

## Online Learning Methods Using Online Applications During The Covid-19 Pandemic At Smp Plus Darussalam Banyuwangi East Java

Muhamad Alfi Khoiruman  
Banyuwangi Marine Academy  
[malfikhoiruman@gmail.com](mailto:malfikhoiruman@gmail.com)

**\*Corresponding Author : [malfikhoiruman@gmail.com](mailto:malfikhoiruman@gmail.com)**

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### Abstract

The corona virus is sweeping the world, including Indonesia. So that the learning process that was initially carried out directly in the classroom became online or online learning, it was also in accordance with the Ministry of Education and Culture's appeal that to inhibit the spread of the corona virus, learning was changed to online or online learning at home. At the Az-Zahra Integrated Islamic Junior High School Banyuwangi, East Java, they also apply online learning methods by utilizing online applications such as zoom, whatsapp group, google form and voice notes on subjects. The Whatsapp application is the most appropriate for implementing online learning at the Az-Zahra Integrated Islamic Junior High School Banyuwangi, East Java, this application is most widely used by teachers because it is familiar to both students and teachers so it is easier to implement. The study was conducted by surveying through online interviews using google forms to all teachers at the Az-Zahra Islamic Junior High School Banyuwangi, East Java. Results The data that the researcher obtained shows that online learning is the only method that applies to the current covid-19 pandemic conditions, teachers can evaluate students with recourse to see how far students understand in receiving material online, however some teachers also assess online learning less effective because of problems with the signal and facilities of students' personal laptop gadgets, students' habits of doing online learning, and student absences. The use of online applications is also adjusted to the material to be delivered.

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## 1.Introduction

All elements related to education are always trying to improve their quality to be better because education is important and very important for the needs of the nation. As stated in Law Number 20 of 2003 regarding the national education system which contains the obligation of the nation's successors to have expertise in applying the material that has been learned and have critical skills to provide solutions to existing problems (Muhibbin, 2015). The right method is needed in order to achieve maximum learning objectives (Subroto, 1997). If learning does not use appropriate methods, it will be difficult to achieve the learning objectives that have been determined (Sanjaya, 2005).

The Covid-19 pandemic period began at the end of January 2020 due to the Corona virus outbreak that originated in the city of Wuhan, China. Corona virus is a microorganism that causes respiratory problems starting from mild to severe symptoms, the incubation period is between 6 to 14 days, the spread of this virus is very easy and very fast because it can be through direct contact with other humans who have been infected, therefore all activities carried out involving gatherings with large numbers of people were stopped and transferred to WFH or working from home to prevent the transmission and spread of Covid-19 (Wahyu Aji Fatma Dewi, 2020).

The Minister of Education and Culture of the Republic of Indonesia through Permendikbud No. 4 of 2020 provides a policy regarding a series of learning in an emergency situation of the spread of Covid-19. Based on the government's decree, teaching and learning activities in schools are transferred to online schools or online at their respective homes, these efforts are made so that learning continues even though it is carried out online. Along with the provisions that require the online learning process to not only affect students' desire to only learn, but also influence the ability of the most important educators in using learning methods and tools (Rusdiana, 2020). student abilities. To overcome these problems, teachers need to implement online learning by using several applications on the internet and android. With the development of the times, there are also advances in science and technology, in the world of education and in other fields. Teachers

must be able to master the HOTS (Higher Order of Thinking Skill) learning method in the current 2013 curriculum demands. Assessment of learning outcomes is expected to assist students in increasing critical thinking skills (Higher Order Thinking Skills / HOTS), because if students are able to think at a high level then it will also encourage them to think broadly and deeply on the material being studied (Fanani, 2013).

Heru Purnomo explained the writings in the minds of the people, network of learning activities from afar using online learning methods by a teacher giving online assignments to students through the Whatsapp Group application or other applications that are considered effective during the current pandemic period. A teacher can carry out online learning at home in various ways, for example with online lectures, through learning videos delivered using WhatsApp Groups, some use free electronic media information from many sources (Ashari, M. 2020).

Learning from home does not become a problem because learning activities can be carried out without being bound by space and time, especially with the current situation which is supported by advances in information technology that has developed rapidly and is supported by using internet facilities so that learning can be done with an online system, and learning activities can take place at home, at school, or in the community (Wahyu Aji Fatma Dewi, 2020).

