
Evaluating High School Students' Views on Online Learning with Meeting Apps during COVID-19

Wily Mohammad¹, Nabilla Ryca Maulidiyah²

¹ Universitas IPWIJA; wilymohammad22@gmail.com

² Universitas Trunojoyo Madura; nabillaryca1804@gmail.com

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*Correspondence: Wily Mohammad

Email: wilymohammad22@gmail.com

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Abstract: This descriptive qualitative research aims to explore students' experiences in online learning via meeting applications. The purposive sampling method was used to select 11 members of the "Ryca Study Group" as respondents. The interview results show that online learning through meeting applications has become the new norm during the Covid-19 pandemic. The majority of students feel able to understand some subjects well, but there are also technical challenges and a lack of direct interaction with teachers and classmates. Some students are happy with the flexibility of time and accessibility of online learning, while others feel less motivated and experience boredom. In improving online learning, students suggested more interesting material, use of on-cam features for better interaction, and more active teacher involvement. By combining these suggestions, schools can continue to improve the quality of online learning and provide a better learning experience for students.

Keywords: online learning, covid-19, learning motivation, learning quality

Introduction

The Covid-19 pandemic that emerged in 2020 has changed many aspects of global society's life (Mohammad & Maulidiyah, 2022). In response to this health crisis, many countries around the world are facing unprecedented situations, and the education sector has not been spared. In order to prevent the spread of the virus and mitigate the risk of infection in schools and campuses, educational institutions around the world were forced to take firm steps by closing their physical schools and universities (Syafarudin, et al., 2020).

In an effort to continue the teaching and learning process, the world of education suddenly had to look for alternative solutions to ensure continuity of learning. The choice taken by many educational institutions is to switch to distance or online learning. Meeting applications are one of the main platforms used to bring students and teachers together in a virtual environment that allows interaction and learning in real time (Kadafi, 2020). Examples of online meeting applications that students often use are Google Meet and Zoom Meeting (Wiyono, et al., 2021).

However, the sudden shift to online learning also raised questions and challenges. The effectiveness of online learning through meeting applications is a major concern. The learning process can take place smoothly amidst limited physical interactions and conventional classroom experiences through the use of online learning platforms such as meeting applications, which allow students and teachers to interact in real time, share material, and discuss via video and voice (Abuhassna, et al., 2020). Even though they are in a virtual environment, students have access to various learning resources that support understanding of the material, such as presentations, assignments, learning videos, and digital literature. Students can effectively understand the material taught in this virtual environment with self-discipline and good time management (Coman, et al., 2020). The ability to interact directly with teachers through meeting applications also allows students to receive guidance and clarification on questions that may arise during the learning process. The interaction between students and teachers in online learning has an impact on students' motivation levels (Abdi & Wibowo, 2020). Positive, responsive, and supportive interactions from teachers can increase students' motivation to learn more actively and participate in learning activities. On the other hand, lack of interaction or limited interaction in a virtual environment can have a negative impact on students' motivation levels, so more effort is needed to ensure good interaction and mutual support in online learning (Hoerudin, 2022).

In order to dig deeper into students' learning experiences during the Covid-19 pandemic through meeting applications, more comprehensive and thorough research is needed. Through interviews with students who have taken part in online learning, this research aims to gain in-depth insight into their perceptions and experiences in the virtual learning process. By understanding these dynamics, it is hoped that this research can provide useful information for the development of more effective online learning strategies in the future. Apart from that, this research also has the potential to provide valuable input for educational policies in dealing with emergencies or other special situations that may arise in the future.

Methodology

This research is a descriptive qualitative type of research which aims to explore students' learning experiences during the Covid-19 pandemic through online learning using meeting applications (Sugiyono, 2019). The sampling method used was purposive sampling, by selecting 11 members of the "Ryca Study Group" who live in Gresik as research participants. The data collection method that will be used is in-depth interviews.

This research will focus on the learning experiences of students in the study group "Ryca Study Group" which consists of students with a high school (SMA) education level. In-depth interviews will be used to understand students' perceptions, understanding and level of motivation while they are taking part in online learning using meeting applications.

