is well thought out and / or used in the context of a diversity of media and methods (Buchner, 2018). In addition, further research can be done to find out other aspects by looking at the various characteristics that exist, including the general characteristics of respondents, external aspects such as area / region, internet network and aspects of knowledge, attention and skills comprehensively.

In general, looking at the results of 84.9% of students agreed that online learning of practical subjects was carried out with video media and specifically for manipulation therapy practice subjects there were 97.3% of students agreed to be conducted in a network with video media during the COVID-19 pandemic, this learning strategy can be a recommended choice to replace offline learning. With some modifications that can be done by the lecturer, the hope to be able to achieve the competencies that

must be mastered can be achieved to the maximum. Limitations of this COVID-19 pandemic situation, the students still get their rights while lecturers can continue to do their obligations based on mutual understanding from both sides. So It can be sure the learning process continues and the competencies that must be mastered can be achieved as much as possible.

### CONCLUSIONS

The conclusion of this study shows that 4 things namely agreement related to online lectures with video media, understanding of practical materials using video media, the ability to practice to hone skills at home and see the benefits of online learning with video media showed positive results. A description of lectures in the network with video media for practical subjects during the COVID-19 pandemic can be an option under the offline learning options. Students hope that the application of online practices can still be done using video even though it is not as good as being delivered in person.

### ACKNOWLEDGMENT

Thank you to Rafif Zhafir HD, a person who has created a learning video and all students who have actively contributed to online lectures using video media.

### REFERENCES

- C. Hodges, S. Moore, B. Lockee, T. Trust, A. Bond, The Difference Between Emergency Remote Teaching and Online Learning, *EDUCAUSE Review*, 2020.
- C. P. Newhouse, J. Lane, C. Brown, Reflecting on Teaching Practices using Digital Video Representation in Teacher Education, *Australian Journal of Teacher Education*, vol. 32, issue 3, no. 5, 2007.
- I. Islamy, Penelitian Survei dalam Pembelajaran & Pengajaran Bahasa Inggris, 2019, <https://www.researchgate.net/publication/335223420>.
- J. Buchner, How to create Educational Videos: From watching passively to learning actively, *Open Online Journal for Research and Education*, 2018, <http://journal.ph-noe.ac.at>.
- J. Higgins, A. Moeed, R. Eden, Video as a mediating artefact of science learning: cogenerated views of what helps students learn from watching video, *Asia-Pacific Science Education*, 4:6, 2018, <https://doi.org/10.1186/s41029-018-0022-7>.
- J. Ponto, Understanding and Evaluating Survey Research, *Journal of The Advanced Practitioner in Oncology*, vol. 6(2), 168–171, 2015.
- Kamarullah, A. Muslem, A. Manan, Applying English Video Learning Materials in Teaching Listening, *English Education Journal*, vol 9, no 4, 2018.

- L. Hurtubise, B. Martin, A. Gilliland, J. Mahan, To Play or Not To Play: Leveraging Video in Medical Education, *Journal Graduate Medical Education*, 5(1): 13–18, 2013, [https://doi: 10.4300/JGME-05-01-32](https://doi.org/10.4300/JGME-05-01-32).
- O. McGar, The use of virtual simulations in teacher education to develop pre-service teachers' behaviour and classroom management skills: implications for reflective practice, *Journal of Education for Teaching*, vol. 46, issue 2, pp. 159-169, 2020. <https://doi.org/10.1080/02607476.2020.1724654>.
- R. Sani, Students concerned over learning fully online, *New Straits Times*, 2020, <https://www.nst.com.my/education/2020/04/583091/student-s-concerned-over-learning-fully-online>.
- R. Susanti, S. Sumarlam, D. Djatmika, M Rohmadi, Students-lecturer(s) speech acts in the academic practical teaching situated-communication, *Retorica*, vol. 13, no. 1, 2020.
- S. Brunvand, Best practices for producing video content for teacher education, *Contemporary Issues in Technology and Teacher Education*, 10(2), 247-256, 2010.
- S. M. Yim, C. J. Lowrance, E. M. Sturzinger, Effects of YouTube Video as Pre-Lecture, *ASEE Annual Conference & Exposition*, 2019, <https://peer.asee.org/32697>.
- Surat Edaran Direktorat Jenderal Pendidikan Tinggi Nomor 262/E.E2/KM/2020 tentang Pembelajaran Selama Masa Darurat Pandemi COVID-19.
- Surat Edaran Menteri Pendidikan dan Kebudayaan RI Nomor 36952/MPK.A/HK/2020 tentang Pembelajaran secara Daring dan Bekerja dari Rumah dalam Rangka Pencegahan Penyebaran Corona Virus disease (COVID-19).