

Contribution of ICT Literacy and Teachers Work Ethic on the Quality of Distance Education in State Junior High Schools of Sukoharjo Sub-District

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Abstract

The aim of this study is to investigate the effect of ICT literacy and teacher work ethic on the quality of distance education in Sukoharjo Sub-District state senior high schools. The sample included 200 teachers from state junior high schools in Sukoharjo Sub-District. A questionnaire is used to collect data. Multiple linear regression analysis was used to analyze the data in this study. Previously, validity tests, reliability tests, and classical assumption tests were used to analyze data. The findings indicated that: 1) Information and communication technology literacy contributed considerably to the quality of remote education. This is evident from the T test result of 4,401, p of 0.000 0.05. 2) The work ethos of teachers has a substantial beneficial effect on the quality of distance education. This is established using the T test of 3,486, with a p value of 0.0010.05. Advice based on the findings of this study may be utilized as a guideline for teachers' ICT skills training, as well as a critical foundation for the methodical construction, enhancement, and sustainability of distance education.

Keywords

information and communication technology literacy; work ethic; quality of distance education



I. Introduction

Sihombing and Nasib (2020) stated that the Covid-19 pandemic caused everyone to behave beyond normal limits as usual. Ningrum et al (2020) stated that the impact caused by this virus also approached Indonesia and its entire region. Since the outbreak of Corona, or Covid-19, in Indonesia in March 2020, the Indonesian government and Ministry of Education and Culture have enforced a home-based learning policy on students in order to contain the virus' spread. Remote learning models are used to conduct policy learning from home. This type of education might take place concurrently or at various periods (Prawiyogi, A. G., et al. 2020).

The situation is directly related to the purpose of national education as defined in Republic of Indonesia Law No. 20 of 2003 on the National Education System, which states that education is an effort to help students actively develop their potential for religious spiritual strength, self-control, personality, intelligence, Noble character, and skills necessary for themselves, society, nation, and country.

Education focuses on all aspects of human existence that are useful, including physical activity of the mind, as well as mental sharpness and conscience. One of the consequences of the abrupt change in the style of instruction is the development of numerous reports or complaints about the problems encountered by students and parents (Mulyana et al., 2020) Thus, education is an excellent vehicle for transforming humans into individuals who benefit both themselves and others. Educational objectives are identical to the objectives of living persons and are not defined by others. Education is

continuous, which implies it continues during one's life (Life Long Education). Thus, education occurs within the framework of multifaceted individual connections, both with the God, fellow people, nature, and even with themselves. Thus, education may be defined as a process of learning that occurs throughout a person's life, with the model and learning medium evolving in lockstep with the times.

Literacy Information and communication technology (ICT) is the capacity to produce and share in a variety of modes and forms: to cooperate and communicate more effectively, as well as to understand how and when to use appropriate digital technology to support the process. A critical component of enhancing the quality of education is the development of educational and learning technology. The employment of educator technology, or the different labels they use: technology for education, information technology (IT), or information and communication technology (ICT), is regarded to be one strategy for resolving the problem outlined above.

A teacher is a professional educator whose primary responsibility is to educate, to teach, to guide, to direct, to train, to assess, and to evaluate students in early childhood education, formal education, elementary education, and secondary education. To enhance the quality of teaching and learning, teachers should become proficient with computer programs in order to take advantage of existing technology and facilitate instruction. Human resources, infrastructure, hardware, and software all contribute to the implementation of information and communication technology (ICT). Implementation challenges in schools include the following: insufficient management employees with expertise in information technology, not all schools have supporting infrastructure, not all schools have comprehensive hardware in terms of both quality and quantity, and the original software is pricey (Bachtiar et al, 2008).

Because of the underlying attitude toward the direction or intensity of performance, the attitude toward work is the most recognized foundation. The manifestation of good work is evident when a person has a positive and reasonable attitude toward his or her work. Loving your own work is one way to demonstrate a positive attitude toward work (Prasasti, 2017).

