



**Efforts to Increase Teachers' Competence of E-Learning
in the Covid-19 Era**

<u>INFO PENULIS</u>	<u>INFO ARTIKEL</u>
Iswadi STKIP Kusumanegara iswadi@stkipkusumanegara.ac.id Herinto Sidik Iriansyah STKIP Kusumanegara herinto@gmail.com	ISSN: 2798-0448 Vol. 1, No. 2 , Desember 2021 http://almufi.com/index.php/AJMAEE

© 2021 Almufi All rights reserved

Saran Penulisan Referensi:

Iswadi & Iriansyah, H. S. (2021). Efforts to Increase Teachers' Competence of E-Learning in the Covid-19 Era. *Almufi Journal of Measurement, Assessment, and Evaluation Education*, 1 (2), 122-126.

Abstrak

Penelitian ini bertujuan untuk meningkatkan kemampuan guru dalam pembelajaran online di era Covid-19 (Studi Kasus pada guru SMP Negeri 3 Muara Tiga). Subjek dalam penelitian ini adalah seluruh guru di SMP Negeri 3 Muara Tiga yang berjumlah 38 guru. Berdasarkan observasi, guru-guru tersebut belum maksimal dalam melaksanakan pembelajaran online. Instrumen penelitian berupa lembar angket, yang berguna untuk mencatat semua kejadian dalam pelaksanaan tugas guru dalam pembelajaran online selama pembelajaran. Hasil penelitian menunjukkan bahwa pada Siklus I pemahaman guru dalam pembelajaran online yang dilakukan selama proses pembelajaran di SMP Negeri 3 Muara Tiga adalah 1.269. Nilai rata-ratanya adalah 36,8 dengan persentase 76,30%. Dengan demikian pemahaman guru di SMP Negeri 3 Muara Tiga berada pada kategori Cukup Baik. Kemudian meningkat setelah diterapkannya Pembelajaran Online Siklus II yang dilaksanakan pada saat proses pembelajaran di SMP Negeri 3 Muara Tiga yaitu sebanyak 1.341. Nilai rata-rata adalah 38, dengan persentase 81,16%. Dengan demikian pemahaman guru di SMP Negeri 3 Muara Tiga berada pada kategori Baik. Hasil penelitian menunjukkan bahwa pemahaman guru terhadap pembelajaran online di SMP Negeri 3 Muara Tiga berada pada kategori baik.

Kata Kunci: Kompetensi Guru, Pembelajaran Online, Covid-19

Abstract

This study aims to improve the ability of teachers in online learning in the Covid-19 era (Case study on teachers of SMP Negeri 3 MuaraTiga). The subjects in this study were all teachers at SMP Negeri 3 MuaraTiga, totaling 38 teachers. Based on observations, these teachers were not maximal in implementing online learning. The research instrument is in the form of a questionnaire sheet, which is useful for recording all events in the implementation of teacher assignments in online learning during the study. The results showed that in Cycle I, the understanding of teachers in online learning carried out during the learning process at SMP Negeri 3 MuaraTiga was 1,269. The average value is 36.8, with a percentage of 76.30%. Thus the understanding of the teachers at SMP Negeri 3 MuaraTiga is in the Good Enough category. Then it increased after the implementation of Cycle II of Online Learning which was carried out during the learning process at SMP Negeri 3 MuaraTiga, the number was 1,341. The average value is 38, with a percentage of 81.16%. Thus the understanding of the teachers at SMP Negeri 3 MuaraTiga is in the Good category. The results showed that the teacher's understanding of online learning at SMP Negeri 3 MuaraTiga was in the good category.

Key Word: *Teacher Competence, Online Learning, Covid-19*

A. Introduction

Currently our country is in a major disaster, namely an outbreak or virus that attacks humans around the world, known as Covid-19, where this outbreak or virus attacks anyone, causing our country, Indonesia, to also be very vigilant, and decide to take action. activities at home, and must social distancing to keep the spread of Covid-19. According to WHO (2019) Corona viruses are a large family of viruses that cause disease in humans and animals. In humans, it usually causes respiratory tract infections, ranging from the common cold to serious diseases such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS) (Nahdi et al., 2020; Wax & Christian, 2020).). A new type of corona virus found in humans since an extraordinary event appeared in Wuhan, China, in December 2019, was later named Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-COV2), and caused Corona virus Disease-2019 (COVID-19).

