



Plagiarism Checker X Originality Report

Similarity Found: 11%

Date: Wednesday, July 20, 2022

Statistics: 568 words Plagiarized / 5282 Total words

Remarks: Low Plagiarism Detected - Your Document needs Optional Improvement.

International **Journal of Educational Management and Innovation** Vol.3, No.2, May 2022, pp. 111~123 e-ISSN: 2716-2338 DOI: 10.12928/ijemi.v3i2.5089 111 Journal homepage: <http://journal2.uad.ac.id/index.php/ijemi> Implementation of Components of The Online Learning Education System In Elementary Schools Apriyanti Widiyansyah*, Fara Diba Catur Putri 1,2 Universitas Bhayangkara Jakarta Raya, Jakarta, Indonesia 1*apriyanti.widiyansyah@dsn.ubharajaya.ac.id, 2faradiba.caturputri@dsn.ubharajaya.ac.id Article Info ABSTRACT Article history Received November 5, 2021 Revised December 18, 2021 Accepted February 27, 2022 Implementing online learning amid **the Covid-19 Pandemic has** caused problems for **teachers and students at** the elementary school education unit level.

This study aims to obtain a comprehensive picture of **the implementation of online learning**. The approach used is descriptive qualitative with the case study method. **The results of this study** are online learning conducted **at SDN Harapan Jaya IX by using learning media in the form of** videos and social media WhatsApp. The school made efforts to implement **online learning during the Covid-19 pandemic** by providing teachers with training in using and using electronic media in learning.

The **availability of facilities and infrastructure to support** online learning in schools has been fulfilled for teachers and students. The school has provided facilities **in the form of** Wifi, and an internet quota for teachers, so teachers do not spend their money buying packages. Furthermore, the evaluation of learning **is carried out by** giving assignments and evaluating the process of student activity during the online learning process.

Keywords: Implementation; Components Education System, Online Learning. 1.

INTRODUCTION **A learning system is** founded on the ability of schools, teachers, and

other practitioners to play a direct and creative part in shaping and realizing the curriculum.

Real agency, career- long professional learning, and re-imagined leadership are integral to a learning education system committed to subsidiarity (Hudson, Leask, & Younie, 2020). In educational activities, there are 6 educational components that can form patterns of interaction or continue to influence each other. Still, the integration component lies in educators with all abilities and limitations (Supiana, 2008).

The elements of education include objectives, educators, students, content/materials, methods, and environmental situations (Ramayulis, 2008). As one of the components of learning activities, teachers have competencies that determine the success of learning because the primary function of teachers is to design, manage, implement, and evaluate learning. In addition, the position of the teacher in Learning activities is also very strategic and very decisive.

Teacher education is strategic because it is the teacher who owns and chooses the subject matter that will be taught to students (Nuridin, 2013). 112 e-ISSN: 2716-2338 IJEMI Vol.3, No.2, May 2022, pp. 111~123 Therefore, teachers must constantly develop their abilities because they play a vital role in providing guidance and direction to students to obtain good learning outcomes. The difference in the quality of one teacher from another is evident in students' responses when the teacher conducts learning.

The same material and subject matter can be different if different teachers present it. It indicates that the teacher is creative in the learning process. In addition to teachers, students or students are also an input component in the education system, which is then processed in the education process to become qualified human beings by national education goals. According to Abu Ahmadi, students or students are human figures as individuals/individuals (whole people).

The individual is defined as "a person who is not dependent on others, truly a person who determines himself and is not forced from outside has his characteristics and desires" (Administration Lecturer Team UPI Education, 2009). Students or students are also one of the inputs that determine the success of the education process. (Hasbullah, 2010).

It can be said that students are people/individuals who receive educational services according to their talents, interests, and abilities to grow and develop properly and have satisfaction in receiving the lessons given by their educators. The Covid 19 pandemic in various countries, including Indonesia, has had a tremendous effect on the speedy

spread of the virus.

Currently, the whole world is experiencing a health crisis. The Covid-19 pandemic has paralyzed various sectors, especially the weakening economic sector. The education sector is also feeling the impact, one of which is the implementation of learning that is now carried out online. As a result of the Covid-19 pandemic, almost the entire world conducts online education simultaneously (Sun, Tang, & Zuo, 2020).