Research participants will be purposively selected based on relevant criteria, such as active involvement in study groups and frequency of participation in online learning. Through a descriptive qualitative approach, this research will try to provide a holistic picture of how the learning process takes place, the challenges faced, and the impact of online learning on student motivation and understanding (Sugiyono, 2019).

Data analysis will be carried out by identifying general patterns, themes and important findings that emerge from in-depth interviews. The results of this research will be interpreted descriptively to provide deeper insight into students' learning experiences during the Covid-19 pandemic and the impact of using meeting applications in the online learning process.

Result and Discussion

Table 1 shows the classification of respondents based on gender, namely as follows:

Table 1. Classification by gender

Gender	Total
Girl	10
Boy	1

Source: Author's processed data, 2023

Based on data on the number of respondents, there were 11 respondents who were part of this research. Of the total respondents, 10 people (90.9%) were female students, while only 1 person (9.1%) was a male student. The ratio between female and male students shows the dominance of female students in the "Ryca Study Group" study group.

Table 2 shows the questions asked to students, namely as follows:

Table 2. Interview Questions

No	Question
1	During the Covid-19 pandemic, were online teaching and learning activities held using online meeting applications?
2	Do you think you can understand the lessons taught via online meeting applications?
3	What lessons did you understand best when studying online?
4	In your opinion, do you enjoy online learning?

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| 5 | Does studying online via an online meeting application make you more enthusiastic about studying? |
| 6 | Does studying online via online meeting applications make you lazy and sleepy? |
| 7 | Please provide suggestions for online learning via online meeting applications! |
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The interview questions asked had a clear focus on students' learning experiences during the Covid-19 pandemic, especially in the context of online learning using meeting applications. The description of each question is as follows:

1. The first question asked whether during the Covid-19 Pandemic, online teaching and learning activities were held using online meeting applications. This question aims to identify whether online learning through meeting applications has been adopted by schools or educational institutions to ensure the continuity of the teaching and learning process.
2. The second question aims to explore students' perceptions about the effectiveness of learning through online meeting applications. Students are asked to provide a subjective assessment of the extent to which they can understand the lessons taught through this platform.
3. The third question asks specific questions about what lessons students understand best while they study online using meeting applications. The goal of this question is to identify subjects that are considered easier to understand or more interesting in an online learning format.
4. The fourth question asks whether students feel happy or satisfied with online learning carried out through meeting applications. This can provide insight into student satisfaction with their learning experience in a virtual environment.
5. The fifth question tries to explore whether online learning through meeting applications has a positive influence on students' enthusiasm for learning. In this question, students were asked to reflect on whether they felt more motivated to learn through the platform.
6. The sixth question explores the negative side of online learning. Students were asked to provide input on whether studying via meeting applications made them feel lazy or sleepy. This can help identify challenges or obstacles in online learning.
7. The last question is a request to provide suggestions. Students are asked to provide their input and recommendations on how online learning through meeting applications can be improved or improved.

All of these interview questions are designed to gain a comprehensive view of students' learning experiences during the Covid-19 Pandemic and assist in understanding the effectiveness and impact of online learning through meeting applications.

Interview Result

Tables 3 to 9 show the answers to the first question asked of the students, which are as follows:

Table 3. Answers to the first question "Were online teaching and learning activities held during the Covid-19 pandemic using online meeting applications?"

Respondent Number	Question
1	Yes, during the Covid-19 pandemic, teaching and learning activities used online meeting applications such as Zoom and Google Meet
2	It's true, during the Covid-19 pandemic, my school implemented online learning methods through online meetings
3	Yes, when the COVID-19 pandemic occurred, online learning was held, such as zoom meetings and Google Meet, as well as Google Classroom.
4	Yes
5	During the Covid-19 pandemic, were online teaching and learning activities held using online meeting applications?
6	Yes
7	Yes, using Zoom and Google Meet
8	Yes, that is using online (distance learning) usually using Google Meet, Classroom, and so on
9	Yes
10	Yes, it is true. During the Covid-19 pandemic, learning activities used online meeting applications such as Zoom, Google Meet, and so on.
11	Yes

Table 4. Answers to the second question "Do you think you can understand the lessons taught via the online meeting application?"

