

## **Communication of Pedagogic Online Learning in Junior High School during Covid-19**

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### **Abstract**

The impact of the coronavirus disease -19 pandemic has forced all activities in educational institutions to maintain distance, and all material delivery must be delivered at home. One of the most commonly chosen learning process options during the Covid-19 pandemic is online learning which is considered adequate and efficient. However, in practice, many obstacles arise in many ways ranging from stuttering to disparities in internet network access and technology ownership. Therefore, this study tries to see and identify the ideal model in online learning pedagogic communication during covid-19. The method used is a qualitative descriptive that seeks to reveal practices and facts in online learning pedagogical communication processes. The results show that SMPN 4 Depok Sleman implements pedagogical communication in innovative didactic anticipation aspects by adding learning materials derived from various digital sources in the form of e-modules. And handouts, while the didactic pedagogical aspects are met by providing materials on online learning applications through a personal approach to students' abilities. Meanwhile, in the element of pedagogic relationships, synchronous online learning is carried out in the form of brainstorming and assignments as well as project-based learning so that active participation of students can be carried out and stimulate student competencies that touch the 4C aspects (Creativity, Collaboration, Critical Thinking, and Communication) as the direction of 21st-century learning.

**Keywords:** Ideal Model, Pedagogic Communication, Pandemic



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### **INTRODUCTION**

The impact of the Covid-19 disaster has occurred in almost all sectors of life—one of the sectors affected is the education sector. More than 62.5 million school students from early to higher education in Indonesia are affected by school closures (Gupta, 2020). One of the learning process options during the Covid-19 pandemic that educational institutions most commonly choose is online learning, with the primary consideration that it is possible not to reduce the quality of education.

It can be seen that online learning is an effective and efficient solution for the learning process at all levels of education. Effectively, students stay at home without having to contact the teacher and are efficient because learning time is flexible and stimulates students to learn independently. However, this does not mean that the online learning process does not experience obstacles or obstacles. From the teacher's point of view, the barriers that occur are anxiety and stuttering because it is carried out suddenly without prior adjustment. Meanwhile, the method of student control by the teacher is reduced, and the understanding of the material is not as practical as in face-to-face offline learning (Saefulmilah, 2020).

Another issue that arises is the fragility of the education system, which shows that there is a gap between students due to inequality in access to the internet network and unequal and fair ownership of digital equipment. The infrastructure facilities owned by each school and region are also different in providing support for online learning processes, such as the availability of information communication technology equipment and the availability of admin staff who manage the online learning process. This fact also happened in the Special Region of Yogyakarta

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(DIY) as a student city that is relatively advanced in the availability of internet access facilities and other supporting equipment. Albertus Adit's report (2020) states that the issue of technological disparities between households, internet network disparities between regions, and varying technological literacy of teachers and parents are obstacles in the online learning process in DIY.

Another fact related to online learning barriers is that it leads to communication saturation. Online learning demands a high commitment from both students and teachers in situations that are not fluid, such as offline learning. The end of this saturation will lead to fatigue/fatigue in communication during online learning because it does not focus on the person involved but on the equipment used by both teachers and students (Fadhal, 2020).

This condition, if left unchecked, will lead to distortion of the learning process that does not reach the desired goal, namely the achievement of behavioral changes or competencies in students that have been formulated. It is relevant to question the role of pedagogical communication in online learning from teachers to students and the teacher-student relationship. The online learning process can still be held in the new normal period or adaptation to a new life order, considering that the end of the Covid-19 pandemic cannot be ascertained, as well as the possibility of a pandemic situation turning into an endemic.

It is essential for teachers to play a supportive role through online learning communication models for their students who may experience the harmful effects of the crisis, such as anxiety and disrupted learning willingness after the traumatic event of the Covid-19 disaster. Therefore, the formulation of the problem taken in this study is: "What is the Ideal Model of Pedagogic Communication in the Online Learning Process During the Covid-19 Pandemic?"