In history, practically the whole world has implemented online learning (Goldschmidt, 2020). Thus, the implementation of online learning has touched all elements of education. It is required to be able to provide effective and permanent learning facilities even though it is done online.

As the main element, Teachers are encouraged to be able to adapt quickly through online learning (Lestari & Gunawan, 2020). One of the problems teachers face is regarding technology; not all teachers can use technology appropriately. Teachers who teach conventionally and prefer this method will find it challenging to carry out technology-assisted learning.

The problems faced by students are financial, media, and even psychological issues. Not all students have smartphones or laptops that can be used as online learning media. Apart from media, the unstable internet network also can affect the ongoing learning process.

Stated that students faced psychological problems during online learning; they felt pressured due to homework and assignments given by the teacher, and they also did not understand the material delivered (Yirta anah, 2021). IJEMI e-ISSN:2716-2338 113 Widiensyah (Implementation Of C oontTe Onie Leaig Eai... Professional teachers with good abilities can provide teaching procedures and prepare methodically to create a learning process by learning objectives (Murati, 2015).

A teacher must also develop and improve the quality and competence so that teachers have more value than other professions, even though the quality is not something absolute but relative (Hambali & Luthfi, 2017). For this reason, the quality of a teacher has an essential position in education, and a teacher who has suitable qualifications is an essential component in the teaching of the teacher itself (Baan, 2012).

Therefore, teachers must continuously develop their abilities because they are instrumental in providing guidance and direction to students to obtain good learning outcomes. The difference in the quality of one teacher from another is evident from

students' responses when the teacher conducts learning with the same learning materials if presented by different teachers. It indicates that the teacher is creative in the learning process.

In addition to teachers, students or students are also an input component in the education system, which is then processed **in the education process** to become qualified human beings by national education goals. In online learning itself, where the involvement of **teachers and students in the learning process** is **a measure of the** success of the learning objectives.

Because if seen by definition, **online learning is a** learning system that is done without face to face but using a platform that can help the process of learning that is carried out even though it is distanced. The purpose **of online learning is** to provide quality learning services in a massive and open network, to reach the study room enthusiasts to be more and broader (Sofyana, 2019). Suppose to look at the definition of learning in general.

It is identical to online learning, where e-learning is currently a new and modern paradigm that becomes a reference in learning using a sophisticated knowledge-based platform (Mohammed, 2020). The rapid development of information technology and the support of sophisticated technology can create various opportunities for researchers to find the problem, including problems in online learning (Agung, 2016). Several views show that e-learning has accessibility, affordability, and flexibility.

So that **online learning can be** done quickly and reach everyone. Online learning can save operational costs and is more flexible because students can schedule or plan their study time online (Dhawan, 2020). Since the issuance of the Circular Letter of the Ministry of Education and Culture regarding Online Learning and Working from Home to Prevent the Spread of Covid-19, it has also impacted learning at the Basic Education Unit level.

At **Harapan Jaya IX Bekasi** State Elementary School, **which is one of the** formal educational institutions in the Bekasi area of West Java, also organizes online learning. Learning that was previously carried out face-to-face has now switched to online. 114 e-ISSN: 2716-2338 IJEMI Vol.3, No.2, May 2022, pp. 111~123 In online learning, **at SDN Harapan Jaya IX** Bekasi, teachers, and students conduct online learning using learning media in Whats' App Group and Learning Videos.

The novelties in this research are; in the study belonging to Rimba Hamid et al. in the Prima Edukasia Journal; both discussed online learning from the learning aspect only and were carried out on FKIP UHO students PGSD study program. While this study

focuses more on the use of accessible media, the problems of online learning to solutions to online learning carried out at the elementary school level directly impact students' teachers and parents. It is not easy; it requires adjustments and synergies between teachers and students in online learning.

Based on this problem, this study aims to obtain an overview of how the implementation of the components of the education system in online learning at the elementary school level. 2. METHODS This study uses a descriptive approach, namely research, by explaining what is based on the findings in the field. The method used is case study research.

Qualitative research is carried out to see the various phenomena experienced by research subjects as a whole, not a way to describe in the form of words in the form of numbers using various scientific methods (Moleong, 2012). Research focuses intensively on one particular object studied as a case. Case study data were obtained from all parties involved in the study, collected, and collected from various sources.