Teaching and learning activities must continue through online learning or online with students. Teachers must be able to provide facilities for students to continue the material according to their respective school schedules that have been set. Online learning is a learning activity that uses technology, where students try to complete many tasks and make decisions at any time (Gunawan, 2020).

One of the goals of online learning is to maximize the decisions that students have made online by being given knowledge of the correct answers and additional information that can be accessed at any time, this benefits students who interact in online programs, one of which can improve understanding and results. study. Students can easily conduct discussions that focus on learning topics like traditional classes (Davies, 2005). The most prominent characteristic of online learning is that it provides convenience and flexibility

for teachers and students, especially in determining online learning schedules regardless of time and location (Bower, 2015).

Currently the world is just facing the Covid-19 pandemic, but educational institutions must continue even though they use online learning methods, namely learning by utilizing the internet network which is carried out not having to meet face to face without being bound by space and time (Albitar Septian, 2020).

According to research conducted by Roida Pakpahan and Yuni Fitriani on Analysis of the Use of Information Technology in Distance Learning Amid the Corona Covid-19 Virus Pandemic, it can be concluded that part of information technology is very helpful in the online learning process during the Corona Covid-19 virus outbreak. so all teaching and learning processes can be carried out properly and based on the results of this study it can be concluded that even though the State of Indonesia is just trying to deal with the Corona Covid-19 virus pandemic, all teaching and learning processes can still be carried out properly because of the support of advances in information technology which is very advanced, the internet can bring together teachers and students through e-learning applications, Whatsapp, Google Class, Zoom applications and Youtube (Roida Pakpahan, 2020).

Based on data obtained by researchers through Google Forms to all educators at SMP Plus Darussalam Banyuwangi, East Java, during the Covid-19 pandemic, teachers applied online learning methods by utilizing online applications including Zoom, Whatsapp Group, Google Form, Talaqi Online Voice Note, because the application is already familiar or used to be used by teachers and students so that it will be easier if online learning uses the application rather than having to first learn how to use other applications that are not necessarily teachers or students are quick to understand how to use it.

From the information above, the author also obtained information data about what learning methods are suitable for use when implementing online learning during a pandemic like this time, then the results of the data obtained by researchers also show some of the obstacles experienced by teachers and students, what materials are presented, how are student learning outcomes, and how many times the teacher meets with students doing online learning when the online learning method is implemented using online applications.

## Research methods

This writing uses the type of exploratory research which is described qualitatively. The primary data collection used in research activities at the research location is observational interviews using Google Forms with respondents or interview sources, namely educators at SMP Plus Darussalam Banyuwangi, East Java, to obtain information in the form of opinions related to online learning being carried out. Online interviews were conducted with all 21 teachers. The instrument used is a questionnaire which is then filled out online using the Google Form application. The questions posed in the online interview were about the implementation of online learning, what methods and applications were used to deliver the material, and what obstacles were experienced by teachers during online learning.

## Results and Discussion

Based on the Minister of Education and Culture Number 3 of 2020 regarding steps to prevent the spread of the Corona virus, education in Indonesia is shifted to online or online learning to stay safe at home (Gunawan, 2020). Online learning from home implemented by SMP Plus Darussalam Banyuwangi, East Java, utilizes various online applications that are available so that the learning process runs optimally. This writing aims to evaluate the online teaching and learning process at SMP Plus Darussalam Banyuwangi, East Java and to find out what information technology in the form of online applications is used.

Figure 1. Online application used for online learning at SMP Plus Darussalam Banyuwangi, East Java.



From the results of the data obtained by the researchers, all 21 teachers implemented online learning using online applications during the Covid-19 pandemic. In Figure 1 shows an online application that is used for online learning, based on data as many as 21 teachers use the Whatsapp application to do online learning, but the 21 teachers also use other applications to further support learning activities to be more leverage, 5 teachers use Google Form application, 3 teachers use the Zoom application, and 2 teachers use Voice Note. This is because the Whatsapp application is owned by both teachers and students on their respective mobile phones so that it is easier to use for teachers to deliver materials and assignments to students by sending them to the Whatsapp Group.

Whatsapp is a software service designed to send messages that allows us to send messages to each other without using SMS credits, because Whatsapp charges fees from internet data packages as well as for email, web browsing, and others. When compared to other online chat applications, Whatsapp is still a widely used chat service (Rani Suryani, 2017).