## **Literature review**

### **Pedagogical Communication**

Pedagogical communication is defined as the exchange of information on the educational process between students by verbal means and nonverbal expressions (Gavora, 2010, p. 435). Another opinion defines pedagogical communication as a complex and integrated process that implies people, techniques, ideas, arrangements, and organizations in designing, implementing, analyzing, evaluating, and managing several problems related to the human learning process (Stolovitch, Laroque, 1986: 10). According to Benveniste E. (1974), pedagogical communication as a specific form of communication has three essential elements, namely: a). A Message, mainly consisting of teaching content and relating to a particular topic, or field of study; b) The social relations engendered by the act of communication (teaching) between the message originator (teacher) and receiver (student): in other words, they are dealing with pedagogical relationships which can take any possible form within the framework of the teacher interacting with students and which have taught pedagogy in general for consideration. These areas include teaching, content delivery, guidance and moderation, positive and negative reinforcement, curriculum design, training schemes, and management of the learning process. c). Social interaction sites are situations defined and determined by institutional practices in communicating and dictating specific rules, roles, structures, and conventions.

In practice, pedagogic communication is a particular communication system, which is recognized and studied well in other contexts (illustrations, sketches, graphics, fixed images, films, videos, etc.) which can be classified from the way communication is carried out in the learning process, namely: a). Oral linguistic communication; The teacher speaks and uses written documents. Spoken verbal language is a fundamental teaching and training tool and is essential in education. b). Non-verbal communication; A mobile teacher has an exceptional imitation and appearance, using body language and posture to convey his message. This same category is also classified concerning pitch change, vocal modulation, and teacher inflection. In conclusion, it can be said that non-verbal forms of communication mainly carry out the emotional and affective aspects of pedagogical communication. c). Audio-script-visual communication; Teachers not only use spoken language, written texts but also sound and visual documents. Educational software, e-books, and multimedia packages are increasingly becoming part of the pedagogical routine (Ahmet, 2019, 236)

### **Online learning**

Online learning is a learning process through the Internet through cyberspace. This term is similar to the word "e-learning," which is more appropriate than the term. Learning is one type of "distance learning" as an available duration for learning across distance, space, and time different from traditional learning in the classroom (Herrington & Oliver, 1999). Online learning theory refers to using computers and the internet to deliver learning content in educational environments. It also refers to using technology to facilitate learning communication and assessment using synchronous and asynchronous communication. Both synchronous and asynchronous methods are generally centered on students who need personal involvement, independence, a collaboration between students, and the use of online learning media (Anderson, 2008; Xin & Feenberg, 2015).

The distinctive feature of online learning is that it lies with the teacher acting as a mediator and facilitator in the learning process, which is based on 1) Knowledge construction and critical inquiry; 2) Collaborative learning and problem-solving involving discussion, clarification, and dialogue, 3) A directed open and decentralized discussion forum. Learners and learners interact with the same content at different times and locations (distances). Assignments are open-ended to facilitate the constructive engagement of personnel, provide a narrative or propositional support structure, and place the locus of control in both teachers and students (Scarmaldia & Beireter, 2016).

Online learning also has positive and negative sides, like other types of learning methods. Understanding the positives and negatives of online education will help educational institutions create more efficient learning strategies to ensure an uninterrupted learning process for students. According to Xin, C, and Feenberg (2005), the advantages or advantages of online learning are as follows; a). Efficiency; Online learning offers teachers an efficient way to deliver the subject matter to students. Online learning can use a variety of media such as videos, PDFs, and podcasts. Teachers can use all these media as part of the learning process activities. b). Accessibility of time and place; Online learning allows students to attend classes from any location at any time so that schools can reach students wherever they are, instead of being limited by geographic boundaries. In addition, online learning can be recorded, archived, and shared for future reference. c). Affordability; is reduced financial costs of learning and learning materials are also available online or. This, of course, creates a paperless learning environment so that it is also beneficial for the environment. d). Increasing Student Attendance; Because online classes can be taken from home or at a preferred location, students are less likely to miss lessons. e). Suitable for various learning styles; students have different learning characteristics from each other. Therefore those who like to learn visually or through audio can be catered for by all.

