

# Implementation of Online Learning Whatsapp Group Students' Islamic Education Courses Muhammadiyah High School 2 Medan

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## Abstract

*This study aims to determine: (1) learning planning carried out by Islamic Education teachers using whatsapp groups, (2) implementation of the learning process carried out by Islamic Education teachers using whatsapp groups, and (3) learning evaluations carried out by Islamic Education teachers. The research was conducted at SMA Muhammadiyah 2 Medan. This type of research is qualitative research. Primary data sources are informants consisting of: principals, teachers and students, then secondary data sources are written documents in the form of school profiles, syllabus, learning implementation plans, photos of school activities, learning outcomes documents. The data collection instrument used was interviews, observation and documentation. The data analysis technique used is data reduction, data presentation and conclusion. The research findings show: (1) learning planning begins with developing a learning implementation plan at the beginning of the semester by considering core competencies, basic competencies, school vision and mission as well as student needs and using a format that has been determined by the school, (2) the implementation of Islamic Education learning with the whatsapp group application is carried out as follows: minutes before learning begins, the teacher reminds students to take online learning, the teacher greets students and takes attendance online, the teacher provides the material to be studied in the form of word reading texts, powerpoints and learning videos, the teacher explain the material online so that students can understand the material through voice notes, conduct questions and answers if there are students who do not understand the learning material with the aim that students can better understand the material presented, give assignments to students to collect according to the teacher's directions, and jointly conclude the teaching materials that have been studied, (3) the evaluation of learning is carried out with the following activity stages: daily tests, independent assignment portfolios, mid-semester examinations and end-semester examinations.*

## Keywords

Online learning; whatsapp group



## I. Introduction

The Covid-19 pandemic has had an impact on the education and learning process. Disruption of learning activities in schools can affect the level of understanding of the material and skills of a student. Since the issuance of a circular from the Ministry of Education and Culture regarding the implementation of education policies in the midst of a pandemic (Kemendikbud, 2020), the outbreak of this virus has an impact of a nation and Globally (Ningrum et al, 2020). The presence of Covid-19 as a pandemic certainly has an economic, social and psychological impact on society (Saleh and Mujahiddin, 2020). Covid 19 pandemic caused all efforts not to be as maximal as expected (Sihombing and

Nasib, 2020). the learning process that was previously carried out face-to-face between teachers and students, has now begun to be replaced with online learning in virtual meetings using virtual meetings. Education is the foundation of a successful career, financial freedom, the ability to think and reason critically and to make informed decisions. Without education we will be limited to perform tasks and we will be ignorant to the things that are happening in and around our surrounding, and according to Martin Luther King, a people without knowledge is like a tree without roots. For education to be of great value, curriculums should be implemented. (Philips, S. 2020)

Online learning is a learning process through a network that is connected to internet services on certain devices or devices. Online learning is more identical as a form of distance learning, where teachers and students are not in the same place. In general, online learning is another version of distance learning that prioritizes the ease of education.

The biggest challenge is the change in students' habits which will initially be well received because they will be interested in enthusiastic learning activities at home, but over time students will do the same thing every day which will make students bored. In addition, the intensity of the material delivered by the teacher in certain subjects is reduced. The application of online learning will be easier if conveying material that is usually done in schools is not done through teaching methods. On the other hand, it will be difficult for students if certain topics are not conveyed through teaching methods.

Usually there are obstacles in the learning activities carried out where so far the teacher usually provides material in the learning process through a gradual method so that students can easily understand it. For those who are relatively new, teachers will definitely encounter problems related to teachers, students, and schools. Therefore, when implementing online learning, the biggest problem is if the teacher only asks students to do assignments at home without explaining to students. This will have an impact on the development of student learning in schools in the implementation of online learning. Therefore, a teacher as a facilitator must introduce a number of innovations so that students can be involved in the learning process.

In the context of education, learning is a student activity to achieve the goal of self-change in the form of mastery of knowledge, changes in attitudes and skills that are carried out intentionally (Ananda, 2019:1). Karwono and Mularsih (2017: 18) explain learning is a process of change to acquire various skills, skills and attitudes that begin early in life. Meanwhile, Ibn Khahldun as quoted by Majid (2017:107) explained that learning is a process of transforming the values obtained from experience to be able to maintain human existence in civilized society.

Isman (2016) states that the online learning process is a learning process that uses internet network facilities known as the online learning process. Online learning methods can be used to introduce formal education in schools where students and teachers are in different places, so it is necessary to use an integrated telecommunications system as a means of communication and access to various resources (Sobron et al, 2019). Learning on the online network is carried out due to the Covid-19 pandemic. On the positive side, students and teachers will master and develop skills related to technology to assist the learning process (Puspitasari, et al 2021).

