

The Effectiveness Of Online Learning On Student Learning Participation During The Covid-19 Pandemic

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ABSTRACT

This research has 3 objectives, that is: (1) To find out the level of student learning participation during online learning at SD Inpres Lanraki 1 Makassar City during the Covid-19 pandemic; (2) To find out the teacher's efforts in increasing student learning participation in online learning at SD Inpres Lanraki 1 Makassar City during the Covid-19 pandemic; and (3) To find out the effectiveness of online learning at SD Inpres Lanraki 1 Makassar City during the Covid-19 pandemic. This research uses a qualitative approach and uses a qualitative descriptive method. The data analysis technique uses the model proposed by Miles and Huberman. The results of this research indicate that: (1) The level of student learning participation during online learning at SD Inpres Lanraki 1 Makassar City during the Covid-19 pandemic is still relatively low; (2) There are 4 main efforts that have been made by teachers in order to increase student learning participation in online learning at SD Inpres Lanraki 1 Makassar City during the Covid-19 pandemic; and (3) The implementation of online learning at SD Inpres Lanraki 1 Makassar City during the Covid-19 pandemic was still not effective.

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INTRODUCTION

Education is very important for the survival of a nation. This is because the quality of human resources, which is the driving force of a nation, is largely determined by the education system implemented in that country. As stated by Amrah, Sahabudin, & Atirah (2020, p. 2), that "education is an effort to realize quality human resources". With quality human resources, a nation will have a greater opportunity to obtain rapid progress. As stated by Basri, Rohana, & Pagarra (2018, p. 160), that "education is the main pillar for the development of a nation". Conversely, poor quality education will result in incompetent human resources and cause the development of a country to be hampered. Therefore, the process of implementing education needs to get great attention from the government. If the process of implementing education becomes hampered, it will have a bad impact on the future successors of the nation who are currently undergoing their education period, which of course will be a big loss for a country.

The Covid-19 pandemic (Corona Virus Disease 2019) which is currently engulfing the entire world, has become a very big obstacle in the process of implementing education. Under the pretext of maintaining the safety of students and teachers, and other school residents from the dangers of Covid-19 transmission, the Indonesian government established a new rule by issuing the Minister of Education and Culture Circular Letter No. 36962/MPK.A/HK/2020 Regarding Online Learning and Working From Home in the Context of Preventing the Spread of Corona Virus Disease (Covid-19). Thus, all learning activities are diverted from the previous one through face-to-face directly at school, to online (on the network) remotely, by utilizing various online facilities and infrastructure such as through video conferences and others. Online learning itself is "learning that is done virtually through available virtual applications" (Syarifudin, 2020, p. 32). Meanwhile, Yulianto & Nugraheni (2021, p. 37) stated that "online learning is a teaching and learning process that does not meet face-to-face as usual, and uses an internet connection to stay connected/stay online". Faishal (2020, p. 116) argues that "online learning is an effort to teach students which is done without face to face, through

the available network/internet". So it can be concluded that online learning is a learning process carried out by teachers and students, without direct face to face and carried out remotely through the use of technology and internet network access.

The implementation of online learning should be a solution to the problem of implementing learning that cannot be done face-to-face at school. However, the implementation of online learning actually faces various obstacles so that its implementation is not as expected. As seen in the KPAI survey (2020) that as many as 79.9% of children in Indonesia said that the online learning process provided by teachers was only limited to giving assignments without a clear explanation of the material beforehand, thus making them more tired and stressed. with the many tasks that have piled up (Harsono, 2020). Meanwhile, a survey by the Ministry of Education and Culture (2020) shows that 76% of teachers in Indonesia experience problems related to the lack of competence in mastering technology to be able to carry out online learning optimally (Daud, 2020). The same thing is also shown from the results of the Makassar City Education Office survey (2021) that as many as 88% of teachers in Makassar City are no longer able to do online learning, because it is very difficult to implement it compared to face-to-face learning (Jennaroka, 2021). Based on several survey results, it can be concluded that the implementation of online learning in Indonesia, especially in Makassar City, is still experiencing various obstacles so that it is still not optimal and needs to be addressed again, to increase effectiveness.