While the disadvantages and weaknesses of online learning are; a), inability to focus on on-screen online learning applications; For some students, this becomes one of the biggest challenges in online education as it is challenging to focus on the application screen for long periods. Online learning also allows more significant opportunities for students to be more easily distracted by social media or other sites. b). technology issues; Another major challenge of online classes is internet network connectivity. The absence of a stable internet network connection for students or teachers causes a lack of continuity in the learning process. This is detrimental to the educational process. c). Sense of isolation; In online learning, physical interaction between students and teachers is minimal, which often creates a sense of alienation for students. d). The need for intensive training for teachers; In general, teachers have a basic understanding of technology, sometimes even not having the resources and tools needed to conduct online learning.

### **Research methods**

This study uses a descriptive qualitative paradigm approach. The qualitative explanatory paradigm was chosen to reveal in-depth the pattern of implementing pedagogical communication carried out by the teachers of SMP N 4 Depok Sleman in online learning, which led to the acquisition of an innovative pedagogical communication model in the online learning covid-19 pandemic. Bogdan and Taylor in Kaelan (2012) state that qualitative research methods are

research procedures that produce descriptive data in words, notes related to meaning, value, and understanding. In addition, qualitative methods always have a holistic nature, namely the interpretation of the data about various aspects that may exist so that the truth can be expressed interpretively

## **Results and Discussion**

The online learning process in teaching and learning activities at SMP N 4 Depok, Sleman, can be not new because teaching and learning activities and computer and internet-based exams have been carried out. For example, the implementation of the National Examination during the period since 2017 has been carried out online through the Computer-Based National Examination (UNBK) system. However, it still requires students to attend school and work on exam questions through its computer facilities. The purpose of implementing the UNBK itself and facilitating the assessment process can also be used to monitor learning outcomes in general and in particular. During the COVID-19 pandemic, the national exam in 2021 was replaced with the Regional Education Standardization Assessment (ASPD) which was also carried out online using computer facilities in schools with strict health protocols.

The teacher profile of SMP N 4 Depok Sleman consists of senior teachers, and relatively young teachers whose general ability to use computer equipment is in the advanced category. Still, in the use of internet technology, especially applications in the learning process, young teachers are better able to use it. In general, the teachers of SMP N 4 Depok are pretty skilled in online assignments because they have attended training and have implemented it in the learning and assessment processes. It's just that the readiness factor and the completeness of learning facilities have not been maximally provided by the school or from the Sleman Regency Education Office, which became an obstacle in online learning activities at the beginning of the Covid-19 pandemic.

In planning the teaching and learning process activities, the school, in addition to coordinating with the Sleman District Education Office, also coordinates with the school committee, which then conducts a coordination meeting on the preparation and activities of the online learning process with parents of students. Coordination is carried out in addition to providing information; it is also used to provide understanding so that parents can monitor students during the learning process because teachers cannot directly monitor students during the online learning process. In addition, the school, during coordination, also surveyed students who did not have sufficient internet access or ownership of computers and devices. In this case, the students are given facilities to study at school using the internet and computer facilities.

In the next stage in planning online learning, the principal and the teachers of SMP N 4 Depok structure the learning process is consisting of direct learning activities (synchronous), indirect learning (asynchronous) by conducting assignments both individually and in groups and carrying out daily exams. As one of the benchmarks and feedback on the results of online learning that has been done. At this stage, the teacher who serves as an Information technology guide also provides socialization of the use of information communication technology (ICT) to some teachers who still have problems using ICT for the online learning process.

The application choices made by SMP N 4 Depok Sleman in the online learning process include zoom cloud meetings, google meets, and google classroom. Consider using zoom cloud meetings because the application has a choice of paid and free versions, making it possible to study the ideal number of classes, 40 to 100 students/participants. Another consideration is that teachers and students can send the necessary text and files when the learning process takes place using a zoom cloud meeting. Using zoom also allows teachers to schedule learning activities

regularly and automatically. The zoom cloud meetings application was also chosen because of the stability of its software access which is considered better than other applications.