Qualitative research was initially widely used in research, but lately, the trend of quantitative research has received more significant attention. It can be seen that most of the qualitative research is more exploratory and cannot be generalized. Qualitative research is carried out to explore how problems in qualitative research can be solved with quality based on a chronological order step by step at each step (Mohammed, 2021). The qualitative research instrument is the researcher himself, assisted by other instruments: the interview guide, observation, and documentation.

Researchers are the main instrument because only researchers can act as tools and are responsive to reality. After all, they are complex. In providing initial information, the researcher conducted in-depth observations through interviews with teachers and conducting observation and documentation activities. In this study, the respondents involved in the interviews were seven people consisting of 2 teachers, three students who were taken at random, and two parents of students from 2 different students. Researchers act as planners, data collection, analysis, data interpreters, and researchers report research results.

The definition of a research instrument or tool is correct because of the whole research process. The research instrument is intended as a tool for a data collector (Moleong, 2010). To obtain data about the implementation of components in the education system in elementary schools, the researchers made a data collection plan using the following research techniques: IJEMI e-ISSN:2716-2338 115 Widiyansyah (Implementation Of C oontTe Onie Leaig Eai... a.

Observation; The observation technique that the researcher will use is a participatory observation technique, and the researcher will directly observe what is happening in the field. Researchers will use this technique to observe and understand and record various aspects in the field relating to the "Implementation of components in the Elementary School Education system." b.

Interview; The researcher's interview to collect data from informants is to collect some clear and detailed information in connection with the focus of the problem under study. By preparing these things, respondents can answer freely and openly face-to-face to several questions posed by the researcher, then conduct interviews with people who are considered potential, and have much information about the background of the research, as well as get to know the problem being studied; c.

Documentation; Researchers seek to invest in relevant documents such as; school legality, documentation of teacher and student activities, documentation of facilities, etc., which are related to the problems studied by researchers. Data analysis is an effort to systematically compile notes on observations, interviews, and other activities to increase the researcher's understanding of the research and prepare it as a finding for others. Meanwhile, analytical activities need to be continued to improve understanding to find meaning.

Researchers used interview field notes (CLW) in data analysis and observation field notes (CLO). After the data is in the form of interview transcripts, observations are found, then described based on the findings of the data in the field as they are, and triangulation (check and data recheck).

Triangulation activities are carried out to expand researchers' knowledge about the observed phenomena and check the validity of qualitative data, including 1) researcher credibility; 2) credibility of data collection methods; 3) theoretical and referential credibility; 4) certainty and dependency. The validity of the data is made in the form of a table as follows (Mustoip, Japar, & Ms, 2018). Table 2.1.

Examination Technique	Development Criteria	Examination Technique	Researcher
Credibility (Degree of Trust)	1. Existence of involvement	2. Detect circulation of data	matches
3. Observation Perseverance	4. Researcher honesty	5. Checking through discussion	6. Negative case study
7. Member checking	The credibility of the Data Collection Method	8. Triangulation method	9. Data source triangulation
Theoretical and referential credibility	10.		

Triangulation theory 11. Referential adequacy Certainty 12. Detailed description Dependence 13. Dependency audit 116 e-ISSN: 2716-2338 IJEMI Vol.3, No.2, May 2022, pp. 111~123 Based on the table above, it can be seen that there are 13 (thirteen) steps to check the validity of the data. In this study, the researcher used only a few steps to check the validity of the data with the argument of adjustment to research needs.

The technique of checking the validity of the data used in the research is direct observation in the research phase to help understand the data collected; 1) Researchers attended several activities to conduct interviews and field observations with informants at the Bekasi Elementary School, West Java. It is needed to minimize disturbances in understanding the context and errors in the data collection process; 2) The credibility of the accuracy of the data, the researchers conducted the validity of the data. 3. RESULTS AND DISCUSSION RESULTS a.

Implementation of Online Learning for Teachers The teacher's first thing in online learning activities is planning online based on lesson plans. The second step is creating media learning adapted to the material to be studied. The third step is preparing teaching materials to be delivered in the learning process.

In formulating the RPS, the teacher conducts discussions with colleagues to obtain input and adapt to current conditions by looking for reference sources from the internet. In implementing online learning, the teacher has used Whatsapp Group to communicate with students and student guardians. It is done to make it easier for students and student guardians in the online learning process.