Through Whatsapp we can broadcast news in a short time using broadcast messages or group messages, the ability of Whatsapp as a learning tool is very high, using applications that are more widely used than other chat applications. With various functions, facilities and assistance that already exist, it can make it easier for us to connect and make new friends without being hindered by space and time. So that teachers can use this application to deliver subject matter along with their assignments by sending via Whatsapp group which then students complete the task and send it to the teacher within the specified time (Gunawan, 2020).

The Whatsapp application is the most widely used and effective for online learning during the Covid-19 pandemic, teachers and students are used to operating the application in daily activities, including this online learning. In research conducted by Amry in 2014 in The impact of Whatsapp mobile social learning on the achievement and attitudes of female students compared with face to face learning in the classroom, the use of the Whatsapp application in online learning has a positive impact because students are happier when learning to utilize innovative applications that use gadgets so that they have a high positive

impact on student achievement outcomes in learning and evaluations carried out (Amry, AB 2014).

Based on Figure 1 the data above shows that in addition to using the Whatsapp application, as many as 5 teachers use the Google Form application, which is an application owned by Google whose use is easy to access (Dindin Jamaluddin, 2020). Used for the evaluation process of students after receiving material online by their respective subject teachers by sending a questionnaire containing assignments, then students are instructed to complete the task by providing answers in the column provided in the questionnaire. In one subject, several platforms can be used to deliver learning materials. The use of the platform is the right alternative to facilitate the online learning process.

Google Form has the advantage of being used as a medium for online learning, including having various types of tests that can be used, such as multiple-choice, checklist, or long-answer tests. This application also has an attractive appearance with many templates so that it can be more colorful, and also has facilities for users to add images or photos. In the teaching and learning process using this application students can send responses or answers quickly and wherever they are (Hamdan Husein Batubara, 2016).

Rizal Fauzi's research results reveal that the use of Google Forms as a learning evaluation tool in Indonesian subjects starting from the planning stage, readiness of facilities and infrastructure, developing Google Forms, to the implementation stage of using Google Forms in learning evaluation activities has an impact and benefit both from aspects effectiveness, efficiency, attractiveness and appearance design. For teachers, it is very helpful to have Google Forms in terms of cost, time, and effort. For students themselves to be more interested, enthusiastic, active and not a negative thing to face exams at SMP Negeri 1 Lembang (Muhammad Rizal Fauzi, 2014).

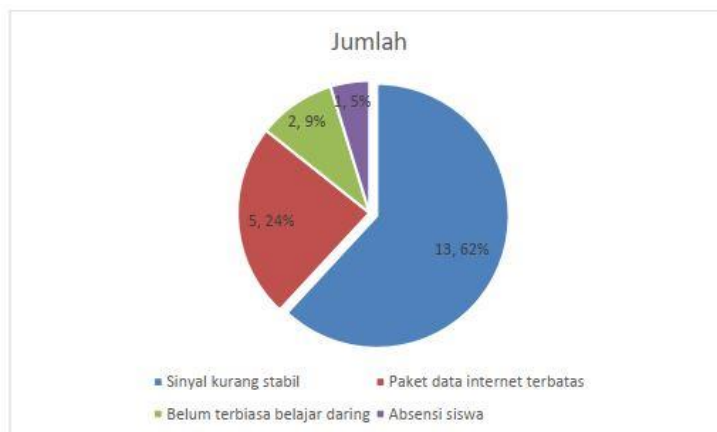
Online learning can also be carried out using the Zoom application to conduct Video Conferences between teachers and students. Zoom can not only be used to conduct video conferences with one or two people but reaches 100 members, so this application is suitable for use in online learning with all class members at SMP Plus Darussalam, totaling



32 students. This application can also be used to send text messages, share files even though they are doing videos so that learning can take place like face-to-face learning in general (Gunawan, 2020). However, according to Sharma Adam in his article in 2020, he stated that the use of the Zoom application is still questionable in terms of its security level in some countries, even Google prohibits its employees from using the application for online meetings (Sharma Adam, 2020).

