



Learning Atmosphere During The Covid-19 Pandemic

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Abstract: This study aims to determine the atmosphere of the academic in the midst of covid-19 pandemic at SD Negeri 169 Ogan Komering Ulu (OKU). The formulation of the problem in this study: (1) what is the academic atmosphere of SD Negeri 169 OKU in the midst of the Covid-19 pandemic?, (2) what are the inhibiting factors in creating an academic atmosphere at SD Negeri 169 OKU in the midst of the Covid-19 pandemic?. The type of research used is qualitative research with using qualitative descriptive analysis data. The data collection technique is done by interview, observation, documentation and triangulation. The results of the study were seen from the academic atmosphere and inhibiting factors in creating an academic atmosphere in the midst of the Covid-19 pandemic. In the academic atmosphere, the teaching and learning process at SD Negeri 169 OKU was running safely, orderly and conducive. The learning activity is distance and offline learning while adhering to health protocols in accordance with directions and instructions from the OKU District Education Office. Meanwhile, the inhibiting factors in creating an academic atmosphere in the midst of the Covid-19 pandemic are (1) teachers find it difficult to evaluate student learning outcomes, (2) internet network constraints, (3) power lines that often go out, (4) not all students have smartphones and internet pulses, and (5) some students did not collect or send assignments given by the teacher.

Abstrak: Penelitian ini bertujuan untuk mengetahui suasana akademik di tengah pandemi covid-19 di SD Negeri 169 OKU. Rumusan masalah dalam penelitian ini: (1) bagaimana suasana akademik SD Negeri 169 OKU di tengah pandemi covid-19?, (2) apa faktor penghambat dalam menciptakan suasana akademik SD Negeri 169 OKU di tengah pandemi Covid-19?. Jenis penelitian yang digunakan adalah penelitian kualitatif dengan menggunakan data analisis deskriptif kualitatif. Teknik pengumpulan data dilakukan dengan wawancara, pengamatan, dokumentasi dan triangulasi. Hasil penelitian dilihat dari suasana akademik dan faktor penghambat dalam menciptakan suasana akademik di tengah pandemi covid-19. Pada suasana akademik terlihat proses belajar mengajar di SD Negeri 169 OKU berjalan aman, tertib dan kondusif. Kegiatan pembelajarannya adalah pembelajaran jarak jauh dan luring dengan tetap mematuhi protokol kesehatan sesuai dengan arahan dan petunjuk dari Dinas Pendidikan Kabupaten OKU. Sedangkan faktor penghambat dalam menciptakan suasana akademik di tengah pandemi Covid-19 adalah (1) guru kesulitan mengevaluasi hasil belajar siswa, (2) kendala jaringan internet, (3) kabel listrik yang sering padam, (4) tidak semua siswa memiliki smartphone dan pulsa internet, dan (5) sebagian siswa tidak mengumpulkan atau mengirimkan tugas yang diberikan oleh guru.

A. Introduction

The atmosphere or climate of the school amid the Covid-19 pandemic, we must always comply with the health protocol by the directions and instructions from related parties to support the smoothness and sustainability of the teaching and learning process carried out in schools (Argaheni, 2020). Therefore, it is necessary to understand several things that have an important role in creating a conducive school atmosphere or climate, namely the physical environment, social environment and cultural environment around the school (Mastura & Santaria, 2020). SD Negeri 169 OKU is one of the primary school that has achievements, has won the science olympiad up to the Provincial level and other achievements such as National Student Sports Olympiad (NS2O) so that researchers are interested in researching the primary school.

Currently, the world of education is faced with the problem of pandemic. Covid-19 on the one hand, the world of education must continue to improve the quality of education. According to Law No. 20 of 2003, regarding the National Education System (NES), schools must continue to improve the quality of education. It must also create a conducive academic atmosphere amid the Covid-19 pandemic. On the other hand, the world of education must also participate in efforts to break the chain of spreading the Covid-19 pandemic (Jayul & Irwanto, 2020). To achieve an educational goal, a good system of cooperation between all stakeholders relevant, including curriculum and academic atmosphere in the face of the pandemic, is covid-19 needed.

According to Efendi (2014), the academic atmosphere is a situation and condition that must be created to make the teaching and learning process by the vision, mission and common goals at school. An effective academic atmosphere or school climate can certainly improve the quality of learning in schools because an effective climate can shape the character of students so that it can improve the abilities, competencies and achievements of students so that they can produce graduates that are by the vision and mission of graduates and produce quality graduates (Ayuba & Muda, 2019).