The effectiveness of learning itself is "a measure of the success of an interaction process between students and between students and teachers in educational situations to achieve learning objectives" (Marwati & Pamungkas, 2019, p. 21). Yulianto & Nugraheni (2021) state that learning effectiveness is the behavior of teachers when teaching which can bring new experiences through certain approaches and strategies in order to achieve a learning goal. At this time learning is done boldly, so to create an effective learning process, teachers must be able to manage learning well (Izzah, Bahar, & Yanti, 2020). Thus, it can be said that the effectiveness of learning is the success of a learning process that involves interaction between teachers and students in achieving the expected learning objectives, both in terms of knowledge, skills, attitudes, which are expected to be achieved by students, where this is determined by how the teacher in managing a learning process. There are several indicators of learning effectiveness according to Surani & Miftahudin (2018, p. 152), namely: "(1) well-organized learning; (2) active communication; (3) involve students actively; (4) attract students' interest and attention; and (5) raise students' motivation. learning effectiveness is very closely related to learning participation, because learning effectiveness is determined by how much student learning participation is (Saputra, 2021).

According to Hapsara (2020, p. 10) that "learning participation can be interpreted as student participation in a learning activity which is indicated by their physical and psychological behavior". While Mustajab & Sriyono (2013) argue that "learning participation is the involvement of students in the learning process to achieve a goal, namely satisfactory student learning outcomes" (Ginancar, Darmawan, & Sriyono, 2019, p. 208). Iskandar (2017) argues that learning participation is a tangible manifestation of student behavior in learning activities which is the totality of students' mental and emotional involvement so as to encourage them to contribute and be responsible for achieving a goal, namely achievement. satisfactory learning outcomes (Barokah, Rahminawati, & Mulyani, 2021, p. 17). Thus, it can be concluded that learning participation is the participation or participation of students in a learning process, which involves mental, physical, and emotional activities, resulting in positive behavioral changes in these students. Khodijah (Barokah, Rahminawati, & Mulyani, 2021) suggests that there are several indicators to measure the level of student learning participation, namely: (1) expressing opinions; (2) provide feedback; (3) doing the task; (4) conclude; and (5) presentation.

Several previous studies that discussed the effectiveness of online learning and also the level of student participation in online learning, namely: (1) Research conducted by Sadiyah & Tetep (2020) on the Effectiveness of Online-Based Civics Learning on the Level of Student Participation in Learning at SMAN 11 Garut, show significant or effective results if it is carried out with good control and management of the learning process by the teacher; (2) Research conducted by Purbawati, et al (2020) regarding the Participation Rate of Middle School Students in Online Learning during the Covid-19 Pandemic, shows that the level of student learning participation through Whatsapp is relatively high, which can be seen from the results of class VIII participation which has an average score -average 5.2. In contrast to the two studies, this study will examine the effectiveness of online learning on the level of student learning participation during the Covid-19 pandemic by using different approaches, methods, and data collection techniques. So that it is expected to provide more accurate results from various points of view. This is considered important

considering the Covid-19 pandemic has not ended, so there is still uncertainty regarding the situation of future learning implementation. Therefore, there are 3 main objectives in this study, namely: (1) to determine the level of student participation in learning during online learning at SD Inpres Lanraki 1 Makassar City during the covid-19 pandemic; (2) to find out the efforts of teachers in increasing student participation in online learning at SD Inpres Lanraki 1 Makassar City during the covid-19 pandemic; and (3) to determine the effectiveness of online learning at SD Inpres Lanraki 1 Makassar City during the covid-19 pandemic.

METHOD

Research Approach

This research uses a qualitative approach and also uses a qualitative descriptive method, so as to produce data in the form of a narrative text description, which is obtained from direct or indirect data sources.