Respondent Number	Question
1	Learning via the online meeting application is actually less clear because sometimes you can't hear the sound and you don't really understand what the teacher is explaining during the online meeting.
2	Yes, I can understand some subjects well.
3	Sometimes you understand, sometimes you don't, because usually learning is hampered by unstable signals and connections.
4	Nope
5	In my opinion, I can understand the lessons taught through online meetings by increasing other knowledge through YouTube, Google, other learning applications and also by discussing with friends. However, there are several subjects that I cannot understand even though they have been explained online, namely mathematics.
6	Yes, because I listened to the teacher's explanation. and the teacher uses a share screen to explain the material.
7	It's not that I don't understand, but it's not optimal
8	In my opinion, it's not enough, because personally, in my opinion, everyone has different abilities in understanding subject matter. So this process is not enough for the learning process. I myself, understand better or comprehend through direct lessons because our brains can directly grasp lessons more easily
9	Not really
10	Understanding the lessons taught by online meeting applications depends on each individual. If the person pays attention clearly, he or she will definitely be able to understand. However, if he doesn't pay attention, has a meeting while playing games or something else, he definitely won't understand the lesson. So understanding lessons in online giving is also influenced by internal and external factors.

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| 11 | In my opinion, I had a little difficulty understanding the lesson material, because communication between the teacher and students felt uncomfortable. Not to mention if there are signal problems. |
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Table 5. Answers to Question Three "What lessons did you understand best when studying online?"

Respondent Number	Question
1	Indonesian Language Lessons
2	I can understand English and Indonesian well.
3	The lessons that I understand during online teaching and learning activities are Mathematics and Indonesian.
4	Arts and culture and mathematics
5	I understand economics the best. Because this subject is my favorite, I maximize myself to be able to understand this subject.
6	Indonesian language, mathematics interest
7	Biology
8	In my opinion, the lesson we understand best is when we like the lesson and the teacher is fun. For example, I like mathematics but the teacher isn't pleasant so I'm a bit lacking in understanding.
9	English
10	The lessons that are easiest to understand when studying online are those that require memorization such as Indonesian, English, biology, history, etc. There may also be lessons that are quite difficult if not explained directly on the blackboard, such as physics, chemistry and mathematics.
11	Maybe lessons related to history and biology or lessons that are quite easy to understand just by reading the material. Lessons related to calculations are quite difficult, because there is no direct interaction with the teacher.

Table 6. Answers to Question Four "Do you think you like online learning?"

Respondent Number	Question
1	Yes I like it
2	In my opinion, online learning is not effective enough, because students basically understand better if the learning method is face to face so that the material presented will be easier for students to understand.
3	In my opinion, there are positive and negative sides to distance learning, such as the positive side, we can get to know several applications and try the application so that it can make it easier for students to learn, understand and try tasks in the application, while on the negative side we probably won't. can focus on learning because sometimes during zoom meetings students are left behind to carry out other activities and sometimes unstable connections result in students having difficulty understanding the lessons explained by the teacher.
4	No, because it's hard to understand when you study irregularly and don't get pocket money
5	What I like about online learning is the flexible use of time. When studying online, after meeting and doing assignments, I can rest by chatting with my family, watching films and eating snacks. However, on the other hand, studying online is less fun if there are group assignments, but I can't meet face to face with my friends. This of course affects the performance of group assignments.

6	No
7	Of course not, I feel my enthusiasm for learning is reduced and I am not maximizing my ability to achieve achievement
8	Yes, because it's more fun while listening
9	No
10	In my opinion, no, yes. I prefer direct learning because it is more focused and more productive.
11	Quite happy, because we can explore study material from any internet source.

Table 7. Answers to Question Five "Does studying online via online meeting applications make you more enthusiastic about studying?"