Meanwhile, Wirawan (2007) explains that when discussing the atmosphere or climate of the school, of course, it cannot be separated from the notion of organizational climate itself, because schools are part of a form of organization. School atmosphere or climate is a factor urgent in the implementation of education and greatly determines the effectiveness of school activities, if the effectiveness of the school is measured by the learning atmosphere of students and the brilliant academic achievements of students (Rohmah & Setyowati, 2014). At least some factors must be improved and considered in explaining the atmosphere or working climate in SD Negeri 169 OKU in learning at school. Schools must pay attention to learning amid atmosphere Covid-19. Schools pay attention to learning interactions at school with students and parents. The learning atmosphere before Covid-19 was very different from the learning atmosphere during the Covid-19 pandemic. The learning that was felt for students and teachers was when the learning atmosphere was carried out online. This certainly never happened when the learning atmosphere was normal.

To create a conducive and innovative school climate in supporting learning amid the Covid-19 pandemic, a strategy set by the government is needed to create a conducive school atmosphere or climate to support the achievement of educational goals (Chusna & Utami, 2020). Sanjaya (2006) reveals that many factors can influence the activities of the teaching and learning process, including the atmosphere or school climate factors (including, non-physical environment), teacher factors, student condition factors, facilities and

infrastructure, supporting tools for learning activities available. The pandemic phenomenon Covid-19 is currently in the world of education which affects the academic atmosphere or school climate (Handayani, 2020).

At present, the Covid-19 pandemic has an effect on the atmosphere or climate of schools so that educational institutions must have steps or strategies to create a conducive academic atmosphere (Hidayatullah et al, 2020). Schools that have a safe, orderly and comfortable climate environment make the learning process enjoyable (Cahyani et al, 2020). Therefore, schools that are said to be effective will always make every effort to create a safe, comfortable, safe school atmosphere or climate by obeying the rules of law through the utilization of factors that can foster the atmosphere or climate (Mansyur, 2020).

B. Method

The type of research that will be used is qualitative research, namely by using qualitative descriptive analysis data, in the form of the principal's written or spoken words, all the societies or observed behaviour. This study emphasizes the facts that occur in a society that is seen as a whole that can be understood if separated from the context (Moleong, 2001). This descriptive research method, namely the problem-solving procedure by holding a state of the object of research at a certain time (as it is) or research activities on the aspects being studied, namely the management of the principal in creating an academic atmosphere amid the Covid-19 pandemic OKU, without creating or connecting with other aspects. The descriptive method is not directed by hypothesis examiners, from the research data or collected facts, but to be meaningful, it must be processed and interpreted.

The data that will be used in this research is data that is by the research, namely the management of the principal in creating the academic atmosphere of SD Negeri 169 OKU amid the Covid-19 pandemic. Data collected from interviews, field observation notes, portraits, individual documents and official documents. Sources of data in this study use primary data sources and secondary data sources (Sugiyono, 2013).

According to Suryabrata (2010), the data sources of this study consist of primary data sources and secondary data, while the primary data sources are data that are only obtained from the source or that are directly collected.

Qualitative research has set a natural as the direct source of data and the researcher is a key instrument. It means the researcher is the main data collection tool. In qualitative research that is tested is the data. Also, findings or data can be declared valid if there is no difference between what the researcher reports and what happened to the object under study (Sugiyono, 2013).

The tools/instruments in this study were interviews, observation and documentation. In this study, humans are needed as researchers because humans can adjust according to environmental conditions. So, the researcher as an instrument must also be validated how far the researcher is ready to carry out research which then goes to the field.

Validation of researchers as an instrument includes understanding qualitative research methods, mastery of insight into the field under study, the readiness of researchers to enter research objects, both academically and logistically. The validation was carried out by the researcher himself. The strategy used by researchers to validate is to invite auditors (external auditors) to review the entire research project. Those who become auditors are people who do not know the researcher or the proposed project. However, the presence of the auditor can provide an objective assessment. Matters that will be examined by this

auditor are the accuracy of the transcript, the relationship between the problem formulation and the data, the level of data analysis from raw data to interpretation (Creswell, 2014).

Researchers are also assisted by observation guides and interview guides. In this study, after the focus of the research became clear, a simple research instrument was developed. This was done to sharpen and complete the results of observations, interviews, and documentation. There are two tools/instruments made, namely to see the teacher performance process.