Research Location and Time

This research was conducted in the odd semester of the 2021/2022 academic year starting from September 24, 2021 to October 24, 2021. The research location is at SD Inpres Lanraki 1, Tamalanrea District, Makassar City, South Sulawesi Province, Indonesia.

Research subject

Determination of research subjects using purposive sampling technique, that is the selection of research subjects based on certain considerations from the researcher. So that the sample or research informants obtained were 12 people consisting of 6 teachers and 6 students from grades I to VI.

Research focus

This study has 3 research focuses, that is: (1) the level of student learning participation during online learning at SD Inpres Lanraki 1 Makassar City during the covid-19 pandemic; (2) teachers' efforts to increase student learning participation in online learning at SD Inpres Lanraki 1 Makassar City during the covid-19 pandemic; (3) the effectiveness of online learning at SD Inpres Lanraki 1 Makassar City during the covid-19 pandemic.

Data collection technique

1. Interview

The interview technique used by the researcher is semi-structured interviews with the informants, that is teachers and students who meet the criteria to be interviewed. The use of semi-structured interviews is considered better for finding existing problems more openly, and informants will also be asked for their opinions or ideas regarding the problems to be studied.

2. Observation

It is an activity to observe how the implementation of online learning at SD Inpres Lanraki 1 Makassar City in grades I to VI, without being directly involved in the learning process (using passive participatory observation).

3. Documentation

Is an activity to obtain supporting documents so that the data from interviews and observations can be more trusted. These documents are in the form of photos/interview documentation, as well as photos/screenshots of the online learning process.

Data Collection Instruments

Research instrument is a device used to collect data in a research. The instruments that will be used in this research, in addition to the researcher as a human instrument, also use the following instruments:

1. Interview Guide

Interview guide is a guide used by researchers to collect important data or information through interview techniques. The interview guide contains a list of questions that contain the theme and flow of conversation as a guide to control the course of the interview so that researchers can obtain the desired information.

2. Observation Sheet

The observation sheet is a guide used by researchers to collect data through observation or field observations. The observation sheet contains aspects of the activities to be observed, then the researcher will record the things that are considered important and relevant to the research objectives in the observation sheet.

Data Validity Check

Qualitative research emphasizes the credibility aspect (validity). Credibility testing is intended to obtain valid or credible data. Test the validity of the data in this study using triangulation. The types of triangulation used are as follows:

1. Source Triangulation

Source triangulation is done by collecting and checking the accuracy of data from several different sources, namely teachers and students. Then, the data from these various sources will be described, categorized, and then concluded.

2. Technique Triangulation

Technique triangulation is done by collecting and checking the accuracy of the data using several different techniques, namely interviews, observation, and documentation. The data collected is then described, categorized, and then concluded.

Data analysis technique

The steps in carrying out data analysis will use the Miles and Huberman model, which are as follows:

1. Data Reduction

Data reduction means summarizing, selecting the main points, and focusing on data that has a correlation with the research. This is because the data obtained in the field is quite large so it is necessary to analyze the data through data reduction. The data that is reduced is research data that has been obtained through interviews and observations.

2. Data Display

The presentation of data is done in the form of a narrative text, as is the form of presenting qualitative research data in general. The data presented is taken from the data from interviews and observations that have been reduced previously.

3. Conclusion Drawing and Verification

The final step in the analysis of qualitative data according to Miles and Huberman is conclusion drawing and verification. The conclusions in this research are findings that can be in the form of a description or description of an object that is still not clear, and after research it becomes clearer. Conclusions are drawn by comparing the relevant research results to the research focus.