Figure 1 also shows data that as many as 2 teachers at SMP Plus Darussalam Banyuwangi, East Java, use Voice Notes in online learning. It is used in Tahfidz subjects so that teachers can apply the Talaqi method to listen to students' memorizing deposits of the Qur'an, also used in English subjects so that students can send voice recordings in the form of assignments when reading the English text, whether it is correct or not.

Figure 2. Problems faced during online learning



From the data above, it can be seen that the problem that many face is the less stable signal during online learning. Most of the teachers, as many as 62% stated that students could not take online learning or collect assignments that had been given on time due to unstable signals, sometimes there was no signal at all. Not only that, while doing Work From Home by implementing online learning also requires an adequate data package, as many as 24% of teachers complain about it. In fact, especially students, they often run out of internet data packages due to economic factors during the current pandemic. All applications used



for online learning cost a lot of internet quota, especially for the use of the Zoom application in the form of Video Conference. And as many as 5% of teachers complained about student absenteeism or their presence in online learning due to some of the problems mentioned above. This makes it difficult for both teachers and students to deliver and receive learning materials.

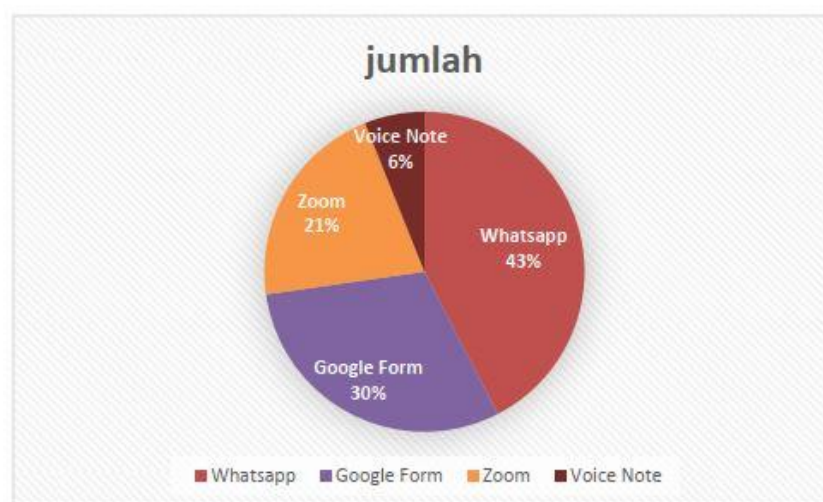
The application of online learning methods was carried out suddenly along with the Corona Virus, it caused both students and teachers not to be used to and fully prepare themselves to carry out online learning activities. As many as 9% of teachers stated that students and teachers themselves were not used to doing online learning especially for using the Zoom Video application. This habit problem is one of the success factors in learning, if teachers and students are accustomed to using the application, then the basic factors for implementing online learning have been fulfilled and support the success of online learning activities (Dindin Jamaluddin, 2020). To deal with this problem, finally, teachers at SMP Plus Darussalam Banyuwangi, East Java, use the Whatsapp application more so that online learning activities can still be carried out properly.

Efforts are made to overcome various obstacles that arise when online learning is carried out so that learning activities can run optimally. Based on the data obtained by researchers, when there are obstacles to students in the form of unstable signals, limited internet data packages, or students who are not used to operating online applications, causing difficulties in participating in online learning that affects student attendance, the teacher at SMP Plus Darussalam Banyuwangi, East Java conducting repeated learning, instructing students who are already able to follow online to redistribute the material obtained to other friends, also allowing students to work in groups of 2 to 3 students on one device while still complying with health protocols

Based on research conducted (Dian Ratu Ayu Uswatun Khasanah, Hascaryo Pramudibyanto, Barokah Widuroyekti, 2020) in the journal Sinetesia entitled "Education in the Covid-19 Pandemic Period" also implemented several efforts to resolve the obstacles that occurred in the form of working together to share material that delivered by the teacher to other friends who have not been able to optimally participate in online learning,

then students who are able to take part online can record learning activities, there is also a division of groups consisting of 2 to 3 students who are allowed to join one device while still complying with health protocols such as always using masks and social distancing.

Figure 3. The use of online applications in accordance with the delivery of subject matter



According to data obtained by researchers, WhatsApp is an effective online application used to implement online learning at SMP Plus Darussalam Banyuwangi, East Java, as many as 43%, totaling 14 subjects delivered through the Whatsapp application even though it is supported by other online applications so that the online learning process can be carried out. run more optimally.