Sugiyono (2011) The object of research is the overall symptoms that exist around human life. Meanwhile, according to Spradley, is a social situation that is divided into 3 elements, namely the place, the actor and activity. The object of research is what will be investigated in research activities. This research was conducted in the field, namely SD Negeri 169 OKU.

The elements of the research location are SD Negeri 169 OKU, while the elements of the actors are the principal, academic staff, teachers and other related elements. The author uses a purposive sampling technique on the teacher, which the author will choose by considering the age / seniority level of the teacher, position/position at school and so on. The data collection technique is done by interview, observation, documentation and triangulation.

C. Result and Discussion

Academic Atmosphere In The Middle of The Covid-19 Pandemic SD Negeri 169 OKU

For the implementation of teaching to run effectively, teachers need to understand many things. First, the teacher must understand everything about the student that is under his / her responsibility. Teachers must have basic abilities including the ability to master materials, the ability to manage teaching and learning programs, the ability to manage classes with learning experiences, the ability to use media/resources with learning experiences, the ability to master educational foundations, with the learning experience, the ability to assess achievement with the learning experience, the ability to recognize the functions and program of guidance and counselling services with learning experiences. Ability to know and organize school administration with a learning experience. At SDN Negeri 169 OKU with distance learning already using learning methods and media, with the use of multi-media such as video learning materials stored on View Compact Disk (VCD), use of audiotapes, making subject matter with animation and others according to the material presented.

Evaluation is an ongoing process of collecting and interpreting information to assess decisions made in designing a system in teaching, evaluation is a continuous process, not only at the end of teaching but starting before teaching is carried out until the end of teaching. teaching, the evaluation process is always directed at a specific goal, namely to get answers about how to get teaching. Evaluation requires the use of measuring instruments that are accurate and meaningful to collect the information needed to make decisions.

SD Negeri 169 OKU has used a very strict evaluation, during the current Covid-19 pandemic by conducting an effective week evaluation, to find out the progress or learning outcomes of students, the numbers obtained as reports to parents, for class advancement, and determination of student graduation, in addition to continuous evaluation, to place students in the appropriate teaching and learning situation and by the level of ability, interest, and various characteristics of each student, in addition to knowing the student's

background (psychological, physical, and environmental), which is useful either, about the second function or to determine the causes of students' learning difficulties. Furthermore, evaluation as feedback for the teacher so that it can be used to improve the teaching and learning process and remedial programs for students.

As stated by the principal of SD Negeri 169 OKU, we always evaluate teaching and learning activities for both teachers and students in addition to knowing the progress of learning outcomes, also to place a harmonious teaching and learning position, if there is difficulty in learning we can help, and the function of the evaluation is we do one of them to improve the teaching and learning process.

According to Tugiri (Supardi, 2012), the atmosphere in memory consists of 4 aspects, one of which is the ecological or physical dimension. Does not include safety in the learning atmosphere at school. A sense of security and comfort can be felt by all school members, a conducive school climate is that the community feels a sense of security, comfort, tranquility, in the implementation of learning. When the current world of education must face the Covid-19 pandemic, schools must commit together in creating a safe teaching and learning environment for all school residents.

SD Negeri 169 OKU has tried to create a safe learning atmosphere amid the Covid-19 pandemic, this is proven by a joint commitment to creating a safe learning atmosphere by implementing safety standards. The element of safety and security rests on the guarantee of the school for the safety of the school community. Schools assure that schools are safe from disease outbreaks. SD Negeri 169 OKU has made efforts to prevent the spread of the Covid-19 virus, SD Negeri 169 OKU has adequate facilities and infrastructure for the prevention of the spread of the covid 19 virus, schools have a first aid program for urgent sites and have rules and maintain the safety of students when learning, availability of space care, SD Negeri 169 OKU gives great attention to the safety of the school environment. Because security is a priority in SD Negeri 169 OKU.

Cohen et al (2009) describes the main dimensions of school atmosphere or climate, security dimensions, dimensions of teaching and learning and dimensions of school-community relations, security dimensions with the following characteristics:

1. Physical aspects: order and safety standards for school physical facilities.
2. Socio-emotional aspects: attitudes towards differences, attitudes and responses to bullying, conflict resolution, and belief in school rules.