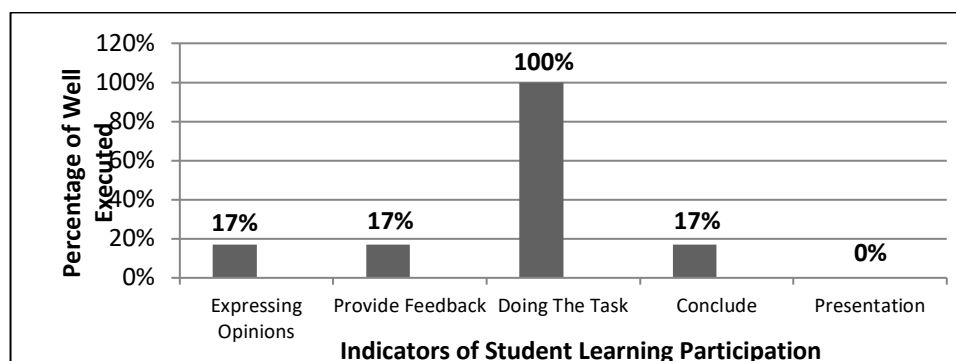
RESULTS AND DISCUSSION

Result

1. Student Participation Rate During Online Learning at SD Inpres Lanraki 1 Makassar City During the Covid-19 Pandemic

The results of the study regarding the level of student learning participation during online learning at SD Inpres Lanraki 1 Makassar City during the COVID-19 pandemic can be seen from 5 indicators based on the opinions expressed by Surani & Miftahudin (2018), namely: (1) expressing opinions; (2) provide feedback; (3) doing the task; (4) conclude; and (5) presenting. The research results obtained are:

Graph 1 The level of student learning participation during online learning



Graph 1 shows that the percentage of doing the task is 100%, expressing opinions is 17%, giving feedback is 17%, concluding is 17%, and presenting is 0%. So that the results of the average student participation rate of the five indicators are 30.2%. The criteria for measuring the level of student learning participation refer to Hanif's opinion (Opianesti, 2019), namely, if less than 40% means low, 40-70% means moderate, and if more than 70% means high. Therefore, the level of student learning participation during online learning at SD Inpres Lanraki 1 Makassar City during the COVID-19 pandemic was relatively low, because it was only 30.2%.

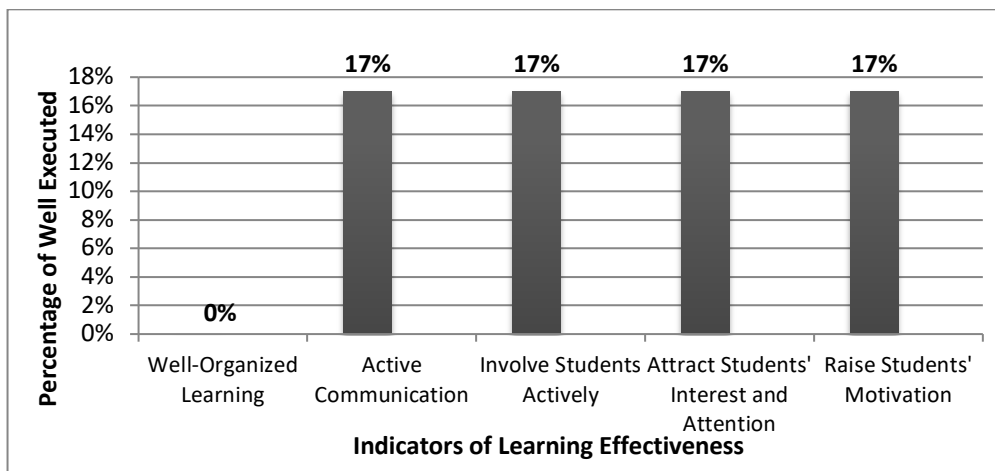
2. Teachers' Efforts in Increasing Student Participation in Online Learning at SD Inpres Lanraki 1 Makassar City During the Covid-19 Pandemic

The results of the research obtained regarding the efforts of teachers in increasing student learning participation in online learning at SD Inpres Lanraki 1 Makassar City during the covid-19 pandemic, are as follows: (1) teachers use online applications/platforms that are familiar to students, so that students students can follow the online learning process well; (2) the teacher strives so that students do not feel burdened by the many assignments given, by giving time leeway or a long time limit for these students to collect their assignments, until the evening or until the next day; (3) the teacher tries to contact the student and his parents/guardian, if the student has been absent for a long time; and (4) the teacher makes it possible for students who are not allowed to participate in online learning, so that they can study directly at school according to a certain schedule, provided that they strictly observe health protocols.