Since the government announced the first case of Coronavirus Disease 2019 (Covid-19) in March 2020, Indonesia was then faced with a pandemic. Almost all sectors of life are affected, including the education sector. Covid-19 is spreading so fast and has spread to almost all countries, including Indonesia, so the World Health Organization (WHO) made this outbreak a global pandemic on March 11, 2020. In the education sector, the government through the Ministry of Education and Culture (Kemdikbud) has implemented a policy of learning from home or learning from home (BDR), especially for education units located in the yellow, orange and red zones. This refers to the Joint Decree of the Minister of Education and Culture, the Minister of Religion, the Minister of Health and the Minister of Home Affairs regarding Guidelines for the Implementation of Learning in the 2020/2021 Academic Year and the 2020/2021 Academic Year during the Covid-19 period. For educational units located in the green zone, they can carry out face-to-face learning while still paying attention to health protocols.

The spread of the corona virus pandemic or COVID-19 has presented its own challenges for educational institutions in Indonesia. To anticipate the transmission of the virus, the government issued policies such as social distancing, physical distancing, to large-scale social restrictions (PSBB). This condition requires people to stay at home, study, work, and worship at home. As a result of this policy, the education sector such as schools stopped the face-to-face learning process. Instead, the learning process is carried out online which can be carried out from each student's home. In accordance with the Circular of the Minister of Education and Culture Number 4 of 2020 concerning the implementation of education policies in the emergency period of the spread of the corona virus disease (COVID-19), it is recommended to carry out the learning process from home through online learning. Readiness on the part of service providers and students is a demand for the implementation of online learning. The implementation of online learning requires supporting devices such as computers or laptops, and other tools as intermediaries which of course must be connected to an internet connection.

The online learning system (in the network) is a learning system without face to face directly between teachers and students but is carried out online using the internet network. (Ruskan,etc 454:2012). Basori (2017:42) states that Online Learning is learning that uses network electronic equipment (LAN, WAN, or internet) to deliver learning materials, interactions, and guidance. Teachers must ensure that teaching and learning activities continue, even though students are at home. The solution, teachers are required to be able to design learning media as an innovation by utilizing online media (online). This is in accordance with the Minister of Education and Culture of the Republic of Indonesia regarding Circular Letter Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period.

Teachers are the dominant element in the educational process, so the quality of education is largely determined by the quality of educators in carrying out their roles and duties in society (Mustofa 2007:15). Kusnandar (2008:34) states that teacher competence is a set of mastery of abilities that must exist in teachers in order to realize their performance appropriately and effectively. The learning system is implemented through a personal computer (PC) or laptop connected to an internet network connection. Teachers can do learning together at the same time using groups on social media such as WhatsApp, Google Class, zoom applications or other media as learning media. Thus, the teacher can ensure that students take part in learning at the same time, even though in different places. Judging from the surrounding events that are happening, both students and parents who do not have cellphones to support online learning activities feel confused, so the school is looking for solutions to anticipate this. Some students who do not have mobile phones do learning in groups, so they do learning activities together.

The problems that occur are not only in the learning media system, but the availability of quotas that require a fairly high cost for students and teachers to facilitate online learning needs. The quota purchased for internet needs has soared and many parents are not ready to increase the budget in providing internet networks. Online learning cannot be separated from the internet network. Internet network connection is one of the obstacles faced by teachers and students whose residence is difficult to access the internet, especially those students who live in rural, remote and disadvantaged areas (Hartanto, 2016:14). Even if someone uses a cellular network, sometimes the network is unstable, because the geographical location is still far from the reach of the cellular signal. This is also a problem that often occurs in students who take part in online learning so that its implementation is not optimal.