The following are subjects and materials that are effectively delivered via the Whatsapp application at SMP Plus Darussalam Banyuwangi, East Java:

1. Citizenship Education with the material on the Diversity of Tribes, Religions, Races, and Between Groups in the Frame of Bhineka Tunggal Ika,
2. Islamic religious education with material about honesty, trustworthiness, istiqomah, the pleasure of prayer and the beauty of life, honesty and upholding justice, sunnah prayers and scientific prayer, halal and haram,

3. Mathematics with the material of Constructing Flat Side Spaces, Lines and Angles,
4. Cultural Arts and Culture with Decorative Religion Drawing materials
5. Social Education with material on Life in the Pre-literate Period, and Material on Interaction between Countries in Southeast Asia and Its Influence in the Political Economy and Socio-Cultural Fields,
6. Physical and Spiritual Health Education with the material for Small Ball Games, and Volleyball,
7. Tahfidz with material for memorizing Surah Al-Quran juz 30,
8. Information and Communication Technology with Commuter Hardware and Software, and Microsoft Excel,
9. Indonesian language with advertising materials and means of communication, as well as materials on writing description texts,
10. Counseling Guidance with the material Pursuing Dreams,
11. Natural Sciences with materials on Acids, Bases, Salts, and the Human Excretory System,
12. English with Narrative Text and Recount Text,
13. Local Content and Regional Languages with Pacelathon and Pawarta materials, and
14. Crafts with materials from Vegetable Food into Health Food and Drinks.

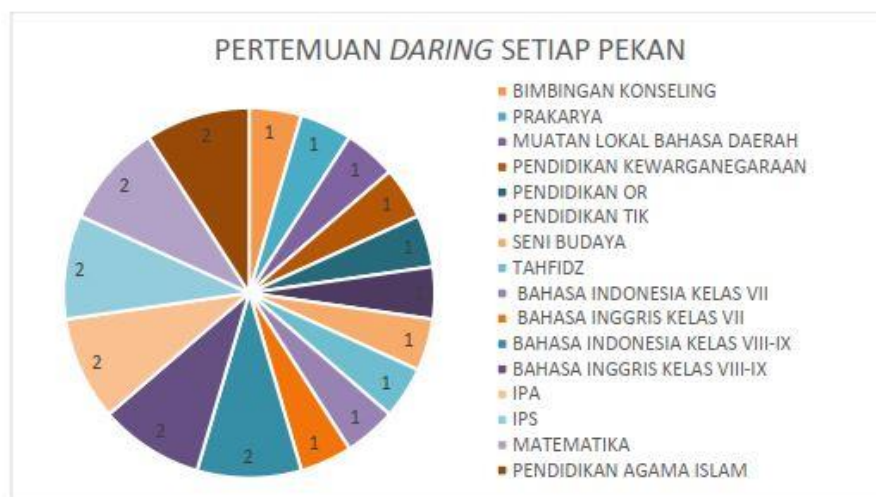
The subjects and materials mentioned above are conveyed by the teacher to students through the Whatsapp Group application in the form of Power Point or a summary of the explanation of the material that has been made by the respective subject teacher, making it easier for students to understand and understand learning materials online, then the teacher also sends assignments to be completed students after understanding the material given at a certain time directly through the Whatsapp application or using other variations of applications.

For the use of the Google Form application according to the data obtained by researchers as much as 30% with a total of 10 subjects including Citizenship Education, Islamic Religious Education, Mathematics, Social Sciences, Physical and Spiritual Health, Indonesian Language, Natural Sciences, English, Content Local and Regional Languages, Information and Communication Technology. The delivery of the subjects mentioned above is by the way the teacher sends the subject matter through the Whatsapp application which then the material will be understood by the students and the evaluation form from the teacher is in the form of multiple choice questions or long descriptions through the Google Form application to be completed and students send their responses or answers.

The use of the Zoom application by teachers at SMP Plus Darussalam is 21% with a total of 7 subject matter delivered using this application, namely the subject matter of Islamic Religious Education, Mathematics, Social Education Sciences, Physical and Spiritual Health Education, Natural Education Sciences, English, and Information and communication technology. basically all of this subject matter has been sent by the teacher to the Whatsapp Group in the form of a summary of material that contains the theory of understanding, its kinds, etc. but is given follow-up by the teacher to use the Zoom application because it contains material that needs to be discussed directly between teachers and students to achieve maximum understanding and can be well absorbed by students even through online video conferences.