The method used by the teacher is a step in delivering learning material to students so that students can easily understand the learning material well. Learning videos are used as learning media because the teacher feels it will be easier for students to understand. There are complete explanations and practice questions in the learning video that students can learn in detail.

The readiness of teachers to carry out online learning is quite good. Teachers prepare the facilities and infrastructure needed to implement online learning; the school has also facilitated teachers to conduct online learning. Even schools provide training on the use of electronic media in equipping teachers to carry out online learning.

Concerning the above, the school has assisted teachers by participating in online learning training so that teachers are pretty assisted in realizing online learning during the COVID-19 pandemic properly. The availability of the internet in the form of Wifi is beneficial for teachers in the implementation of online learning; in addition, teachers are

also facilitated by quotas on the internet network each teacher, aiming to facilitate online learning when carried out at home. b.

Implementation of Online Learning for Students IJEMI e-ISSN:2716-2338 117

Widiansyah (Implementation Of C oontTe Onie Leaig Eai... Online learning carried out by students reaps many opinions. Some students feel bored doing online learning. It makes it difficult to understand the material presented, does not meet directly with teachers and friends, and lacks the motivation to learn.

On the other hand, students also feel happy doing online learning because of the flexible time (CLW 01). From the results of the interviews, it was evident that there are students who enjoy online learning, and there are also students who have difficulties when learning online.

However, the guardians of students always supervise and assist students in learning to overcome the difficulties experienced in understanding the learning material from the teacher. At the end of the material explanation, the teacher always asks students about the things that have been explained; it aims to measure students' understanding.

Through the Whatsapp group, the teacher provides corrections and evaluations about the learning that has been done. The teacher conveys to the student's guardians what students have done regarding good results or still need to be re-guided. In evaluating learning, the teacher provides an online learning assessment carried out by students in the oral or written form delivered through the Whatsapp group.

This evaluation was conducted to see how the implementation of online learning. After obtaining data regarding the implementation of online learning, the school can evaluate learning problems, one of which is the readiness of teachers and parents to use learning media and support for learning motivation for students.

DISCUSSION Implementing components in the Education system for teachers and students at SDN Harapan Jaya IX Bekasi in online learning during the Covid-19 pandemic has been carried out quite well. In online learning, the teacher has made an online learning implementation plan by referring to several sources from the internet and discussion activities related to this with other teachers. The online learning implementation plan made by the teacher consists of preliminary activities, core activities, and closing.

In addition, the teacher prepares teaching materials by relearning the material to be taught; this is done so that the teacher can master the learning material well. In addition

to the subject matter, the teacher also prepares media in learning videos. Learning planning is the essential component of the learning process; good planning will make the learning process more systematic and directed.

According to Walter Dick & Lou Carey (2005:165), Efforts to make lesson plans aim to achieve learning improvements. Through the improvement of learning, it is hoped to improve the quality of learning carried out by learning designers. Improving the quality of learning needs to start with improving learning planning.

Learning planning can be used as a starting point for efforts to improve the quality of learning (Nasution, 2017). 118 e-ISSN: 2716-2338 IJEMI Vol.3, No.2, May 2022, pp. 111~123 In creating a learning product, careful planning is needed to help create a hands-on experience where every development process is equally important.

The process begins at a phase where hands-on experience can guide students about the role of professional social workers. The initial meeting between students, teachers, and field instructors in developing lesson plans can be started by involving students in this experience. It, of course, will provide an opportunity for students to start building their learning experience (Neuman, 2001).

A teacher should need more time planning and knowledge about what teachers get, expectations and state policies, and how to schedule each school. Each school has different policies for its teachers because solutions in one school may not necessarily apply to other schools (Merritt, 2016). Furthermore, online learning is carried out using Whatsapp Group and Video calls. Explain the subject matter to students.

In addition, in the implementation of online learning, teachers use learning media in the form of learning videos uploaded and shared via Whatsapp Group; the use of learning media aims to make it easier for students to understand the learning material presented. Learning media is a communication tool that can convey information from sources to students in a planned manner to create a conducive learning environment where the recipient can carry out the learning process efficiently and effectively (Hamzah, 2011).