The demands and responsibilities of teacher as the primary facilitator of education in the classroom are highly complex (Mertha et al., 2019). The work ethic is an identity requirement for ethical behavior in the pursuit of good and productive employment. Distance education is a type of structured learning that typically takes place outside of the classroom. As a result, specialist techniques in topic design, specialized learning techniques, specialized methods of communication via multiple media, and specialized organizational arrangements and administrations are required.

Professionalism An educator is critical in ensuring that students receive a high-quality education through a variety of learning procedures. Professional development of educators has an effect on the quality of education. To increase the quality of education, the government has established training programs to enhance teachers' ability to perform their obligations, such as topic teacher associations and training in developing learning programs. In response to teacher professionalism demands, the government enacts Law No. 14 of 2005 Concerning Teachers and Lecturers. With the passage of the law, teachers are now classified as a profession alongside doctors, judges, and accountants, all of whom will get proportional compensation for their work. The teacher is a professional educator whose primary responsibility is to educate, teach, guide, direct, and train pupils in early childhood education, formal education, basic education, and secondary education. According to law No. 14 of 2005, the school is one of the facilitators in bringing it to fruition. Students were shaped at school to become better human beings, and teachers in

public junior high schools in Sukoharjo Subdistrict actively participated in educating the nation's generation.

State senior high schools in Sukoharjo Subdistrict are generally schools that have the facilities and infrastructure necessary to support school learning completely; however, some facilities, such as the internet, are still limited; for example, the internet can only be accessed in computer rooms, teacher rooms, and school rooms. However, there are still challenges here. Teachers, particularly those responsible for media selection in the classroom, should be able to use creative learning media. Today, teachers are still predominately adopting static lecture methods, which contributes to students' declining enthusiasm in following the learning process.

Research on improving the quality of distance education has been carried out by (Mamahit, 2021) (Sugiran et al., 2016) regarding the use of various tools and media for distance learning (Purwanto et al., 2020) and Yuliani (2021) regarding the implementation of distance education and improving the quality of learning during the pandemic Covid-19 era.

To overcome these problems, the teachers should really improve the understanding of various learning methods so that teacher learning activities can apply various relevant media. Internet media is one of the most modern learning media in supporting the learning process in the Covid 19 pandemic era. On the background of the above context, this study investigated contribution of teachers' literacy and work ethic on the quality of distance education in state junior high schools of sukoharjo sub-district.

II. Research Methods

Correlational research is a type of study that employs correlational statistics to elucidate inter-variable relationships (r). The square root of the correlation coefficient provides the variant defined (r -square) (Sutama, 2019: 47). This study employs a quantitative approach. The method gathered data by sending questionnaires to teachers in Sukoharjo sub-district. The questions were designed to characterize the contents of a specific piece of information or text (Herliandry et al., 2020). The sample for this study included 200 instructors from state junior high schools in Sukoharjo Sub-District. A questionnaire is used to collect data. The notion is based on numerous scholarly studies published during the Pandemic Covid-19 period about online learning. Scientific publications are sourced from worldwide and national journals, as well as a variety of additional sources. Multiple linear regression analysis was used to analyze the data in this study. Previously, validity tests, reliability tests, and classical assumption tests were used to analyze data.

III. Results and Discussion

Policies in complying with health protocols with the form of social distance and physical distances to minimize the spread of Covid-19 encourage all educational elements to activate the class even though the school closes. The spread of questionnaires to respondents can be done, then the data analysis calculation process can be done.