One of the platforms used in online learning is whatsapp, in this case Sirri and Lestari (2020:68) whatsapp is part of social media. Social media is an internet-based application that allows each user to share various kinds of content according to their supporting features.

Kusuma and Hamidah (2020:100) define whatsapp group as a chat application where you can send text messages, pictures, sounds, locations and even videos to other people

using any smartphone. Whatsapp in its use as a digital chat medium that includes text messages, images, videos, and being able to make calls into a complete unit to help people communicate in all parts of the world.

Yensy (2020:67) explained that whatsapp groups are currently used as a forum for discussion to solve various problems, questions and something important that must be conveyed to the people who are members of it. Discussions through whatsapp groups are very helpful for users to communicate in distance learning.

Several studies related to online learning include: Pujianto (2021), Puspitasari, et-al (2021), Yulianto and Nurgraheni (2021), Aini (2021) Dewi (2020), Palimbong (2020) Pratama and Mulyati (2020), Regianti (2020), Handarini (2020). Research shows that online learning, especially by using the whatsapp group application, has its own advantages and disadvantages both from the student's perspective, especially related to learning outcomes.

## **II. Review of Literature**

This study uses qualitative research methods, namely to understand the phenomenon of what is experienced by the research subject, for example behavior, perception, motivation, action and others, holistically and by way of description in the form of words and language, in a special natural context, by utilizing various natural methods, and in reasonable field situations as they are without manipulation. Data was collected through observation, interviews, and documentation. The data analysis technique used is the Miles and Huberman model, namely data reduction, data display and conclusion and verification.

## **III. Result and Discussion**

### **3.1 Lesson Planning**

Learning planning is carried out by the teacher by starting with a learning implementation plan at the beginning of the semester by considering core competencies, basic competencies, vision, mission and goals of the school as well as the needs of students, and activities that are close to the daily lives of students. The teacher prepares a lesson plan at the beginning of the semester and reports it at the teacher meeting to get input from peers and the principal.

The preparation of the lesson plan uses the following format: (1) identity includes the name of the school, class, semester, teaching materials, meeting times, (2) learning objectives, (3) description teaching materials, (4) learning methods, (5) learning activities include introductory activities, core activities, and closing activities), (6). Assessment, and (7) sources/materials/tools. Furthermore, the preparation of the learning implementation plan applies scientific, relevant, systematic, consistent, adequate, actual, flexible and comprehensive principles.

Planning for packaging teaching materials is packaged by linking teaching materials with the lives of students and the packaging is designed in the form of reading texts in the form of word and PowerPoint. Furthermore, the packaging of tests or questions is carried out using the exampro application in the form of multiple choice questions.

Obstacles or obstacles experienced by teachers in preparing lesson plans are habitual factors. Where teachers are not accustomed to preparing lesson plans used for online learning, because during other times teachers are accustomed to preparing lesson plans for face-to-face meetings. The next factor is the teacher's understanding of basic competencies and core competencies. Teachers do not really understand how to adjust the demands of

core competencies and basic competencies to the needs of students and make them using learning methods and learning media that are in accordance with online learning.

Islamic Education are efforts that are designed and implemented systematically to instill Islamic values including knowledge, attitudes and skills to students related to God Almighty, oneself, fellow human beings, the environment, and nationality which are manifested in the mind. , attitudes, feelings, words, and actions based on Islamic norms and law. In addition, Islamic Religious Education is a system of inculcating Islamic values to students which includes components of knowledge, awareness or willingness, and actions to implement the teachings Islam.

Islamic education is the process of giving guidance to students to become fully human beings with character in the dimensions of heart, thought, body and taste and intention. Islamic religious education includes inculcating value education, character education, moral education, character education which aims to develop students to make good and bad decisions, maintain what is good, and realize that goodness is everyday life wholeheartedly.

To achieve this, the process starts from the Islamic Religious Education teacher planning learning who then tries to do it in learning activities. For this reason, in planning learning, the teacher looks at the curriculum demands, looks at the school's vision and mission and also looks at the needs of students. Observing the curriculum, observing the school's vision and mission and the needs of students is a guide in planning learning, so this has implications for the courage of teachers to analyze material, assignments, and learning levels contextually. Selecting materials, which ones need to be given in the classroom or at school through intra and extracurricular activities, and which ones need to be done outside of school to be handed over to the family or the community through integrated coaching.