For devices/equipment or devices used in online learning, teachers at SMP N 4 Depok Sleman, apart from using a personal computer, also use a laptop as the primary device in line with the learning media applications used (zoom cloud meetings, google meets and google classroom). In addition to using these devices, some teachers also use tablets and Zoom and Google meet applications instead of whiteboards to deliver additional teaching materials.

The synchronous implementation of the online learning process carried out by the SMP N 4 Depok Sleman teachers is more significant than the asynchronous one. The teachers provide learning materials by referring to the didactic pedagogical approach that follows the students' abilities. The teachers offer to learn materials by referring to the textbook teaching materials (2013 curriculum) that have been provided and delivered to students as the leading guide for learning materials. But on the other hand, the teachers of SMP N 4 Depok Sleman also provide additional learning materials in the form of handout teaching materials. The handout learning materials are posted on Google Classroom to learn and understand either before or after the synchronous learning process. Generally, the handouts delivered are per topic of discussion material to make it easier for students to learn the subjects being studied.

Teachers in preparing teaching materials in the context of didactic pedagogical anticipation are to make teaching materials obtained from various reference sources to be studied by students, specially adapted to the needs of each grade level of students. Reference sources as material enrichment generally, apart from books, are also taken from ebooks and other sources available on the Internet. For example, material enrichment for grade 7 will be different from grade 8 and grade 9. For grade 9, material enrichment will be directed at preparing for the final graduation exam. While Grade 7 material enrichment is oriented towards material introduction, and grade 8 is introduced to understanding learning material.

The pedagogic relationship in implementing the synchronous online learning process in the form of face-to-face through zoom cloud meetings, the teachers use a personal approach, namely through adjustments based on the abilities of each student, prior knowledge, and learning comfort of students. The way to do this is through the results of an exploratory survey before the online learning process by the school, pre-test, and dialogue between teachers and students during the learning process. Through this method, the online learning process carried out by teachers can eliminate and narrow the learning gap that occurs in the classroom so that student productivity as learners can be maximized through online learning.

Synchronous online learning carried out by the teachers of SMP N 4 Depok Sleman is in lectures and brainstorming, which is not much different from the offline, face-to-face learning process, but what is done is more emphasis on repetition and recognition of learning materials, both textbooks and handout materials. The teacher explains each topic of learning material in detail by repeating issues that students have not understood.

Another approach taken by the teachers of SMP N 4 Depok Sleman during synchronous online learning is to use a student active participation approach through interactive question and answer on the sidelines of synchronous learning activities. The teachers also give students individual assignments as cognitive and affective stimuli by using videos of specific themes related to subject matter uploaded through social media such as YouTube and Instagram. Through the uploaded video, students are asked to provide opinions and arguments against the subject matter in the form of short videos. The active participation of students in giving comments in the form of the views and statements against the footage made the students no longer depend on the



summary of the material from the teacher, but through these digital video learning resources, students took over the role in the form of active contributions to summarize the subject matter.

Regarding the enrichment of subject matter, SMP N 4 Depok Sleman also uses electronic materials from various web sources or educational pages that provide different subject e-books. This activity is carried out to get enriched material for students by collecting and studying links to digital reference sources from the Ministry of Education and Culture (Kemendikbud) and other official institutions.

Another approach to active participation in online learning by teachers at SMP N 4 Depok Sleman is project-based learning (PBL). PBL itself is a learning method that uses projects/activities as a medium. Students do exploration, assessment, interpretation, synthesis, and information to produce various learning outcomes. In the implementation, the students made several assignments resulting from their investigation, understanding, and synthesis in creating videos, writing articles, or simple research reports. Active participation in the form of PBL is also used to provoke students' creativity in using ICT and stimulate students' abilities and deliberation regarding the demands for competence in using technology in the current era. Some examples that were carried out were, for instance, in Indonesian, giving assignments and making speeches; students also worked on simple research reports from practical activities for natural science subjects. Another example for English topics is that students make storytelling scripts and storytelling videos.

For the evaluation of the learning process, the teachers of SMP N 4 Depok Sleman give assignments in the form of questions and quizzes. Grants are provided with a general one-day duration to complete before being uploaded to Google Classroom. Another form of evaluation carried out is to use daily tests given after several synchronous meetings. Daily tests are carried out through Google Classroom, which is provided with a duration that the tutor has determined. This daily test is also an assessment component for grades in the middle and end of the semester.