3.1 Validity Test Results

a. Validity Variable ICT Literacy Test (X1)

The following table presents the results of the test validity calculation for the ICT literacy variables:

Table 1. Validity Variable ICT Literacy Test (X1)

Item-Total Statistics		
	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
itemX1_1	.763	.917
itemX1_2	.627	.925
itemX1_3	.842	.913
itemX1_4	.841	.913
itemX1_5	.679	.922
itemX1_6	.581	.926
itemX1_7	.877	.911
itemX1_8	.688	.921
itemX1_9	.610	.925
itemX1_10	.716	.920

According to the table above, the statement (X1-1 to X1-10) from 10 items is declared legitimate due to the value of r count (correct items total correlation > r table n 200 = 0.116). To proceed with the investigation, the process of computing the assumption test can be continued.

b. Teachers' Work Ethic (X2)

The following table presents the validity test results for the teachers' work ethic variables:

Table 2. Validity Test Results of Teachers' Work Ethic Variables

Item-Total Statistics		
	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
itemX2_11	.758	.559
itemX2_12	.298	.699
itemX2_13	.612	.595
itemX2_14	.560	.625
itemX2_15	.712	.560

According to the table above, the statements from X2-1 to X2-5) are valid because the value of r counts (correct items total correaliation > r table). As a result, the problem items can be used to describe the variables relating to the teachers' work ethic as study data.

c. Quality of Distance Education (Y)

The following table presents the validity test results for the quality of distance education variables:

Tabel 3. Validity Test Results of Quality of Distance Education Variables

	Item-Total Statistics	
	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
itemY_16	.871	.929
itemY_17	.829	.931
itemY_18	.873	.930
itemY_19	.694	.936
itemY_20	.754	.934
itemY_21	.871	.929
itemY_22	.829	.931
itemY_23	.873	.930
itemY_24	.694	.936
itemY_25	.754	.934
itemY_26	.209	.956

According to the table above, statements containing one item (item Y-16 to Y-25) are declared legitimate due to the value of r (correct items total correliation > r table). Thus, as research data, the item of the question can be utilized to reflect the varying quality of distance education.

4.2 Reliability Test Results

The reliability test calculation results are presented in the appendix below, namely:

Table 4. Reliability Test Results

Variable	Value of Cronbach's α	Limit Value	Decision
ICT literacy	0,927	0,700	reliable
Teachers' work ethic	0,703	0,700	reliable
Distance education quality	0,940	0,700	reliable

The reliability test revealed Cronbach's values of $0.927 > 0.700$ for ICT literacy factors, $0.703 > 0.700$ for teacher work ethic variables, and $0.940 > 0.700$ for distance education quality variables. These findings imply that the data on the variable of ICT literacy, the teacher's work ethic, and the variable of long-distance education are dependable and deserving of being employed as data collection instruments.

4.3 Assumption Test Results

a. Data Normality Test

The results of the normality test calculation are represented by the Kolmogorov-Smirnov normality test, which is presented in the table below:

**Table 5. Normality Test
One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		200
Normal Parameters ^{a,b}	Mean	0E-7
	Std. Deviation	6.74031423
	Absolute	.258
Most Extreme Differences	Positive	.134
	Negative	-.258
Kolmogorov-Smirnov Z		3.646
Asymp. Sig. (2-tailed)		.320

a. Test distribution is Normal.

b. Calculated from data.

As demonstrated in the table above, the significant value of Kolmogorov Smirnov is 0.320 ($0.320 > 0.05$), indicating that the data is regularly distributed. It can be calculated further at the next stage.

b. Multicollinearity Test

The multicollinearity test results are represented by the VIF value of the regression calculation, which is presented in the table below:

Table 6. Multicollinearity Test Results

No	Variable	VIF value	Limit Value	Description
1	ICT Literacy	1.004	10	There is no multicollinearity
2	Teachers' Work Ethic	1.004	10	There is no multicollinearity

Dependent variable: quality of long distance education

The results of multicollinearity tests indicate that the magnitude of each variable's VIF is less than 10, implying that there are no multicollinearities.

c. Heteroscedasticity Test

The following visual illustration presents the results of the heteroscedasticity test:

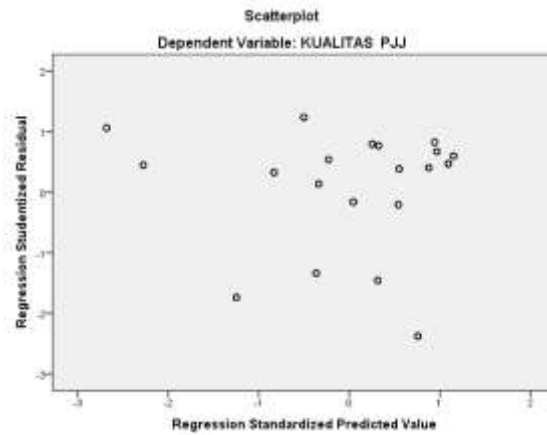


Figure 1. Heterocedasticity Test

The test demonstrates that the data are distinct and that there are no symptoms of heteroscedasticity.

d. Autocorrelation Test

The autocorrelation test results are presented in the table below:

Table 7. Autokorelasi Model Summary^b

Model	Durbin-Watson
1	1.829

a. Predictors: (Constant), ETOS KERJA GURU, LITERASI TIK

b. Dependent Variable: KUALITAS PJJ

Durbin-value Watson's of 1.829 indicates that it is approaching the value of two (2). This demonstrates that this research is free of both positive and negative autocorrelation issues.

4.4 Descriptive Statistics

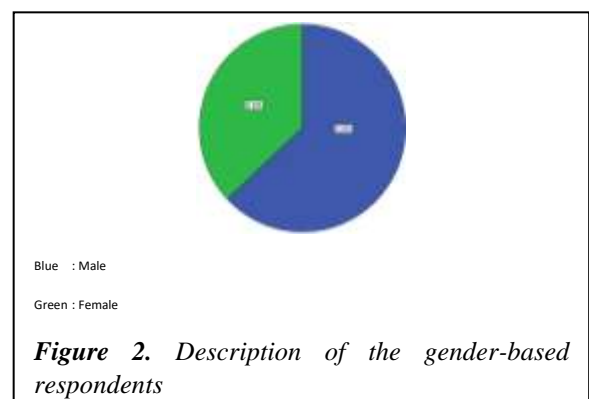
Description of Respondents Based on Gender

The following table and figure are the data description of respondents based on gender:

Tabel 8

Description of Respondents Based on Gender

	Freq	%
Valid Male	126	63.0
Female	74	37.0
Total	200	100.0

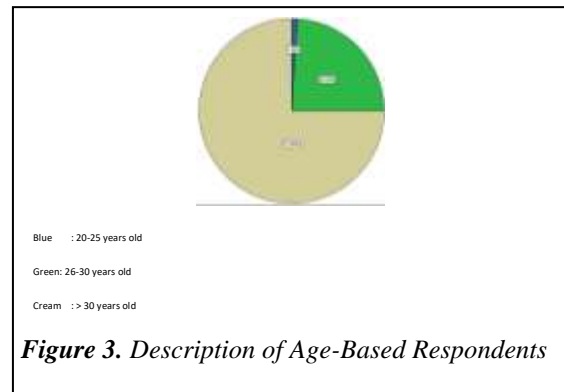


The data collection revealed that the respondents in this study were state senior high school teachers in Sukoharjo Regency, with 126 people (63 %) being male and 74 people (37 %) being female. Furthermore, the following image presents respondent data by gender:

4.5 Description of Respondents Based on Age

The following table and figure are the data description of respondents based on age:

Age		
	Freq	%
Valid 20 - 25 years old	2	1.0
26 - 30 years old	48	24.0
> 30 years old	150	75.0
Total	200	100.0

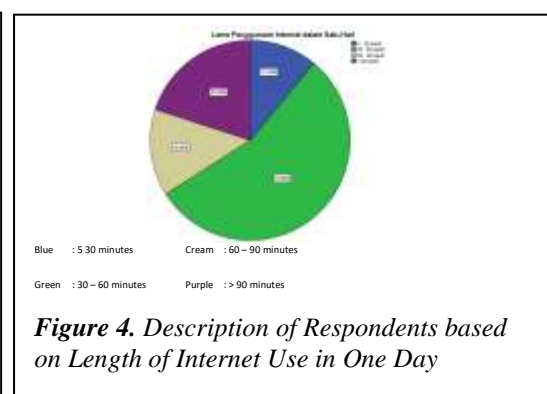


The data collection revealed that the respondents in this study were public junior high school teachers in Sukoharjo Regency. Twenty-five to twenty-five year old respondents included two people or 1%, 26- to 30-year-old respondents comprised 48 people or 24%, and over 30-year-old respondents comprised 150 people or 75%. Additionally, respondents might be grouped according to their age in the figures adjacent.