3. Effectiveness of Online Learning at SD Inpres Lanraki 1 Makassar City During the Covid-19 Pandemic

The results of research on the effectiveness of online learning at SD Inpres Lanraki 1 Makassar City during the Covid-19 pandemic can be seen from 5 indicators based on the opinions expressed by Khodijah (Barokah, Rahminawati, & Mulyani, 2021), that is: (1) organizing learning well ; (2) active communication; (3) involve students actively; (4) attract students' interest and attention; and (5) raise students' motivation. The research results obtained are as follows:

Graph 2 Effectiveness of online learning



Graph 2 shows that the percentage of well-organized learning is 0%, active communication is 17%, actively involving students is 17%, attracting student interest and attention is 17%, and generating student motivation is 17%. So that the average result of the online learning effectiveness of the five indicators is 13.6%. The criteria for measuring the level of effectiveness of online learning refer to Rosalina's opinion (Saputra, 2021), that is if it is in the range of 0-25% it means it is not effective, 26-50% means it is less effective, 51-75% means it is quite effective, and if it is within the range of 76-100% means effective. Therefore, the effectiveness of online learning at SD Inpres Lanraki 1 Makassar City during the Covid-19 pandemic was classified as not yet or ineffective, because it was only 13.6%.

Discussion

1. Student Participation Rate During Online Learning at SD Inpres Lanraki 1 Makassar City

During the Covid-19 Pandemic

Participation in student learning is very important to fulfill, because with the participation of learning from students, the learning process will take place more optimally, where students will be able to understand the learning material better. There are many research facts that have shown that if students can actively participate in the learning process, then the quality of learning will increase and they can master the subject matter better than students who are only passive during the learning process (Ginanjar, Darmawan, & Sriyono, 2019).

Since the implementation of the policy for implementing online learning by the government due to the Covid-19 pandemic, this has also made the learning process at SD Inpres Lanraki 1 Makassar City, which is usually carried out face-to-face at school, be shifted to online learning. Students who were previously accustomed to face-to-face learning, but now they are faced with new situations that are still unfamiliar to them. This also has a negative impact on the level of learning participation. During the implementation of online learning, many students are not active or lack participation in learning, such as asking questions or expressing opinions, so that the implementation of online learning feels boring and does not live like face-to-face learning (Kutsiyyah, 2021).

During the implementation of online learning at SD Inpres Lanraki 1 Makassar City, generally the level of student participation in learning is in the low category, with an overall average percentage of only 30.2%. Of the 5 existing learning participation indicators, there is only 1 indicator that has been well fulfilled, namely doing assignments, with a percentage of 100%. Meanwhile, the other 4 indicators have not been fulfilled properly, namely expressing opinions which only amounted to 17%, giving responses of 17%, concluding at 17%, and presenting only 0%. This is in line with the opinion expressed by Khayat (2021) that in general the level of student learning participation during the implementation of online learning during the Covid-19 pandemic is still relatively low, and needs to be addressed again.

2. Teachers' Efforts in Increasing Student Participation in Online Learning at SD Inpres Lanraki 1 Makassar City During the Covid-19 Pandemic

The Covid-19 pandemic has made the learning process which was originally carried out face-to-face in schools, but now has to be done remotely through online learning. Teachers are also required to be able to continue the learning process even though they have to go online. This is a new problem for teachers to present learning materials so that students can achieve the expected competencies, where student competencies can be achieved well, if students can actively participate in the learning process (Purbawati, et al, 2020). However, the reality on the ground shows that the level of student participation in online learning is still relatively low, as seen in SD Inpres Lanraki 1 Makassar City. Therefore, teachers need to make various efforts to overcome this. Based on the findings obtained, there are 4 main efforts that they have made previously.