Regarding the evaluation in the middle and end of the semester at SMP N 4 Depok, Sleman, there is no difference from offline learning, even though it is carried out using online learning applications and students attend school with health protocols using computer facilities provided by the school. Generally, before the examination, students are given a trial test/ test Uji Coba (TUC) every weekend online with a duration from day to night (15.00 to 21.00) using Google Classroom. TUC is carried out periodically at least a week before the mid-term and semester examinations.

Specifically, in preparation for the graduation exam, TUC in four main subjects, namely Indonesian, English, mathematics, and Natural Sciences (IPA) is repeated at least two months before the graduation exam. Generally, the evaluation of the learning process for graduation is carried out by testing the preparation for the national exam in the form of TPM (Test Pendalaman Material). As a computer and internet-based activity, the advantage of this TPM is that students can work on TPM practice questions from anywhere as long as they are connected to the internet without attending school. TPM is generally held on weekends, namely Friday and Saturday, starting from 09.00 am to 10.00 pm.

The Principal carries out monitoring in the online learning process as the person in charge of the learning process by involving the vice-principal for the curriculum and several young teachers who support the online learning system. The principle of monitoring is that students must get their rights in learning so that the implementation of synchronous and asynchronous online learning methods must be carried out, prioritizing synchronous or face-to-face learning through online learning applications.

The obstacles or obstacles faced during the online learning process include the presence of senior teachers who are still not fluent in using online learning applications that the school has provided. Anxiety in the use of online learning applications is also one of the causes of teachers' non-optimal online learning process. Therefore, to overcome the fear and lack of competence of senior teachers, the school assigned several young teachers to assist in the online learning process to assist with technical problems that occurred when online learning was implemented.

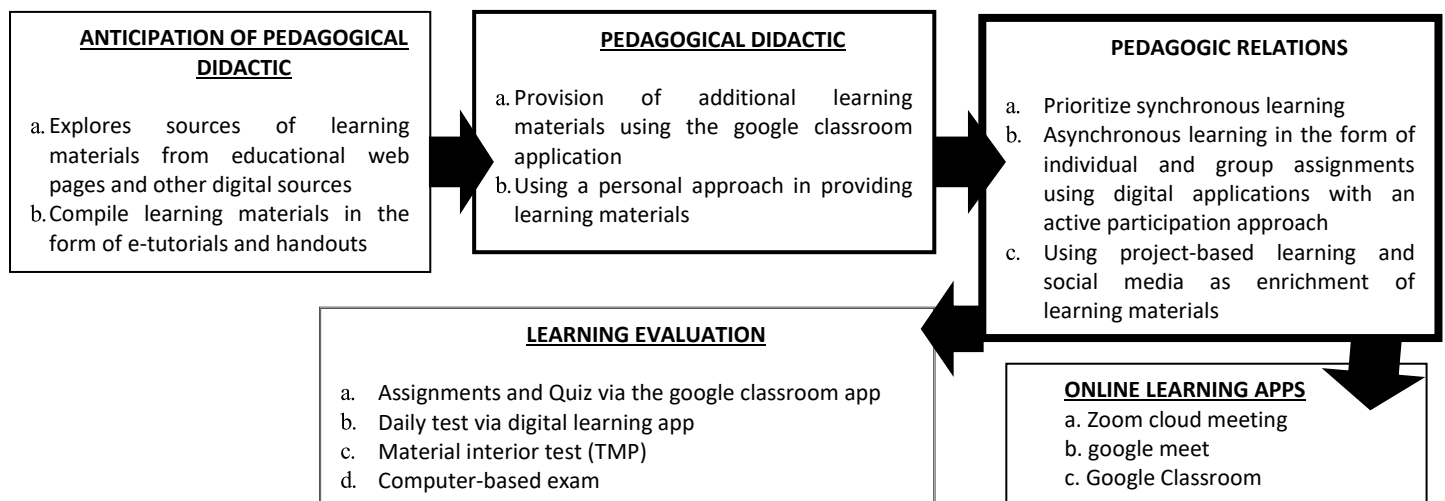
If you look at the constraints on facilities and infrastructure, several computers at SMP N 4 Depok Sleman have exceeded the standard life cycle of computer equipment. The solution is to use the teachers' facilities in laptops that are assisted in the online learning process. When facing the UNBK and ASPD graduation exams, the school takes a policy to use or borrow students' computer equipment in the form of laptops voluntarily, which is set the day before the graduation exam (UNBK / ASPD).