Description of Respondents Based on Length of Internet Use in One Day

The following table and figure are the data description of respondents based on length of internet use in one day:

	Freq	%
Valid 5 - 30 minutes	22	11.0
30 - 60 minutes	110	55.0
60 - 90 minutes	28	14.0
> 90 minutes	40	20.0
Total	200	100.0

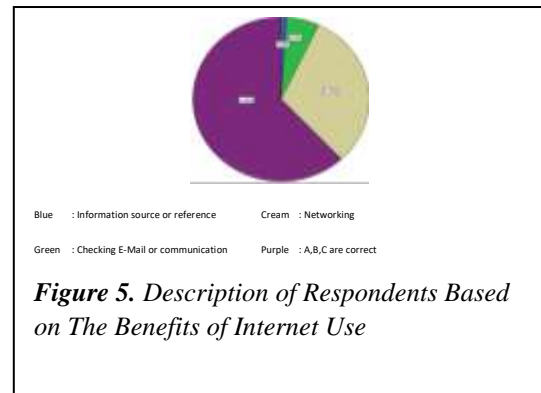


The data collection revealed that the respondents in this study were state junior high school teachers in Sukoharjo Regency, based on the length of internet use in one day. In a single day, respondents used the internet for an average of 5-30 minutes (21 people or 11 %), 30-60 minutes (110 people or 55 %), 60-90 minutes (28 people or 14 %), and more than 90 minutes (40 or 20 %). Furthermore, respondents' data based on the length of internet use in one day can be presented in the table and the figure above.

4.6 Description of Respondents Based on The Benefits of Internet Use

The following table and figure are the data description of respondents based on the benefits of internet use:

	Freq	%
Information source or reference	2	1.0
Checking E-Mail or communication	12	6.0
Valid Networking	62	31.0
A,B,C are correct	124	62.0
Total	200	100.0

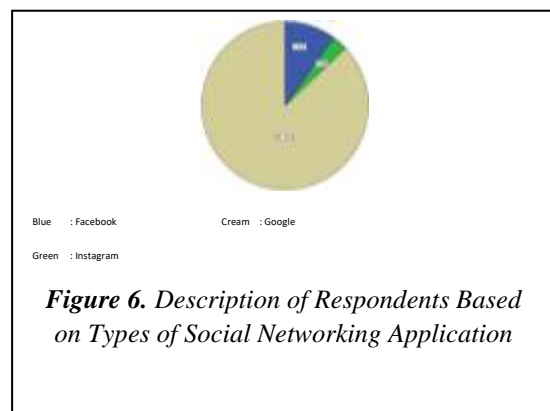


According to the benefits of internet use, the respondents in this study were state junior high school teachers in Sukoharjo Regency. The benefits of internet use as a source of information or references were mentioned by 2 respondents (1%). The benefits of internet as a tool for checking e-mail or communication were mentioned by 12 respondents (6%). The benefits of internet use as a tool for networking were mentioned by 62 respondents (31%). The benefits of internet as a tool of information or reference, as a tool for checking E-Mail or communication, as a tool for networking were mentioned by 124 respondents (62%). Furthermore, the respondent data can be presented in the table and figure adjacent above based on the benefits of internet use.