First, the teacher uses an online application/platform that is familiar to students, so that students can follow the online learning process well. The most dominant online application/platform used at SD Inpres Lanraki 1 Makassar City is Whatsapp. Whatsapp is one of the applications/platforms that are in great demand by teachers and students to do online learning, because its use is easy and practical, and does not require expensive costs (Wilson, 2020).

Second, the teacher seeks so that students do not feel burdened by the many assignments given, by giving time leeway or a long time limit for these students to collect their assignments, until the evening or until the next day. Especially considering that many students use their parents' smartphones to study online, and can only be used when their parents come home from work. As stated by Andiani & Fitria (2021) that students need to be given leeway in terms of time for collecting assignments until the evening.

Third, the teacher tries to contact the student and his parents/guardian, if the student has been absent for a long time. This is important for teachers to do as part of activities to monitor and control student learning activities, which also really need the cooperation of parents/guardians of students. This is because parents/guardians have a very crucial role in accompanying their children when studying online at home (Ihwanah, 2020).

Fourth, the teacher strives for students who are not able to participate in online learning, so that they can study directly at school according to a certain schedule, provided that they strictly observe health protocols. This is especially true for students who do not have smartphones. Because online learning will never take place if neither the teacher nor the students have a device/smartphone (Sari, 2021).

3. Effectiveness of Online Learning at SD Inpres Lanraki 1 Makassar City During the Covid-19

Pandemic

Issuance of Circular Letter of the Minister of Education and Culture No. 36962/MPK.A/HK/2020 Regarding Online Learning and Working From Home in the Context of Preventing the Spread of Corona Virus Disease (Covid-19), is a response given by the government as a result of the Covid-19 pandemic which is worrying and can disrupt educational activities in Indonesia. Thus, all learning activities must be diverted to being brave in order to maintain the safety of teachers and students from the dangers of Covid-19 transmission. Teachers who were originally accustomed to face-to-face learning, now have to carry out learning boldly. They can also adapt to existing changes, including by revamping their teaching methods and then adjusting them to current situations and conditions, so that teachers can carry out effective bold learning (Matura & Santaria, 2020).

During the implementation of learning at SD Inpres Lanraki 1 Makassar City, researchers found that many obstacles occurred that made the implementation of learning ineffective. This is indicated by the absence of evidence from the 5 indicators of learning effectiveness that have been met properly, where the proportion of well-organized learning is very good, which is only 0%, as well as for the percentage actively, involving students actively, attracting students' interest and attention, and stimulate students' motivation, each of which is only 17%. So that the average result of the effectiveness of bold learning as a whole is 13.6%, where the results are classified as low or not yet effective. This is in line with the results of research conducted by Khayat (2001) which shows that the current bold learning is still not effective, so various efforts need to be made both from the school, teachers, and parents, to be able to increase the effectiveness of student learning effectively

CONCLUSION

Based on the description of the results of the research and discussion above, there are several conclusions obtained, namely as follows:

1. The level of student learning participation during online learning at SD Inpres Lanraki 1 Makassar City during the Covid-19 pandemic can be said to be still relatively low, with an average result of 5 indicators of overall learning participation which is only 30.2%.
2. There are 4 main efforts that have been made by teachers to increase student learning participation in online learning at SD Inpres Lanraki 1 Makassar City during the Covid-19 pandemic, namely: (1) teachers use online applications/platforms that are familiar to students; (2) the teacher strives so that students do not feel burdened by the many assignments given, by giving time leeway or a long time limit for these students to collect their assignments; (3) the teacher tries to contact the student and his parents/guardian, if the student has been absent for a long time; and (4) the teacher strives for students who are not able to participate in online learning, so that they can study directly at school according to a certain schedule, provided that they strictly observe health protocols.
3. The implementation of online learning at SD Inpres Lanraki 1 Makassar City during the Covid-19 pandemic can be said to be classified as ineffective, with an average result of 5 indicators of overall learning effectiveness which is only 13.6%.

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