Teaching and learning dimensions, with indicators:

1. Quality of learning: high expectations of student achievement, variations in teaching styles and methods, leadership training, appreciation for creativity.
2. Social, emotional and ethical learning: respect for a variety of intelligence, a combination of various disciplines, professional development: standards and measures to support the development of continuous learning.
3. Development, systematic and continuous professionalism, decision making based on evaluation of data-based learning systems, teacher responses on the relevance and support of the evaluation system, leadership, communication-related to the vision of the school, administrative support and accessibility, respect for the principal.

Dimensions of the relationship between school members with indicators:

1. Respect for diversity: harmonious relationships between principals, teachers, staff, and students, open decision-making, opportunities to plan general academic activities, student participation in learning and discipline, cooperative learning, and prevention of offences and negative conflicts.

2. School community and collaboration: mutual support and continuous communication, the involvement of all school members, participation of parents/guardians in decision making, a collaboration of teachers and parents in the student education process.
3. Moral and connectedness: students feel familiar with the teacher, staff have high enthusiasm for their work, school members have a positive perception of the school community, the dimensions of the institutional environment with indicators: Cleanliness, adequate space for facilities, beautiful and attractive school arrangements, school area, support for curricular and extracurricular activities.

The provisions set by the government in the management standards of educational institutions related to school climate are:

1. Schools create an atmosphere, climate, and educational environment that is conducive to efficient learning in implementation procedures.
2. The procedure for creating an atmosphere, climate and educational environment: (1) contains written procedures regarding the minimum important activities to be carried out; (2) contains the title, objectives, scope, responsibilities and authorities, as well as an explanation; (3) it is decided by the school/school principal in a board meeting of educators.
3. Schools establish disciplinary guidelines which contain: (1) rules for educators, educational staff, and students, including in terms of using and maintaining educational facilities and infrastructure; (2) instructions, warnings and prohibitions on behaviour in schools/schools, as well as imposing sanctions for residents who violate the rules and regulations.
4. School rules are set by the principal through a board meeting of educators by taking into account the input of the school committee and students.
5. The school establishes a code of ethics for school members which contains norms regarding: (1) relationships among residents within the school environment and the relationship between school members and the community; and (2) a system that can provide rewards for those who comply and sanctions for violators.
6. School codes of ethics are instilled in all school members to enforce school ethics.
7. Schools need to have clear programs to raise ethical awareness for all school members.
8. The school code of ethics which regulates students contains norms for: (1) carrying out worship by their religion; (2) respect for educators and education personnel; (3) following the learning process by upholding the conditions of learning and complying with all applicable regulations; (4) maintaining harmony and peace to create social harmony among friends; (5) loving family, society, and cherishing others; (6) love the environment, nation and country; and (7) maintaining and maintaining the facilities and infrastructure, cleanliness, order, security, beauty and comfort of the school.
9. Students in maintaining educational norms need to be guided by exemplary, guidance by building willpower, as well as developing creativity from educators and educational staff.
10. The school code of ethics that regulates teachers and education personnel includes prohibitions for teachers and education personnel, individually or collectively, to (1) sell

textbooks, school uniforms, and or other school equipment either directly or indirectly to students ; (2) charge fees for providing tutoring or tutoring to students; (3) collect fees from students, either directly or indirectly, which are contrary to regulations and laws; (4) do something either directly or indirectly that injures the integrity of the results of the School Examination and National Examination. Uno (2011) School code of ethics is decided by a board meeting of educators and set by the principal.

According to Karati & Donni (2012) To understand the characteristics and culture of the school's cultural environment, there are several characteristics or indicators of a conducive school climate and culture, namely:

1. School goals that reflect the excellence to be achieved are clearly shown to all school members, set and announced widely in school.
2. Academic learning objectives in schools are formulated by measuring methods.
3. The school's physical facilities are well maintained, including damaged facilities to be repaired immediately.
4. The physical appearance of the school is clean, neat, and comfortable and pays attention to safety.
5. The yard and school environment are laid out in such a way as to give the impression of being beautiful, shady, and comfortable.
6. Affirmation posters (posters containing positive messages) are used and displayed in various strategic places and are easily seen by students.
7. Schools create a sense of belonging so that teachers and students show a sense of pride in their school.
8. Class conditions are pleasant so that an atmosphere is created that encourages students to learn.
9. Important school events are scheduled so as not to interfere with study time,

Apriyanto (2007) added that to find out conducive climate aspects, among others:

1. There is a smooth and fast transition between outside activities.
2. Teachers want to change teaching methods.
3. when better methods are introduced, Use of the moving class system.
4. Creating kinship and togetherness relationships, schools emphasize to students and teachers that learning is the most important reason for going to school.
5. School creates an atmosphere that gives hope, where teachers believe that students can achieve high levels of achievement.
6. Expectations for high student achievement are conveyed to all parents of students.
7. All staff and teachers are committed to developing a quality culture in carrying out their daily tasks.