The implementation carried out by SMP N 4 Depok Sleman in online learning is to apply several modifications and innovations using a digital pedagogic approach. The teachers of SMP N 4 Depok Sleman, indirectly through online learning, have implemented demands for increasing competence in the use of ICT in the learning process to inspire students to explore subject matter further using digital technology and their competence in the use of ICT.

The efforts made by the teachers of SMP N 4 Depok Sleman in the context of pedagogic communication through online learning during the pandemic have been following the principles of 21st-century learning (Smaldino; 2015) that the effectiveness of the learning process is to apply to consider the individual differences of students, develop metacognitive knowledge, involving students in relevant contexts and incorporating realistic contexts. This can be seen in individual and group assignments given by teachers using videos uploaded on social media and google classroom. This involvement in active participation makes students also stimulated to develop their creative abilities in understanding subject matter in a contemporary context while honing students' abilities in the use of digital technology.

Pedagogic communication on the didactic pedagogic aspect is carried out by the teachers of SMP N 4 Depok Sleman by using digital sources in enriching learning materials that are by the textbook as a guidebook for learning materials. Teachers enrich information as the main message content of learning materials sourced from various digital media, both in the form of web pages and social media, which are to direct, guide, and grow the potential of students related to their abilities in lessons and the use of technology which is currently the target of competence and literacy. students/students.

The same thing can also be seen from the pedagogic communication aspect of pedagogical relationships, which prioritizes synchronous learning activities to deliver virtual face-to-face learning materials using the learning applications that have been provided. In this aspect, the teachers of SMP N 4 Depok Sleman have touched on the 4C (Creativity, Collaboration, Critical Thinking, and Communication) aspects by changing the online learning paradigm that focuses not only on the content but also on the content developing creativity and independent learning skills. The role of the teacher at SMP N 4 Depok Sleman is more oriented as a mentor, facilitator, collaborator, and student contributor as a learner. Teachers of SMP N 4 Depok Sleman apply projectIf it can be described, the pedagogical communication model carried out by the teachers of SMP N 4 Depok Sleman is as follows:



**Figure 1. Pedagogical Communication Model Online learning**

## CONCLUSION

Distance learning with online learning methods is one of the best solutions during a pandemic that makes it easier for students to continue learning even though they are not present at school. The advantages of students being able to understand and monitor the teaching and learning process activities anywhere without crowding. On the other hand, parents can also directly watch how teachers and children carry out the teaching and learning process as students.

The principle of pedagogic communication at SMP N 4 Depok Sleman is communication between teachers and students that prioritizes pedagogic elements that are directing, guiding, and growing the potential of students, which is manifested in the form of a personal approach referring to the abilities of each student. Another principle that is carried out is that the teachers of SMP N 4 Depok Sleman use an active participation approach of students in the online learning process both through educational assignments and virtual simulations, using a digital learning application platform that is chosen for easy access, namely using zoom cloud meetings, Google meets and Google classroom.

The flow of pedagogical communication in anticipating didactics innovatively is to add learning materials from various digital sources not fixated on textbooks. In contrast, the didactic pedagogical aspects are met through the provision of materials on online learning applications that take into account the personal approach of each student's abilities. Meanwhile, in the element of pedagogic relationships, it is carried out by prioritizing synchronous online learning in the form of brainstorming and assignments as well as project-based learning so that active participation of students can be carried out and stimulate student competencies that touch the 4C aspects (Creativity, Collaboration, Critical Thinking, and Communication) as the direction of 21st-century learning.

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