Based on the data obtained by researchers, teachers at SMP Plus Darussalam also use Voice Notes in Tahfidz and English subjects. In the Tahfidz subject, a student is required to send his Al-Quran memorization deposit in the form of a voice recording or Voice Note so that the teacher can also assess the fluency and makhraj of his pronunciation. As for the English subject, the teacher instructs students to complete assignments on Narrative and Recount Text materials in the form of written assignments sent via the Whatsapp application and oral assignments in the form of voice recordings with Voice Notes.

Figure 4. Weekly Online Meetings for Class VII-IX



In accordance with Figure 4, the results of the data obtained by the researcher regarding the number of online meetings every week for grades VII-IX in their respective subjects, even though there are some obstacles that have been mentioned in the discussion above, but teachers at SMP Plus Darussalam still carry out online learning as much as 1 to 2 meetings per week according to a predetermined schedule.

For the subjects of Citizenship Education, Cultural Arts, Physical and Spiritual Health Education, Tahfidz, Information and Communication Technology Education, Counseling Guidance, Local Content, Local Languages, Crafts is held in 1 meeting in grades VII, VIII, and IX. Mathematics, Social Sciences, and Natural Sciences are held 2 times a week in class VII to class IX.

From the data obtained, Indonesian language subjects were held 1 meeting for class VII, while for class VIII and IX Indonesian language subjects were held 2 times in one week. Likewise, English subjects in class VII are held once a week and for class VIII and IX are held 2 times a week, this is also in accordance with the schedule set by the school.

Figure 5. Student learning outcomes in online learning.



During the Covid-19 pandemic by implementing online learning, the teacher at SMP Plus Darussalam Banyuwangi, East Java stated that student learning outcomes have increased, decreased, and some have remained or stabilized. From the results of the data obtained by the researcher in Figure 5, there are 4 subjects experiencing increased learning outcomes, including the subjects of Islamic Religious Education, Information and Communication Technology Education, English, and Local Content of Regional Languages, can experience an increase because the material In these lessons students can get from many sources, one of which is the internet, so students' understanding is wider not only from the material provided by the teacher so that when an evaluation or assessment is carried out, students can complete it easily.

Meanwhile, the results of the data in Figure 5 also show that there are 2 subjects that experienced a decrease in learning outcomes, namely Mathematics and Natural Sciences. This is because in the mathematical material of the chapter on the flat side and lines and angles it is indeed more difficult to convey if only through online applications, the teacher cannot guide students when solving a problem in the practice of counting directly. In Figure 5 the results of the data obtained by the researcher show that as many as 8 subjects show stable or stable results, including the subjects of Citizenship Education, Cultural Arts, Social

Education, Physical and Spiritual Health Education, Tahfidz, Indonesian Language, Counseling Guidance, and crafts.

### **Conclusion**

Based on the discussion above, the researchers can conclude that (a) During the Covid-19 pandemic, the Indonesian state implemented online learning, including at SMP Plus Darussalam Banyuwangi, East Java. (b) The most widely and effectively used application by teachers is the Whatsapp application, the Zoom application is used to conduct learning using Video Conference, the Google Form is used by the teacher to evaluate students after the subject matter is delivered, and Voice Notes are also used for several subjects such as Tahfidz and Bahasa Indonesia. English. (c) Problems experienced during the online learning process include unstable signal strength, inadequate internet data packages, the habit of doing online learning to problems with student attendance. The use of online applications is adjusted to what material will be delivered, on material that is only In the form of theory, the teacher will be delivered using the Whatsapp application in the form of Power Point or a summary of the material, then it will be evaluated with practice questions using Google Form The Zoom application is used by teachers to deliver material that requires direct discussion between teachers and students, for example on PAI, ICT, Social Sciences, Science subject matter, while for Tahfidz and English subject matter, it is also necessary to use voice recordings via Voice Notes. (d) Although there are various obstacles, online or online learning is still carried out at SMP Plus Darussalam as much as 1 to 2 meetings per week according to their respective classes and online learning at SMP Plus Darussalam can be said to be effective in accordance with the results of research and the results of data collected. has been obtained.

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