4.7 Description of Respondents Based on Types of Social Networking Application

The following table and figure are the data description of respondents based on types of social networking application:

	Freq	Percent
Facebook	20	10.0
Instagram	6	3.0
Valid Google	174	87.0
Total	200	100.0



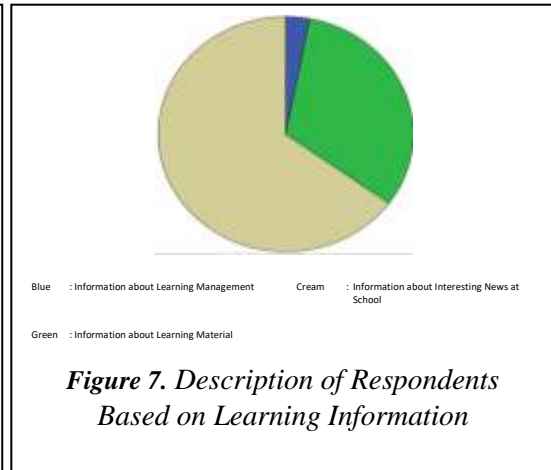
According to the description based on types of social networking application, the respondents in this study were state junior high school teachers in Sukoharjo Regency. 20 respondents or 10% use Facebook. 6 respondents or 3% use Instagram. 174 respondents or 87 % use Google. Furthermore, the respondents can be presented in the table and figure adjacent.

4.8 Description of Respondents Based on Learning Information

The following table and figure are the data description of respondents based on learning information:

Table 13
Learning Information

	Freq	%
Information about Learning Management	6	3.0
Information about Learning Material	64	32.0
Information about Interesting News at School	130	65.0
Total	200	100.0

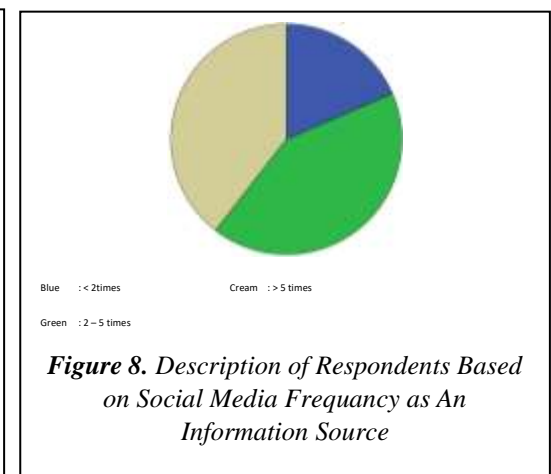


Respondents in this study were state junior high school teachers in Sukoharjo Regency. Learning information was received from respondents concerning learning management from 6 respondents or 3%, learning material from 64 respondents or 32%, and interesting news at school from 130 respondents or 65%. Furthermore, respondents based on learning information can be presented in the table and the figure adjacent.

Description of Respondents Based on Social Media Frequency as an Information Source. The following table and figure are the data description of respondents based on social media frequency as an information source:

Table 14
Social Media Frequency as an information source

	Freq	Percent
< 2 times	37	18.5
2 - 5 times	84	42.0
> 5 times	79	39.5
Total	200	100.0



According to data collected from respondents in this study, notably state junior high school teachers in Sukoharjo Regency, the frequency of social media use among respondents is less than 2 times as many as 37 people or 18.5 % the frequency of social media use among respondents is between 2 and 5 times as many as 84 people or 42 %. The frequency of social media use among respondents is more than 5 times as many as 79 people or 39.5 %. Furthermore, respondents' frequency of social media use can be presented in the table and the figure adjacent.