Online learning according to Santi (2018: 54) aims to provide quality learning services online (online) that are massive and open to reach a larger and wider audience. It should be realized that the unpreparedness of teachers and students towards online learning is also a problem (Wicaksono, 2012:45). The shift from conventional learning systems to online systems is very sudden, without proper preparation. But all of this must still be carried out so that the learning process can run smoothly and students actively participate even in the conditions of the Covid-19 pandemic. The solution to this problem is that the government must provide a policy by opening free online application services in collaboration with internet and application providers to help this online learning process. Responding to government instructions and directives, SMP Negeri 3 MuaraTiga is ready to carry out online learning in schools in order to break the Covid-19 chain.

Several teachers at SMP Negeri 3 MuaraTiga admitted that online learning was not as effective as conventional learning activities (face to face), because some learning materials had to be explained directly and more completely. In addition, the material delivered online may not necessarily be understood by all students. Based on online teaching experience, this system is only effective for giving assignments, and it is likely that the results of working on these assignments are given when students are about to enter, so it is likely to accumulate. Observing the experiences of some of these teachers, teachers at SMP Negeri 3 MuaraTiga must also be ready to use technology in accordance with the times. Teachers must be able to make models and learning strategies that are in accordance with the character of students in their schools.

The use of several applications in online learning is very helpful for teachers in this learning process (Arnesti, N., & Hamid, A., 2015). Teachers must be accustomed to teaching by utilizing complex online media that must be packaged effectively, easily accessible, and understood by students. Teachers are required to be able to design and design online learning that is light and effective, by utilizing appropriate online devices or media and in accordance with the material being taught. Although online learning will provide wider opportunities to explore the material to be taught, teachers must be able to choose and limit the extent of the scope of the material and the application that is suitable for the material and learning methods used. The simplest thing a teacher can do is to use WhatsApp or the Google Class Application which can be used for novice online students, because the operation is very simple and easy for students to access. As for online teachers who have more enthusiasm, they can improve their abilities by using various online learning applications (Afrianti, 2020: 23). Thus, online learning as an effective solution in learning at home to break the chain of the spread of Covid-19, physical distancing (maintaining a safe distance) is also a consideration in choosing this learning. Good cooperation between teachers, students, parents and the school is a determining factor for more effective online learning. For this reason, researchers are interested in conducting research on teacher understanding in online learning.

The term online is an acronym for "in the network" which is an activity carried out with an online system that utilizes the internet. According to Bilfaqih&Qomarudin (2015) "online learning is a program for organizing online learning classes to reach a massive and broad target group". Thorne in Kuntarto (2017, p. 102) "online learning is learning that uses multimedia technology, virtual classrooms, CDROMs, video streaming, voice messages, email and telephone conferences, animated online texts, and online video streaming". Meanwhile Rosenberg in Alimuddin, Tawany&Nadjib (2015, p. 338) emphasizes that e-learning refers to the use of internet technology to deliver a series of solutions that can improve knowledge and skills.

From the above understanding, it can be concluded that online learning or e-learning is a learning that utilizes technology using the internet where the learning process is not done face to face but uses electronic media that can make it easier for students to learn anytime and anywhere.

Bilfaqih and Qomarudin (2105, p. 4) describe some of the benefits of online learning as follows:

- 1) Improving the quality of education and training by utilizing multimedia effectively in learning.
- 2) Increasing the affordability of quality education and training through the implementation of online learning.
- 3) Reducing the cost of providing quality education and training through the use of shared resources.

In addition, the benefits of online learning according to Hadisi and Muna (2015) are: 1) There is high learning flexibility. That is, students can access learning materials at any time and repeatedly; 2) Students can communicate with the teacher at any time. That is, students can further solidify their mastery of the learning material. It can be concluded that the benefits of the online learning process include advances in technology that are able to improve the quality of education and are able to improve the learning process by increasing interaction, simplifying the learning process because it can be done anywhere and anytime besides that it is easy to access learning materials and is able to reach students with a broad scope.

Competence in general means the authority to determine and decide something. In language, competency means having the ability or skill. This is in accordance with the explanation of Dahlan. That competence has the meaning of skill, authority, power, ability. Meanwhile, according to Jamal M. Asmani said that competence is the capacity to do something resulting from the learning process. Teacher competence is a combination of personal, scientific, technological, social, and spiritual abilities which kaffah forms the standard competence of the teacher profession, which includes mastery of material, understanding of students, educational learning, personal development and professionalism (Iswadi 2020). In addition, teacher competence is a collection of knowledge, behavior, and skills that must be possessed by teachers to achieve learning and education goals (Fitriyani, Y., Fauzi, I., & Sari, M., 2020). Teacher competence is also a mastery of knowledge, skills, values and attitudes which are reflected in the habit of thinking and acting in carrying out the profession as a teacher (Kusnandar, 2008).