Bafadal (1982) The teacher has learning tasks that are interdependent into five teacher tasks, namely selecting the curriculum, diagnosing the preparation, styles and interests of students, planning programs, planning classroom management, preparing for classroom learning. The position of the teacher is very important in curriculum implementation and development. One indicator of a teacher's success in carrying out assignments is the teacher's ability to describe, expand, create a curriculum relevant to the needs of students and the development and progress of science and technology. The curriculum is differentiated into a written curriculum and a real curriculum. The written curriculum is the official curriculum that is written and becomes a reference for the implementation of learning in class. And the real curriculum implemented by the teacher.

Some experts say how well the curriculum works depends on what the teacher is doing in the classroom. Thus the teacher plays an important role in both mastering and implementing the curriculum itself. The teacher's role in implementing the teacher curriculum also plays a role in curriculum development. Sukmadinata (2004) reveals that in developing teacher curriculum, it is not only in the translation of the main curriculum into the annual, semester, quarterly curriculum or lesson units, but also in compiling a comprehensive curriculum for the school. In addition to the task of implementing the curriculum, the teacher is tasked with planning, implementing, assessing and making changes to the curriculum. Every teacher has an active responsibility in planning, implementing, assessing, administering, and changing the curriculum (Hamalik, 2007).

The teacher's role in curriculum planning is to take part in providing suggestions and materials needed to compile a new curriculum directly or indirectly. In implementing the curriculum, the teacher plays a role in implementing it as a whole or in part in the form of material or field of study that is designed in the curriculum, therefore the implementation of the teacher curriculum plays a role as a teacher, supervisor, manager, and scientists who are required to devote all their abilities so that the implementation of the curriculum can be successful. The teacher's role in curriculum management is to make lesson plans, lesson plans, and daily plans both in the form of lesson plans and in the form of a syllabus. Another role that teachers must play in curriculum management is trying to collect and find material from various sources, providing equipment or learning media, conducting communication and consultation with various agencies or agencies in implementing curriculum, collecting data about student participation in following lessons or various other curricular activities, participate in compiling a learning schedule. The role of the teacher in curriculum change is to provide various inputs in the form of suggestions and experiences, while the role of the teacher in curriculum assessment is to provide input and suggestions regarding the weaknesses and strengths of the curriculum from various aspects of the review.

The teacher is very decisive in achieving the learning outcomes that the curriculum wants. As an implementer and development of the curriculum, it plays a role and functions to enrich the curriculum, increase the relevance of the curriculum to the needs of students, society and the development of science and technology today.

According to Rohani (2004) Also, curriculum implementation in learning activities in schools is also greatly influenced by the support of learning resources, learning resources are all resources, environment, experience, which can be used and can support learning processes or activities effectively and efficiently and can facilitate the achievement of learning objectives, available both directly and indirectly, both concrete and abstract. adequate facilities and infrastructure, especially conditions of learning rooms, libraries, laboratories, and learning aids. The implementation of K13 curriculum learning ineffective and fun learning requires teachers to be more patient, attentive and understanding, and have creativity and dedication to foster students' self-confidence. This condition will foster a conducive atmosphere in learning, which will lead to a sense of friendship between the teacher and students so that they are not awkward to reveal the various problems faced by their teachers. All of this very requires teacher professionalism to enable the creation of dynamic quality interactions. Sukmadinata revealed that the main obstacle in curriculum development in schools lies with the teacher, including the lack of knowledge and ability of the teacher.

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood

education, basic education, and secondary education in the formal education pathway Supardi (2016).