For this reason, the teacher in the success of Islamic Religious Education learning begins when the teacher makes a learning implementation plan that aims to make students master the competencies (materials) that are targeted and designed to make students able to master Islamic Religious Education knowledge and of course can practice it in everyday life. Thus, to produce an effective learning, educators have a very urgent role, because educators are managers of the learning process (Minarti, 2013:111).

Related to this, Mulyasa (2013:139) explains that the ability to organize teaching materials consists of two stages, namely selecting learning materials and compiling learning materials. When learning takes place face-to-face, teachers are used to organizing learning. However, the problem is when learning takes place online. Teachers must choose extra learning materials so that there are no misconceptions between teachers and guardians or students when studying the material. On the other hand, teachers must also see the achievement of basic competencies that must be mastered by students. So that the making of material when learning is done online must be done optimally.

Sanjaya (2019:28) is related to the urgency of learning planning, which is a decision-making process as a result of thinking rationally about certain learning goals and objectives, namely changes in behavior and a series of activities that must be carried out as an effort to achieve these goals by utilizing all existing potential and learning resources. In line with the explanation above explained by Majid (2017:20) that learning planning is formulations about what teachers and students will do in the learning process to achieve goals before teaching and learning activities are actually implemented. In this case planning is a system that explains the analysis of all components that really must be interrelated functionally to achieve goals.

This finding supports the findings of previous research conducted by: (1) Yulianto and Nurgraheni (2021) which showed that during online learning, especially in Indonesian subjects, class VI B SD Sendangsari students emphasized learning using whatsapp groups. This whatsapp group system is an access to convey learning materials, explanations and student assignments carried out by class teachers, and (2) Dewi (2020) with the research title "The Impact of Covid-19 on the Implementation of Online Learning in Elementary Schools", findings his research shows that learning activities can run well and effectively in accordance with the creativity of the teacher in providing material and practice questions to students, from practice questions done by students can be used for students' daily scores.

### **3.2. Implementation of Learning**

The implementation of learning is illustrated from the results of the interviews, it can be seen that at the beginning of the Covid 19 pandemic, it was started by conducting online learning using the online platform application, Google Classroom and Zoom meetings, but along with the development of time and complaints from parents related to the amount of the financing burden in the form of The internet quota is quite large which is borne by people if learning is carried out using the Google Classroom application and Zoom Meeting, online learning is currently mostly using the WhatsApp Group application and is occasionally interspersed with Google Classroom and Zoom Meetings.

The use of whatsapp groups in learning is carried out because the school accommodates many complaints from parents of students related to the large financing burden related to internet quotas, so initially learning used the google classroom platform and zoom meetings, then further learning was carried out a lot. by using a whatsapp group that is done by the teacher to deliver teaching materials in the form of word, powerpoint and learning videos. Likewise, students send assignments or exercises via WhatsApp to be assessed by the teacher.

Furthermore, related to the steps taken in carrying out online learning using whatsapp groups, the steps taken are: (1) 10 minutes before learning starts, the teacher reminds students to take online learning, (2) the teacher greets students and takes attendance online. , (3) the teacher provides the material to be studied, (4) the teacher explains the material online so that students can understand the material, (5) conducts questions and answers if there are students who do not understand the learning material with the aim that students can better understand the material presented (6) giving assignments to students to be collected according to the direction of the desert, and (7) together concluding the teaching materials that have been studied.

Observing the above, the success of a lesson is determined by the competence of the teacher in preparing, implementing, evaluating, and providing feedback. That is, the quality of learning with the teacher as the implementer will determine the success of a learning Islamic Education. There are at least 3 factors that influence the success of learning, namely the objective factor, the teacher factor, and the student or student factor. In other literature, the components of the Islamic Education system at least contain educational objectives, educational curriculum, educators, students, educational methods, and educational evaluation. In order to achieve the goals of Islamic religious education, the above components must be set in order to achieve their goals. The potential of students in terms of cognitive, effective, and psychomotor must really be achieved. So that students know what Islam is, are skilled in implementing Islamic law, and most importantly, the values of Islamic teachings are internal to students.

Education in the context of human resource development focuses on learning new skills, knowledge and attitudes, which will equip individuals to take on new jobs or to

carry out different tasks that have been previously planned in the future (Sujak, 2019:34). A person's participation in formal education is assumed to provide opportunities for him to change more and more from not knowing to knowing, from bad to good to unskilled to skilled. For this reason, a person's high level of formal education is believed to be an indicator of the breadth of knowledge he has.