In Article 1 paragraph 10 of Law No. 14 of 2005 concerning Teachers and Lecturers, it is stated that competence is a set of knowledge, skills and behaviors that must be possessed, internalized and controlled by a teacher or lecturer in carrying out professional duties.

According to Majid, competence is a set of responsible intelligent actions that must be possessed by a person as a condition to be considered capable of carrying out tasks in a particular job. The attitude of intelligence must be shown as skill, accuracy and success in acting. The nature of responsibility must be shown as the truth of action both from the point of view of science, technology and ethics.

Usmanas quoted by Kunandar stated that competence is something that describes a person's qualifications and abilities, both qualitative and quantitative. Competence can also be interpreted as knowledge, skills and basic values that are reflected in the habit of thinking and acting. Thus, the competencies possessed by each teacher will show the true quality of teachers.

Departing from this, it can be concluded that teacher competence is a set of mastery of knowledge and abilities that must be possessed by teachers in order to carry out their work correctly and responsibly. The teacher is an important figure in the learning system in schools. Given the importance of the teacher's function in the world of education, the teacher is defined as a party or subject who does the work of educating his students so that they grow and develop as expected. The teacher's job is to generate student motivation so that students want to learn.

In addition, the teacher is a person who has contributed greatly to society and the state, the highs and lows of the culture of a society, the progress or decline of the cultural level of a society and country, largely depends on the education and teaching provided by the teachers.

According to Imam Tholkhah and A. Barizi that a professional teacher is a teacher who is able to embody a set of teacher functions and duties in the field of education and special training in the field of work who is able to develop his work scientifically in addition to being able to pursue his profession throughout his life.

The teacher competencies are also mentioned in the Elucidation of Government Regulation No. 19 of 2005 concerning National Education Standards, namely:

- a) Pedagogic competence is the ability to manage students. These competencies consist of Sub Competencies; (1) Understanding students in depth; (2) Designing learning, including understanding the educational foundation for the benefit of learning; (3) Implement learning; (4) Designing and implementing learning evaluations; (5) Developing students to actualize their various potentials.
- b) Personal competence is a personal ability that is steady, stable, mature, wise, authoritative, and has a noble character who is a role model for students. These competencies consist of Sub Competencies; (1) steady and stable personality; (2) Mature personality; (3) Wise personality; (4) Authoritative personality; (5) Have a noble character and can be an example for students and the community; (6) evaluate own performance; and (7) develop themselves in a sustainable manner

- c) Social competence is the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students, and the surrounding community. These competencies consist of Sub Competencies; (1) Able to communicate and interact effectively with students; (2) Able to communicate and socialize effectively with fellow educators and education staff; (3) Able to communicate and interact effectively with parents or guardians of students and the surrounding community; and (4) use communication and information technology functionally.
- d) Professional competence is the ability to master learning materials broadly and deeply. This competence is separate from the Sub Competency; (1) Mastering concepts, structures, and scientific/technology/art methods that are overshadowing/coherent with teaching materials, (2) mastering teaching materials in the school curriculum; (3) knowing the concept relationship between related subjects; (4) and the application of scientific concepts in everyday life; and (5) able to compete professionally in a global context while preserving national values and culture.

Furthermore, there are several qualifications that must be met by professional teachers in madrasas. According to Sudjana, the qualifications that must be met by a teacher are, first, to know and understand the characteristics of students. Second, mastering teaching materials, Third, mastering knowledge about teaching and learning. Fourth, skilled in teaching students including planning and implementing learning. Fifth, skilled in assessing learning processes and outcomes. Sixth, skilled in carrying out research and assessment of teaching and learning processes and utilizing the results for the benefit of their professional duties.