The position of learning media in the learning process can be utilized effectively and efficiently in achieving learning objectives. On the other hand, the existence of learning media can increase students' learning motivation (Puspitarini & Hanif, 2019). For this reason, the selection criteria for learning media need to pay attention to several things, including topics and learning materials, and paying attention to content relevant to the curriculum based on concepts, sequences, effects, and colors verified.

In other words, the use of learning media will provide simulations to students about two things, namely remembering knowledge and creating new knowledge, and creating more active student participation to provide feedback to the teacher and the achievement of learning objectives (Fitriansyah, 2020). Learning media is divided into six types: text, audio, visual, motion, model, and people.

However, in general, someone more often uses media in text, such as books, posters, and so on (Marpanaji, Mahali, & Putra, 2018). Furthermore, in the implementation of online learning, the method used by the teacher is the lecture method and assignments. The lecture method is considered the most effective for delivering learning materials to students.

In general, teachers use the lecture method more often to deliver learning material than other methods, so learning often becomes tedious and does not provide student motivation for learning. Because, in principle, students can read books on their own compared to listening to stories from the teacher (Brown & Manogue, 2001). IJEMI e-ISSN:2716-2338 119 Widiarsyah (Implementation Of C oontTe Onie Leaig Eai... In facing the challenges of education in today's global era, teachers should have high competence. One of them is teaching competence. It is because the teacher is a central figure in the educational process.

It can be said that the success of education depends on how the teacher prepares, knowledge, and improves the quality of performance in learning (Nessipbayeva, 2019). A teacher can be said to be professional if he continues to develop himself through training activities to improve the teacher's pedagogical skills so that teachers have high creativity in teaching (Kabilan, 2019).

On the other hand, in carrying out self-development through training, teachers need to first make plans by prioritizing the knowledge needed by the teacher and how the teacher learns (Kelcey, Spybrook, Phelps, Jones, & Zhang, 2017). It, in turn, creates issues among teachers in Indonesia that teachers need to be allowed to build their knowledge and skills so that teachers can become professionals based on quality education (Kennedy, 2016). For this reason, more complex skills are needed to change the school's role and function to what is expected by the teacher.

In Indonesia itself, teachers must facilitate student learning so that students are active in learning, encourage students to think creatively, learn based on problem-solving, and learn collaboratively (Aritonang, 2020). Furthermore, both teachers and students have fulfilled the availability of facilities and infrastructure for online learning in schools.

The school has provided facilities in the form of Wifi internet quota for teachers so that teachers do not spend their money buying packages. The urgency of educational facilities and infrastructure is related to the level of school conduciveness associated with their students' learning and, at the same time, an inseparable part of the overall operation of educational institutions.

An educational institution's image and public trust in an educational institution are also related to the facilities and infrastructure. The existence of facilities and infrastructure in schools needs to be managed thoughtfully to help achieve predetermined educational goals" (Marmoah, Adela, & Fauziah, 2019).

Furthermore, evaluation and assessment techniques for students during the pandemic are carried out through the Whatsapp application to assess students' daily assignments. Assignments are sent back to the student's guardian's personal Whatsapp by affixing the scores obtained. In making the right decision, adequate information is needed about students, such as mastery of the material, attitudes, and behavior.

In this context, assessment plays an important role. Assessment is expected to provide objective feedback about what students have learned and how students learn and are used to determine the effectiveness of the learning process (Kusaeri, 2012).

With the implementation of an education components system for teachers and students of online learning during the covid-19 pandemic, teachers and students have started to get used to carrying out learning. Teachers do not find difficulties in carrying out learning because 120 e-ISSN: 2716-2338 IJEMI Vol.3, No.2, May 2022, pp. 111~123 schools have provided teachers with training to use and utilize electronic media in learning.

Online learning activities are applied to all teachers and students at SDN Harapan Jaya IX Bekasi. As for the number of teachers, as many as 15 people with teacher status consist of 10 Civil Servants (PNS) and five honorary teachers consisting of three male teachers and 12 female teachers.

The students of SDN Harapan Jaya IX Bekasi amounted to 505 of them; 77 students (grade 1), 70 students (grade 2), 105 students (grade 3), 90 students (grade 4), 73 students (grade 5), and 90 students (grade 6), with gender 240 male students and 265 female students. Thus, in carrying out online learning, all students and teachers must carry out learning from home using whatsapp group media and google form as media for collecting study assignments.