The implementation of online learning using the whatsapp group application is: (1) preparing students to take part in learning, then proceeding to convey the learning objectives, (2) the teacher starts/opens the class by sending messages to the whatsapp group, (3) the teacher sends material files to whatsapp groups for students to study, equipped with learning instructions and instructions, (4) the teacher asks students to fill in the attendance form through the google form that has been made by the teacher, and (5) the teacher ends the lesson and attaches assignments for students.

Online learning using the whatsapp group application that has been carried out by the teacher is indeed not as perfect as when the presentation of teaching materials in the form of face-to-face meetings is carried out. But considering the conditions during the Covid 19 pandemic, this is what can be done to convey Islamic Religious Education learning materials to students.

The urgency of implementing well-managed learning by the teacher by applying various efforts, both methods, learning resource strategies and media can be understood as emphasized by Majid (2017:109) explaining meaningful learning as an effort to teach a person or group of people through various efforts and various strategies, methods and approaches towards achieving the planned goals. Learning can also be seen as a teacher activity programmed in instructional design to make students learn actively which emphasizes the provision of learning resources.

Mardianto (2016:55) explained that learning is a process of interaction between students with learning resources and the environment to gain knowledge and skills. Therefore, there are three important keywords in learning, namely: (1) the interaction process, (2) sources and environment, and (3) new knowledge and skills. Meanwhile, Mulyasa (2017:16) explains that essentially learning is the implementation of a curriculum that demands teacher activities in creating an atmosphere and growing activities according to the plans that have been programmed.

The findings of this study support the findings of previous research conducted: (1) Sofyana and Rozaq's research (2019) shows that the combined online learning method is considered effective when applied to the class of employees of the Informatics Engineering Study Program, Universitas PGRI Madiun, because online combined learning is not limited by space and time. .

### **3.3. Learning Evaluation**

The evaluation of Islamic Religious Education learning is carried out with the following activity stages: daily tests, independent assignment portfolios, mid-semester exams and end-semester exams. Questions designed for the midterm and semester exams are in the form of multiple choice using the examro application which is presented during the online exam. Through the stages of the examination carried out, it is hoped that there will be changes in behavior, students can also experience positive changes in their behavior after following the learning process carried out by the teacher.

Assessment is a series of activities to obtain information or data regarding the process and learning outcomes of students. The assessment is carried out by analyzing and interpreting the data from the measurement of student competency achievement which is

carried out systematically and continuously so that it becomes meaningful information in decision making.

Assessment of learning outcomes by educators is a process of collecting information/evidence about the learning achievements of students in the competence of spiritual attitudes and social attitudes, knowledge competencies, and skills competencies which are carried out in a planned and systematic manner, during and after the learning process. Authentic assessment is a form of assessment that requires students to display attitudes, use the knowledge and skills gained from learning in carrying out tasks in real situations. Likewise, learning mastery is the minimum level of achievement of competence in attitudes, knowledge, and skills including mastery of substance mastery and mastery of learning in the context of the learning period.

In the implementation of the assessment, the teacher first formulates indicators of attainment of competence in attitudes, knowledge, and skills which are described from basic competencies. Indicators of competency achievement are formulated using operational verbs that can be measured according to the breadth and depth of these basic competencies. These indicators are used as signs in the preparation of questions or assignments.

Indicators of achievement of knowledge and skill competencies are measures, characteristics, or traits that indicate the achievement of a certain basic competency and become a reference in the assessment. Each basic competency can be developed into one or more achievement indicators. To assess the achievement of attitudinal competence, observable indicators are used.

Assessment activities are important and are an integral part of teaching and learning activities. In order to obtain information regarding the achievement of student competencies, an assessment is needed. The implementation of online learning raises new problems in terms of student assessment. According to Anderson (2001:45) there are three principles in learning assessment, namely meaningful, transparent and fair. These three principles cannot be fulfilled optimally by the teacher. Especially the principle of fairness. Fair in the assessment means that every student has the same opportunity in the assessment system. This does not mean that every student gets the same value, but that they get a value that is in accordance with their respective learning abilities.

Facts in the field show that all students get the maximum score when given a question. This becomes a question for teachers, whether students really understand the material or students get help from adults when doing assignments. So what happens is that the teacher cannot objectively assess the achievement of learning in accordance with the abilities of students.

From the affective side, teachers also have difficulty in assessing. Usually, affective assessment occurs naturally when students interact, communicate, and socialize with friends. The existence of online learning eliminates the socialization of students with other students directly. So that it becomes an obstacle for teachers in conducting affective assessments.