Teaching abilities and skills are things that can be learned and applied or practiced by every teacher. The quality of teaching will increase if a teacher can use it properly. There are five components of a qualified or qualified teacher, namely first, working with students individually. Second, the preparation and planning of teaching. Third, the utilization of learning tools. Fourth, involve students in various experiences. Fifth, active leadership from teachers. Thus it can be said that the competence possessed by each teacher shows the quality of the teacher in carrying out learning. The competence starts from how the teacher's ability to develop learning planning programs and implement the lesson plans.

Some of the opinions above, the researcher can conclude that competence is defined as knowledge, skills, and abilities that are mastered by someone who has become part of him so that he can perform cognitive, affective, and psychomotor behaviors as well as possible. The main difference between the teaching profession and other professions lies in their duties and responsibilities. These duties and responsibilities are closely related to the abilities required to carry out the profession. The basic ability is none other than the competence that must be possessed by a teacher.

B. Methodology

This type of research is action research (action research). The research conducted is qualitative research, namely research that describes the efforts made to improve the ability of teachers to carry out online learning through the Google Classroom application in the teaching and learning process. This research was conducted at SMP Negeri 3 MuaraTiga, Pidie Regency, for the 2020/2021 Academic Year. The subjects in this study were all teachers at SMP Negeri 3 MuaraTiga, Pidie Regency, totaling 34 teachers, based on observations, these teachers were not optimal in implementing online learning through the Google Classroom Application. The object of this research is an effort to improve the ability of teachers in online learning through the Google Classroom Application.

This research was carried out for 2 cycles (Iswadi and Iriansyah, 2020) namely Cycle I and II. In Cycle I, online learning activities were carried out and in the second cycle, online learning activities were carried out from the results of improvements in cycle I. The results of the reflection of cycle I were used as a reference in determine the corrective action in the second cycle. While in the second reflection is used as a reference for the next online learning follow-up plan. The activities carried out are as follows: Actions are carried out in stages, namely; Cycle I was carried out in groups, then Cycle II was carried out individually, consisting of planning, action, observation and reflection stages. The initial data of this study were the results of routine observations from researchers as academics, and the final data were obtained through observation, documentation and filling out research instrument sheets. Analysis of the data used by researchers using comparative descriptive analysis, namely by comparing the implementation of online learning. Furthermore, the results of the ability to carry out online learning are compared with the results after the training is carried out to determine the progress of the results achieved in displaying the performance abilities of teachers in their classes.

C. Result and Discussion

This action research conducted at SMP Negeri 3 Muara was carried out by academics through group academic supervision techniques as an effort to improve the ability/competence of teachers in the implementation of online learning in the classroom.

The research was conducted on 34 teachers. The problem in this action research is focused on increasing teacher competence in online learning with the assumption that if the teacher is able to carry out well, then at least they already have guidelines for taking steps for online learning activities in the classroom according to their respective subjects. . The activities carried out in these 2 cycles were carried out from the beginning of July to the end of September with an emphasis on the elements and steps of the preparation of online learning as seen in the action research activities that have been described.

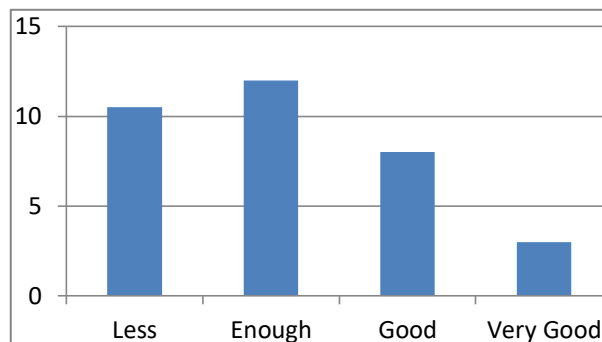


Figure 1. Graph of Teacher Understanding in Online Learning in Cycle I

Based on the results of the research in the first cycle on teacher understanding in online learning which was carried out during the learning process at SMP Negeri 3 MuaraTiga, it was found that 11 teachers had an understanding of online learning in the Poor category, 12 teachers had an understanding of online learning in the Good Enough category, 8 teachers Teachers have an understanding of online learning in the Good category, and 3 teachers have an understanding of online learning in the Good category. Total value 1,259.with an average value of 36.8, with a percentage of 76.30%. Thus the understanding of the teachers at SMP Negeri 3 MuaraTiga in the first cycle is in the Enough category.