Respondent Number	Question
1	Yes, I am enthusiastic about online learning
2	In my opinion, online learning methods will actually make some students at school even more lazy to study because they just stay at home, but there are still some students who still have the same enthusiasm for learning.
3	I don't think so because I can't get together with friends, I can't meet face to face with my teacher, I don't know the school environment, and so on.
4	Nope
5	Not really, because sometimes in holding meetings there are several obstacles. Such as intermittent sound, low quota and so on.
6	No
7	Of course not, I feel my enthusiasm for learning is reduced and I am not maximizing my ability to achieve achievement
8	Yes, because it's more fun while listening
9	No
10	In my opinion, no, yes. I prefer direct learning because it is more focused and more productive.
11	It's normal, because I'm more enthusiastic if I can learn directly, because I feel more euphoric about learning.

Table 8. Answers to Question Six "Does studying online via online meeting applications make you lazy and sleepy?"

Respondent Number	Question
1	Yes, sometimes it makes me sleepy when the teacher is explaining the material at length
2	That's right, because the activities we do are just sitting and looking at the screen and there are no other activities, for that reason I think that online learning is less effective.
3	No, because online applications help us adapt to online friends and help us get to know and learn interesting knowledge such as Google Classroom, Zoom Meeting, Quiz, and Google Meet.
4	Yes
5	Not really, because online meetings can be used as a medium for interaction between teachers and students. So that students can ask the teacher directly about problems in a material.
6	Yes
7	Yes, I often get lazy and sleepy when teachers teach with videos that are previously recorded so I can't ask questions

8	Yes, it's true, sometimes I'm just lazy. The problem is that when we meet face to face, someone is watching us so we don't get sleepy
9	Yes
10	Yes, totally correct
11	Not really, if the lesson being explained looks monotonous and uninteresting, it will feel boring and you will start to feel lazy, whether you study online or offline, it's all the same.

Table 9. Answers to Question Seven "Please provide suggestions for online learning via online meeting applications!"

Respondent Number	Question
1	I like learning through online meetings because I don't need to rush to wear a school uniform because the lessons are online, so I can continue studying at home
2	My suggestion is to make the material presented more interesting so that students don't get bored and sleepy quickly, such as holding quiz sessions or ppts that are presented in an interesting way.
3	I suggest that online learning such as zoom meetings and Google Meet should be done on cam so that you can find out what activities we are doing in each meeting session and can also get to know our friends even though they are long distance.
4	The learning media is made more varied, plus a few animated videos or something like that so it's not too monotonous. then please make the task a little easier
5	No idea
6	There are no suggestions, because online learning via meeting applications has been carried out, for example sharing screens, raising hands to ask questions.
7	My advice is that when online learning takes place, teachers need to give assignments according to their portions (not too much) and teachers need to be more interactive with their students so that students don't get bored and lazy.
8	Please provide suggestions for online learning via online meeting applications
9	It is best to make online learning more fun and attract more students' attention with learning techniques
10	Teachers or lecturers must be more active in learning, hold ice breakers so that students are more enthusiastic
11	If necessary, hold an impromptu quiz to find out which students are ready to learn or not. Teach using a method that is not boring

Discussion

During the Covid-19 pandemic, were online teaching and learning activities held using online meeting applications?

During the Covid-19 pandemic, online teaching and learning activities using online meeting applications have become common practice in many schools (Mohammad & Maulidiyah, 2023). In interviews, the majority of students confirmed that online learning via meeting applications has become the new norm in dealing with this emergency situation. They mentioned that Zoom, Google Meet, and similar applications were used as platforms to hold classes virtually. This learning method allows students and teachers to interact in a virtual environment, replacing face-to-face interaction in a physical classroom. The decision to switch to online learning through the meeting application was taken to ensure the continuity of the teaching and learning process amidst limited physical interaction and to

minimize the risk of virus transmission in the school environment. Online learning with meeting applications has become an effective solution to continue the teaching and learning process during this pandemic, and more and more schools are relying on this technology to maintain the smooth running of the education process.