The implementation of online learning at the Bekasi West Java Elementary School has advantages and disadvantages; the advantage of online learning is that teachers become more creative and use electronic media in learning. While the drawback of online learning is that students experience problems, not all students can easily understand the learning material presented by the teacher because each student has different characteristics in understanding the material.

Based on the data findings on the advantages and disadvantages of online learning, the results are as shown in Figure 4.1. Figure 4.1. Data on The Advantages and Disadvantages of Implementing Online Learning The data above shows that 72% of online learning students find it easy, and only 28% find it difficult and still need adjustment. 4.

CONCLUSION Implementation of online learning conducted by teachers and students in online learning during the Covid-19 pandemic was carried out using learning media in the form of learning videos made according to learning needs like Whats' App Group social media. The preparation made by the teacher first refers to the designed RPS by referring to several sources on the internet.

However, implementing online learning also creates new problems, including students' difficulty understanding the learning material, boredom more efficiency, and less motivation to learn. IJEMI e-ISSN:2716-2338 121 Widiyansyah (Implementation Of C oontTe Onie Leaig Eai... The availability of facilities and infrastructure to support online learning in schools has been fulfilled for teachers and students.

The school has provided facilities in the form of Wifi internet quota for teachers, so teachers do not spend their money to buy the package. Furthermore, the evaluation of learning is carried out by giving assignments and evaluating the process of student activity during the online learning process. 5. ACKNOWLEDGEMENTS Acknowledgments are conveyed to the Institute for Research, Community Service and Publications (LPPMP) Universitas Bhayangkara Jakarta Raya, which has funded research activities.

Do not forget to thank the Elementary School in Bekasi, West Java, which has permitted researchers and their team to carry out the research this research. 6. REFERENCES Agung, Anak Satia, G. (2016). The Usage of E-Learning Model To Optimize Learning System In Higher Education by Using Dick and Carey Design Approach. Journal of Information Systems Engineering and Business Intelligence, 2(1). Aritonang, M. (2020). The Complexities of Teaching Skills Improvement Programs In Indonesia.

International Journal of Indonesian Education and Teaching, 4(2), 228 – 238. Retrieved

from <http://e-journal.usd.ac.id/index.php/> Baan, A. B. (2012). The development of physical education teacher professional standards competency. *Journal of Physical Education and Sports*, 1(1). Brown, G., & Manogue, M. (2001). AMEE medical education guide no. 22: Refreshing lecturing: A guide for lecturers. *Medical Teacher*, 23(3), 231 – 244. <https://doi.org/10.1080/01421590120043000> Dhawan, S. (2020). Online Learning ? : A Panacea in the Time of COVID-19 Crisis. *Journal of Educational Technology Systems*, 49(1), 5 – 22. <https://doi.org/10.1177/0047239520934018> Fitriansyah, F. (2020). Effectiveness of Video Learning Development Announcing.

International *Journal of Theory and Application in Elementary and Secondary School Education*, 2(1), 1 – 6. Goldschmidt, K. (2020). The COVID-19 Pandemic: Technology Use to Support the Wellbeing of Children. *Journal of Pediatric Nursing*. Hambali, M., & Luthfi, M. (2017). Teacher Competency Management in Improving Competitiveness. *Journal of Management in Education (JMIE)*, 2(1), 10 – 19. Hamzah, N. L. (2011).

Teknologi Komunikasi & Informasi Pembelajaran. Jakarta: PT. Bumi Aksara. Hudson, B., Leask, M., & Younie, S. (Eds.). (2020). *Education System Design: Foundations, Policy Options and Consequences*. Routledge. Kabilan, M. (2019). Malaysian Eng Ish laquaeahici I of teirofessia 122 e-ISSN: 2716-2338 IJEMI Vol.3, No.2, May 2022, pp. 111~123 development.

English *Language Teaching and Research Journal*, 1(1), 49 – 59. Retrieved from http://riset.unisma.ac.id/index.php/LTAR/article/view/4770/pdf_1 Kelcey, B., Spybrook, J., Phelps, G., Jones, N., & Zhang, J. (2017). Designing large-scale multisite and cluster-randomized studies of professional development. *The Journal of Experimental Education*, 85(3), 389 – 410. Kennedy, M. . (2016).