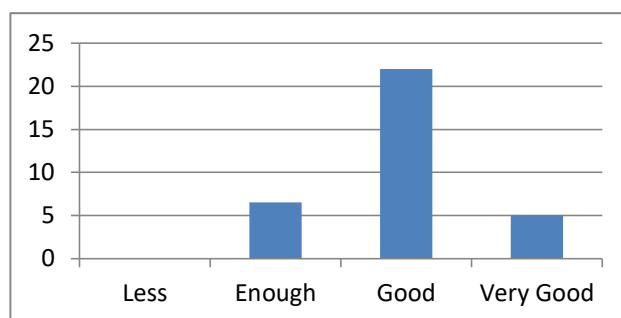


Figure 2. Graph of Teacher Understanding in Online Learning in Cycle II

Based on the results of the research in cycle I regarding teacher understanding in online learning which was carried out during the learning process at SMP Negeri 3 MuaraTiga, it was found that 7 teachers had an understanding of online learning in the Good Enough category, 22 teachers had an understanding of online learning in the Good category, and 5 teachers .

The teacher has an understanding of online learning in the Very Good category. the total value is 1,341 with an average value of 39, with a percentage of 81.16%. Thus the understanding of teachers at SMP Negeri 3 MuaraTiga, Pidie Regency is in the Good category.

The teacher has an understanding of online learning in the Very Good category. the total score is 1,339 with an average value of 38, with a percentage of 82.04%. Thus the understanding of the teachers at SMP Negeri 3 MuaraTiga is in the Good category. Figure 3. Graphics of Online Learning Applications Based on the data above, teachers at SMP Negeri 3 MuaraTiga use the Whats Up application as many as 10 teachers, Google Classroom 18 teachers, Video 2 teachers, Quizizz 3 teachers and Microsoft Teams 1 teacher. Then the most effective application is Google Classroom, it can be seen from 34 teachers, 21 teachers choose Google Classroom.

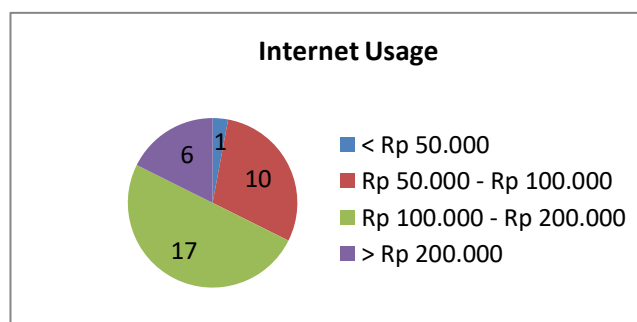


Figure 3 Graph of Internet Usage

Based on the data above, the use of the internet in learning at SMP Negeri 3 MuaraTiga is; 17 Teachers spend 100,000-200,000 thousand Rupiah. 10 Teachers spend 50,000-100,000 Thousand Rupiahs, 6 Teachers spend more than 200,000 Thousand Rupiahs. And 1 teacher costs less than 50,000 thousand rupiah. From the results of the study, it can be concluded that the understanding of teachers at SMP Negeri 3 MuaraTiga in online learning carried out during Covid-19 has increased, but in practice there are still some teachers who are not optimal. From the results of research conducted by researchers, it was found that 7 teachers had an understanding of online learning in the Good Enough category, 22 teachers had an understanding of online learning in the Good category, and 5 teachers had an understanding of online learning in the Very Good category.