For the implementation of teaching to run effectively, teachers need to understand many things. First, the teacher must understand everything about the student that is under his / her responsibility. Teachers must have basic abilities including the ability to master materials, the ability to manage teaching and learning programs, the ability to manage classes with learning experiences, the ability to use media/resources with learning experiences, the ability to master educational foundations, with the learning experience, the ability to assess achievement with the learning experience, the ability to recognize the functions and program of guidance and counselling services with learning experiences. Ability to know and organize school administration with a learning experience. At SDN Negeri 169 OKU with distance learning already using learning methods and media, with the use of multi-media such as video learning materials stored on VCD, use of audiotapes, making subject matter with animation and others according to the material presented.

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Inhibiting Factors In Creating Academic Atmosphere Amid The Covid-19 Pandemic

1. Teacher find it difficult to evaluate children's ability level

With the evaluation of the teacher can find out the extent to which students achieve learning goals. The teaching and learning process experienced by students produces changes in the fields of knowledge and understanding, in the areas of values, attitudes and skills. Assignments, questions, or problems given by the teacher can be done so that there are visible changes from the students.

Through the evaluation, a teacher can find out the student's learning achievement and can find out the progress of the progress he has made. the extent to which students master the subject matter being taught. One of the obstacles faced during the Covid-19 pandemic was that it was difficult for teachers to know the cognitive, affective and psychomotor achievements of children, as expressed by Mr Sukiman: "assessment of student learning outcomes at this time is indeed difficult to do, to determine the extent to which the level of understanding of children is difficult to evaluate because of distance learning, how to find out their cognitive value, to find out their affective, as well as their psychomotor".

The same thing was conveyed by Mrs. Sutarmi: "distance learning like what is currently being done at SD Negeri 169 OKU does experience problems, one of which is that it is difficult for us to evaluate the achievement of children's abilities, whether the learning material that we convey is that the child really understands or not when the child is doing assignments, it could be the parents who do or someone else so that a teacher will find it difficult to know the level of achievement of the child's ability".

2. Inadequate internet network constraints

Distance learning during the Covid-19 pandemic did encounter many obstacles, one of which was online learning because not all students have smartphones, and not all students can access the internet, sometimes we have to door to door to do direct learning.

3. Electricity often goes out

As expressed by Mr. Sukiman: "the electricity network is something that is very vital and must exist in everyday life, of course this is related to school activities at SD Negeri 169 OKU in particular, electricity blackouts often occur, how the learning process will be carried out if the elements needed are not met, such as frequent power outages, even though currently the use of learning media is related to the importance of access to electricity in our area". The same thing was conveyed by Mrs. Sutarmi: "in our work area, electricity blackouts are indeed a common thing, even though when the electricity goes out it will interfere with school activities so electricity is very vital".

4. Not all children have smartphone, including internet credit, so teachers have to go door to door to students who do not have smartphone.

As stated by Mr. Sukiman: "the problem that is no less important in the current learning atmosphere is that not all children have smartphones, of course conditions like this will hinder the learning process from distance teaching, teachers inevitably have to door to door to students who do not have smartphones".

Sutarmi said the same thing: “the obstacles we face in our distance learning are of course using media such as smartphones, while there are students who do not have smartphones, of course this is a separate obstacle for us in the learning process.”

5. Not all students submit assignments given by the teacher.

As stated by Mrs. Rinta Herawati: “in the distance learning process, of course there are obstacles, one of which is that some students do not collect assignments or minimize the results of assignments given by the teacher, so that the teacher has difficulty giving grades”.

This is confirmed by Mr Herla's statement: “in dealing with distance learning, we as teachers face several obstacles, one of which is that some students do not send assignments so it is difficult for us to know the learning outcomes conveyed by the teacher.”

D. Conclusion

During the Covid-19 pandemic, the teaching and learning process at SD Negeri 169 OKU was safe, orderly and conducive. The learning activity is distance learning and offline while adhering to the health protocol in accordance with the directions and instructions from the OKU District Education Office. The implementation of online and offline learning using smartphones, learning videos and other media. SD Negeri 169 OKU environment, the academic atmosphere is safe from the Covid-19 pandemic, this is shown by the participation of all school components in creating a safe environment from the Covid-19 pandemic. However, there are several inhibiting factors in creating an academic atmosphere in the midst of the Covid-19 pandemic. Evaluating student learning outcomes whether students do their own assignments or others so that students' abilities are difficult to know by the teacher. Second, internet network constraints are inadequate. The three power lines often go out. Fourth, not all children have smartphones, including internet credit, so teachers have to go door to door to students who do not have smartphones. Fifth, some students did not collect or send assignments given by the teacher so that it was difficult for teachers to give grades.

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