How does professional development improve teaching? *Review of Educational Research*, 86(4), 945 – 980. Kusaeri, S. (2012). *Pengukuran dan Penilaian Pendidikan*. Yogyakarta: Graha Ilmu. Lestari, P. A. S., & Gunawan. (2020). The Impact of Covid-19 Pandemic on Learning Implementation of Primary and Secondary School Levels. *Indonesian Journal of Elementary and Childhood Education*, 1(2), 58 – 63. Marmoah, S., Adela, D., & Fauziah, M. (2019).

Implementation of Facilities and Infrastructure Management in Public Elementary Schools. *Al-Tanzim ? : Jurnal Manajemen Pendidikan Islam*, 3(1), 102 – 134. <https://doi.org/10.33650/al-tanzim.v3i1.507> Marpanaji, E., Mahali, M. I., & Putra, R. A. S. (2018). Survey on How to Select and Develop Learning Media Conducted by Teacher Professional Education Participants. *Journal of Physics: Conference Series*, 1140(1), 1 – 10. <https://doi.org/10.1088/1742-6596/1140/1/012014> Merritt, E. G. (2016).

Time for teacher learning, planning critical for school reform. *Phi Delta Kappan*, 98(4), 31 – 36. <https://doi.org/10.1177/0031721716681774> Mohammed, B. A. (2021). HOW TO WRITE QUALITATIVE RESEARCH. *International Journal of Quantitative and Qualitative Research Methods*, 9(3), 1 – 6. Mohammed, M. N. H. J. (2020). The Challenges and Prospects of Using E-learning among EFL Students in Bisha University. *Arab World English Journal (AWEJ)*, 11(March), 124 – 137. Moleong, L. J.

(2012). Metodologi Penelitian Kualitatif. Bandung: Remaja Rosdakarya. Murati, R. (2015). The Role of the Teacher in the Educational Process. *The Online Journal of New Horizon in Education*, 5(2), 75 – 78. Mustoip, S., Japar, M., & Ms, Z. (2018). Implementasi Pendidikan Karakter. Surabaya: CV. Nasution, W. N. (2017). Perencanaan Pembelajaran: Pengertian, Tujuan, dan Prosedur. *Ittihad*, 1(2), 185 – 195. Nessipbayeva, O. (2019).

The Competencies of the Modern Teacher. Pre-Service and In- Service Teacher Training. Neuman, B. D. F. K. M. (2001). Learning Plans: A Tool for Forging Allegiances in Social Work Education. *Journal of Teaching in Social Work*, 21(3), 37 – 41. <https://doi.org/10.1300/J067v21n03> Nurdin, S. (2013). Guru Profesional. Yogyakarta: Graha Guru. Puspitarini, Y. D., & Hanif, M. (2019).

Using Learning Media to Increase Learning Motivation in IJEMI e-ISSN:2716-2338 123 Widiarsyah (Implementation Of C oontTe Onie Leaig Eai... Elementary School. *Anatolian Journal of Education*, 4(2), 53 – 60. <https://doi.org/10.29333/aje.2019.426a> Ramayulis. (2008). Pengantar Ilmu Pendidikan. Jakarta: Rajawali Press. Sun, L., Tang, Y., & Zuo, W. (2020). Coronavirus Pushes Education Online. *Nature Materials*, 19(6). Supiana. (2008). Sistem Pendidikan Madrasah Unggulan.

Jakarta: Badan Litbang & Diklat Departemen Agama RI. Yuniarto, E., & Khasanah, F. D. W. R. (2021). ONLINE LEARNING MANAGEMENT USING GOOGLE SITES IN COVID-19 PANDEMIC ERA. *Journal of Applied Management (JAM)*, 19(2), 346 – 353. <https://doi.org/10.37303/jelmar.v2i1.49>

INTERNET SOURCES:

<1% - www.researchgate.net > publication > 355248897_School
<1% - ejournal.bsi.ac.id > ejurnal > index
<1% - www.semanticscholar.org > paper > Dinamika
<1% - www.census.gov > library > stories
<1% - www.semanticscholar.org > paper > The-Availability
<1% - www.igi-global.com > dictionary > using-metanotation