4.9 Hypothesis Testing and Discussion
a. Multiple Linear Regression Analysis

The multiple linear regression analysis is used to determine the influence of ICT literacy and teacher work ethic on the quality of distance education in public junior high school teachers in Sukoharjo Regency. The results of the equation are described as follows:

Table 15. Multiple Linear Regression Test Results

Variable	Unstandardized Coefficients		Sig.
	B	Std. Error	
(Constant)	33.453	3.661	.000
ICT LITERACY	.356	.081	.000
TEACHERS' WORK ETHIC	.545	.156	.001

Variable
Dependent:
DISTANCE
EDUCATION
QUALITY

Based on table IV above, the regression equation is presented as follows:

$$Y = 33.453 + 0,356X_1 + 0,545X_2 + \epsilon$$

The variables in the equation for multiple linear regression can be interpreted as follows:

- a) Variable regression coefficient of ICT literacy variables (β_1) is of a positive value of 0,356 shows having an influence that is directly proportional to the dependent variable. This means that if ICT literacy increases, the quality of distance education will increase by the assumption of other variables.
- b) The variable regression coefficient of the teachers' work ethic (β_2) is a positive value of 0.545 indicating has an influence that is directly proportional to the dependent variable. This means that the higher the teacher's work ethic, the quality of PJJ will increase as well as the assumption of other fixed variables.

b. T Test

This study is used to determine the hypothesis accepted or rejected by comparing the significance value with the level used. Testing in this study used a significance level of 0.05 ($\alpha = 5\%$). If the significance value of $T < 0.05$ then H_0 is rejected and H_a is accepted, while if the significance value > 0.05 then H_0 is accepted and H_a is rejected.

Table 16. T Test Results

Variable	t	Sig.
ICT LITERACY	4.401	.000
TEACHERS' WORK ETHIC	3.486	.001

Variable Dependent: DISTANCE
EDUCATION QUALITY

Based on the table above, it is known that some descriptions are as follows:

H1: ICT literacy on distance education quality.

The t test results are worth 4,401, p of 0,000 < 0.05 then H0 is rejected and H1 is accepted or can be interpreted that the ICT literacy variable has a significant effect on the distance education quality.

H2: Teachers' work ethic on distance education quality.

The the t test results of 3.486, p of 0.001 < 0.05, H0 is rejected and H1 is accepted or can be interpreted that the teachers' work ethic has a positive effect on the distance education quality.

c. R² (Determination Coefficient)

The coefficient determination test results are as follows:

Table 17. Coefficient Determination Test Results

Model Summary^b			
Model	R	R Square	Adjusted R Square
1	.362 ^a	.131	.122

a. Predictors: (Constant), TEACHERS' WORK ETHIC, ICT LITERACY

b. Dependent Variable: DISTANCE EDUCATION QUALITY

The R2 test was obtained by a result of 1.22, this shows that the ICT literacy variables and the teachers' work ethic in influencing the quality of education quality remotely by 12.2%. While the remaining 87.8 is determined by variables in addition to the ICT literacy and the teachers' work ethic such as the quality of network services and the ability of the teachers in delivering distance education-based learning facilities.

Online teaching during the Covid-19 pandemic has accelerated the integration of information and communication technology (ICT) which greatly affects the distance education quality. The results of this study are in line with the researches that have been done by (Calle-ramirez & Tumbes, 2020), (Lin & Shek, 2021), (Lauret & Bayram-Jacobs, 2021), (Hordatt Gentles & Haynes-Brown, 2021) dan (Gornik et al., 2020).

(Chen et al., 2020), (Batez, 2021) and (Alasmari, 2021) conducted study on how to improve teachers' work ethic in order to develop the learning quality They investigated the teachers' involvement in enhancing the quality of distance education. Various studies demonstrated that the Pandemic Covid 19 facilitates online education delivered by learning facilities customised to students' needs.

IV. Conclusion

Based on the major objectives, the following conclusions are drawn in this study:

1. ICT literacy contributes significantly to the distance education quality. It is evidenced from the t test result of 4,401, p of $0.000 < 0.05$.
2. Teachers' work ethic represents a significant positive contribution in the distance education quality. It is confirmed using the t test of 3,486, p of $0.001 < 0.05$.
3. ICT literacy and teachers' work ethic simultaneously affect the distance education quality by 12.2%. It is verified by the R^2 test result of 1.22.

Recommendations based on the study's results can be considered as a reference for implementing teachers' ICT skills training, as well as a critical foundation for the methodical construction, enhancement, and sustainability of distance education.

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