D. Conclusions

The understanding of teachers at SMP Negeri 3 MuaraTiga in online learning in accordance with the demands of the Government during the Covid-19 Pandemic which requires teachers to carry out online learning has been implemented and carried out well at SMP Negeri 3 MuaraTiga. The results showed that the teachers at SMP Negeri 3 MuaraTiga used the Whats Up application as many as 10 teachers, Google Classroom 18 teachers, Video 2 teachers, Quizizz 3 teachers and Microsoft Teams 1 teacher. Then the most effective application is Google Classroom, it can be seen from 34 teachers, 21 teachers choose Google Classroom. The teacher's understanding in online learning that was carried out during the learning process at SMP Negeri 3 MuaraTiga in Cycle I was 1,259. The average value is 36.8, with a percentage of 76.30%. Thus the understanding of the teachers at SMP Negeri 3 MuaraTiga is in the Good Enough category. Then it increased after the implementation of Cycle II of Online Learning which was carried out during the learning process at SMP Negeri 3 MuaraTiga, the number was 1,341. The average value is 38, with a percentage of 81.16%. Thus the understanding of the teachers at SMP Negeri 3 MuaraTiga is in the Good category. The results showed that the teacher's understanding of online learning at SMP Negeri 3 MuaraTiga was in the good category.

E. Bibliography

- Alimuddin, Tawany Rahamma, & M. Nadjib. 2015. Intensitas Penggunaan E-Learning Dalam Menunjang Pembelajaran Mahasiswa Program Sarjana (S1) Di Universitas Hasanuddin. *Jurnal Komunikasi KAREBA*.
- Arianty, Dini. 2020. *Belajardari Covid-19 dalam Pengalaman Baik Mengajardari Rumah di Masa Pandemi Covid-19 Mata Pelajaran Matematika (e-book)*. Jakarta: Kemdikbud.
- Arnesti, N., & Hamid, A. (2015). Penggunaan Media Pembelajaran Online – Offline Dan Komunikasi Interpersonal Terhadap Hasil Belajar Bahasa Inggris. *Jurnal Teknologi Informasi & Komunikasi Dalam Pendidikan*, 2(1).
- Basori, B. (2017). Efektifitas Komunikasi Pembelajaran Online Dengan Menggunakan Media E-Learning Pada Perkuliahan Body Otomotif. *Jurnal Ilmiah Pendidikan Teknik Dan Kejuruan*, 7(2).
- Bilfaqih, Yusuf dan Qomaruddin, M. Nur. (2015). *Esensi Pengembangan Pembelajaran Daring*. Yogyakarta: Deepublish
- Fitriyani, Y., Fauzi, I., & Sari, M. (2020). Motivasi Belajar Mahasiswa Pada Pembelajaran Daring Selama Pandemi Covid-19. *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran*, 6(2), 165-175.
- Hadisi & Muna. 2015. Pengelolaan Teknologi Informasi Dalam Menciptakan Model Inovasi Pembelajaran (E-Learning). *Jurnal Al-Ta'dib*. Vol 8 No. 1.
- Hartanto, W. (2016). Penggunaan E-Learning sebagai Media Pembelajaran. *Jurnal Pendidikan Ekonomi*, 10(1), 1-18.
- Iswadi & Iriansyah, H. S. (2020). *Penelitian Tindakan Kelas*. Bogor: In Media.
- Iswadi. 2020. *Profesi Kependidikan*. Bogor: In Media.
- Kuntarto, Ekodan Asyhar, R. (2016). *Pengembangan Model Pembelajaran Blended Learning pada Aspek Learning Design dengan Platform Media Sosial Online sebagai Pendukung Perkuliahan Mahasiswa*. 1-26.
- Kusnandar. 2008. *Guru Profesional Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Persiapan Menghadapi Sertifikasi Guru*. Jakarta: Raja Grafindo Persada.
- Mustofa. 2007. Upaya pengembangan profesionalisme guru di Indonesia. *Jurnal Ekonomi dan Pendidikan* 4 (1):76-88.
- Nahdi, K., Ramdhani, S., Yuliatin, R. R., & Hadi, Y. A. (2021). Implementasi Pembelajaran pada Masa Lockdown bagi Lembaga PAUD di Kabupaten Lombok Timur. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*.

- Wax, R. S., & Christian, M. D. (2020). Practical recommendations for critical care and anesthesiology teams caring for novel coronavirus (2019-nCoV) patients. *Canadian Journal of Anesthesia*.
- Wicaksono, S. R. (2012). Kajian Pembelajaran Online Berbasis Wiki di Lingkup Perguruan Tinggi. *Journal of Education and Learning (EduLearn)*, 6(1), 51.