<1% - www.gtcs.org.uk › wp-content › uploads
<1% - pdfs.semanticscholar.org › d69e › bbc3e26cff615b09d
<1% - en.wikipedia.org › wiki › COVID-19_pandemic_in_Indonesia
<1% - www.worldbank.org › en › publication
<1% - www.unesco.org › en › covid-19
<1% - www.thequint.com › news › education
<1% - www.uopeople.edu › blog › online-learning-good-as
<1% - daninstitute.com › blog › the-effectiveness-of
<1% - www.cdc.gov › coronavirus › 2019-ncov
<1% - www.facebook.com › pages › ALUMNI-SDN-HARAPAN-JAYA
<1% - www.bartleby.com › essay › Study-Uses-A-Descriptive
<1% - www.coursehero.com › file › p32ig1rj
<1% - pdfs.semanticscholar.org › 7439 › 82dc317fb92563bf
<1% - library.sacredheart.edu › c
<1% - www.thebalancesmb.com › analyzing-interview-data
<1% - www.chegg.com › homework-help › questions-and
<1% - oapub.org › edu › index
<1% - quizlet.com › 344185781 › psychology-ch6-s4-flash-cards
<1% - e-student.org › online-learning-strategies-for
<1% - www.epa.gov › coronavirus › cleaning-and
<1% - www.researchgate.net › publication › 347954674
<1% - www.researchgate.net › publication › 348786879
<1% - quizlet.com › 364081364 › improvement-of-study-flash
<1% - quizlet.com › 419187806 › ntot-exam-flash-cards
<1% - wjarr.com › content › evaluation-online-learning
<1% - ludwig.guru › s › has+been+carried+out
<1% - www.learningsuccessblog.com › components-learning
<1% - www.goodreads.com › author › show
<1% - www.atlantis-press.com › article › 125962818
<1% - files.eric.ed.gov › fulltext › EJ1244451
<1% - bircu-journal.com › index › birci
<1% - pdfs.semanticscholar.org › 3c8a › 1e46fe4f49cba992aa
<1% - files.eric.ed.gov › fulltext › ED567059
<1% - www.educba.com › 25-self-development-skills-to-learn
<1% - iosrjournals.org › iosr-jrme › papers
<1% - textranch.com › or › an-inseparable-part
<1% - www.academia.edu › 54071119 › Implementation_of
<1% - www.wgu.edu › heyteach › article
<1% - www.forbes.com › sites › jeffboss
<1% - www.studymode.com › essays › Assessment-Plays-An

<1% - pubmed.ncbi.nlm.nih.gov › 35222989
<1% - www.academia.edu › 37945565 › CBLMs_on_Trainers
<1% - www.researchgate.net › publication › 360455813
<1% - elearningindustry.com › advantages-and
<1% - covid19.sdsnyouthph.org › article
<1% - files.eric.ed.gov › fulltext › EJ1144859
<1% - www.coursehero.com › file › 114441292
<1% - www.ncbi.nlm.nih.gov › pmc › articles
<1% - www.alamy.com › students-walk-in-the-yard-of-the
<1% - www.researchgate.net › publication › 313741017_The
<1% - e-journal.unair.ac.id › JISEBI
<1% - e-journal.usd.ac.id › index › IJLET
<1% - adoc.pub › the-development-of-physical-education
<1% - www.academia.edu › 79730241 › AMEE_Medical_Education
<1% - www.mendeley.com › catalogue › 1f5230f0-f71b-38a5-b6
<1% - www.researchgate.net › journal › International
<1% - pubmed.ncbi.nlm.nih.gov › 32317129
<1% - play.google.com › store › books
<1% - www.coursehero.com › file › 125702248
<1% - www.academypublication.com › jltr
<1% - www.tandfonline.com › toc › vjxe20/85/4
<1% - (PDF) How Does Professional Development Improve Teaching?
<1% - www.semanticscholar.org › paper › IMPLEMENTATION-OF
<1% - www.semanticscholar.org › paper › Index-Effect-on
<1% - asu.pure.elsevier.com › en › publications
<1% - www.eajournals.org › journals › international
<1% - www.semanticscholar.org › paper › L
<1% - www.tojned.net › journals › tojned
<1% - www.semanticscholar.org › paper › Learning-Plans:-A
<1% - www.scirp.org › reference › referencespapers
<1% - www.semanticscholar.org › paper › Online-Learning