The ease of using the WhatsApp group application for teachers and students will be hampered if the network around the students' and teachers' homes is disrupted. As a result, the learning materials provided by the teacher also become hampered and late. Some teachers argue that only sending text messages is easier than sending pictures or videos. Likewise with the guardians, they complained about the same thing. In addition, some students in rural areas whose family conditions are mediocre, do not have access to online learning, are also obstacles that teachers often encounter.

Online learning activities will run smoothly, if students always receive supervision, both from teachers and parents. The facts on the ground show that in the early weeks of online learning activities, parents give full attention to their children. However, in the second week onwards, parental supervision begins to decrease. This happens because at the same time, parents of students also have to divide their time between working, taking care of the house and supervising their children's learning. So what happens is that the teacher sends assignments and the parents send the children's work. Without supervision in learning. Parents are of the opinion that if the assignment has been sent to the teacher, then the learning activities are finished for that day. This results in unidirectional communication, without supervision in learning.

Sanjaya (2019:244) emphasized that evaluation is an important tool as feedback for students. Through evaluation students will get information about the effectiveness of the learning they do. From the results of the evaluation, students will be able to determine how the learning process needs to be done. The same thing is explained by Aunurrahman (2011: 209) that assessment or evaluation is intended to: (1) strengthen learning activities, (2) test students' understanding and abilities, (3) ensure appropriate prerequisite knowledge, (3) support the implementation of learning activities, (4) motivate students, and (5) provide feedback for students.

This finding supports the previous findings: (1) Aini (2021) research findings indicate that online learning consists of various activities, namely introduction, core, and closing. There are various factors that support and hinder online learning. The main supporting factors are gadgets and internet quotas to help students participate in online learning well. Apart from being a supporting factor, the internet network is also a major inhibiting factor if the network used is unstable or the internet quota is not sufficient to participate in the online learning process, and (2) Pratama and Mulyati (2020) research findings show learning during the Covid 19 pandemic in This school uses various ways to keep learning going, such as using online learning first by using social media applications such as WhatsApp, Google Classroom, Google Meet, Edmodo and Zoom. In order for the learning process to run smoothly the teacher must guide the learning first, in online learning students actually prefer it because learning is more interesting, making students curious in the process, making students active.

#### **IV. Conclusion**

The conclusions that can be given related to this research are: (1) learning planning is carried out by preparing a learning implementation plan at the beginning of the semester by considering core competencies, basic competencies, school vision and mission and the needs of students. The preparation of teaching materials that will be delivered in the whatsapp group is arranged in the form of reading text in word and PowerPoint formats and also by providing learning videos containing appropriate teaching materials. Furthermore, the planning of the preparation of the test is carried out in a multiple-choice form designed on the examro application which has a time setting to be delivered on the online exam, (2) the implementation of learning with the whatsapp group application is carried out as follows: (a) 10 minutes before learning begins, the teacher reminds students to participate in online learning, (b) the teacher greets students and attends online, (c) the teacher provides material to be studied in the form of word reading texts, powerpoints and learning videos, (d) the teacher explains the material online so that students can understand the material through voice notes, (e) asking questions if there are students who do not understand the learning material with the aim that students can better understand the



material presented, (f) giving assignments to students to be collected according to the direction of the desert, and (g) together - together conclude the teaching material that has been studied, and (3) evaluation of the teacher learning is carried out with the following stages of activity: daily tests, portfolio of independent assignments, mid-semester examinations and end-of-semester exams. Questions designed during the midterm exam and semester exam in the form of multiple choices using the examro application which are presented during online exams.

Based on the results of the research above, it can be suggested several things to get more optimal results in further developments as follows:

1. To school principals, they should be able to fulfill various facilities and infrastructure, especially related to ensuring internet network connectivity in schools that can support the learning process in schools by planning the allocation of funds. Furthermore, to the principal, so that they can facilitate teachers in preparing lesson plans, designing teaching materials, designing better P tests/evaluations by participating teachers in training held by the Medan City Education Office as well as those held by the subject teacher deliberations of the Medan city cluster.
2. To Islamic Education teachers, so that they can improve innovations in managing Islamic Education learning through individual reading activities, attending training and seminars, so that Islamic Religious Education learning activities can be more interesting and fun.
3. For students to increase their interest and motivation in learning even though online learning and occasionally face-to-face are carried out so that learning outcomes can be obtained.
4. To further researchers, so that they can research various other online learning platforms or Islamic Education learning models that can improve student learning outcomes outside the variables studied in this study.

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