It is important for schools to ensure that all students have adequate access to the technology and internet devices necessary to participate in online learning. This is stated in the research of Rahayu & Haq (2021), that facilities and infrastructure for online learning are important to pay attention to. This may include providing aid or devices to students in need, especially those who may be facing financial constraints.

Do you think you can understand the lessons taught via online meeting applications?

In this interview, students gave various views about whether they could understand the lessons taught through the online meeting application. Some students stated that they could understand some subjects well and found online learning effective. However, there are also those who face challenges in understanding lessons, especially due to technical problems such as inaudible sound, unstable internet connection, or signal problems. Some students feel that online learning methods do not always provide clarity and sometimes it is difficult to understand the material taught by the teacher. There are also those who feel that understanding lessons through online meeting applications requires extra effort, such as looking for additional explanations through other sources such as YouTube, Google, or other learning applications. Some students also feel that direct interaction with teachers and classmates in a physical classroom helps them understand lessons better.

The descriptions of these students' answers provide an overview of the various experiences and challenges in understanding lessons during online learning using meeting applications. Technical factors such as signal problems or an unstable internet connection can affect the quality of learning. Additionally, differences in individual learning preferences and styles also play an important role in the effectiveness of online learning. For some students, direct interaction in a physical classroom remains their preference to understand lessons better. This shows the importance of appropriate adaptation and support in dealing with online learning to ensure its success and effectiveness for a variety of students with different learning needs and preferences.

Schools should understand the individual learning needs and preferences of students. By understanding differences in learning preferences and styles, schools can provide more appropriate support and support individual student learning success (Nasution, et al., 2023). In addition, considering that some students feel it takes extra effort to understand lessons through additional sources such as YouTube or Google, schools can provide additional learning resources and extra support for students who need it.

What lessons did you understand best when studying online?

Several students mentioned Indonesian and English lessons as subjects they understood well. They felt that strong language skills and material that could be learned

through text made understanding these lessons easier to achieve in an online environment. There were also those who highlighted Mathematics as a subject that they understood well while studying online. Some students also find that economics and history lessons are also easy subjects to understand due to their personal interest and interest in the material.

Some students also stated that subjects that require memorization, such as Indonesian, English, Biology and History, are easier to understand during online learning. However, they also realized that lessons involving calculations or more detailed explanations, such as Physics, Chemistry and Mathematics, could be more difficult due to limited direct interaction with the teacher. Some students stated that when they like a subject and the teacher who teaches it is fun, their understanding of the subject becomes better. However, there are also those who feel that limited direct interaction with teachers can reduce their understanding of the lessons they enjoy.

Overall, these students' answers reflect the diversity in lesson understanding during online learning using meeting applications. Personal interests, language skills, memorization, and teacher involvement play an important role in influencing students' understanding of various subjects (Fatmawati & Anjarsari, 2021).

In your opinion, do you enjoy online learning?

Based on the interview results above, it appears that students have diverse views regarding online learning. Some students like online learning because of the flexibility of time and ease of accessing various learning resources. They find advantages in a more flexible use of time, allowing them to rest and engage in other activities after they have finished studying. However, there are also students who express discomfort with online learning. Some of them feel less motivated and have difficulty understanding lessons when there are technical problems such as an unstable internet connection or group assignments that cannot be done directly with classmates. Other students stated that they understood the lessons better with face-to-face learning methods in the classroom.

Apart from that, some students also feel that online learning requires extra effort, such as seeking additional explanations from other sources to understand the material better. Some students even feel that their enthusiasm for learning is reduced and they are less able to maximize their potential for achievement.

The results of this interview reflect the importance of paying attention to various aspects of online learning. Schools need to ensure that there is adequate technical support to overcome connection problems or other technical problems (Widyawati & Sukadari, 2023). Additionally, efforts need to be made to increase interaction between teachers and students in virtual environments and ensure students feel motivated and engaged in the learning process. Additionally, schools also need to understand students' individual learning preferences and find ways to optimize the online learning experience according to their needs. By taking these steps, schools can create a more effective and enjoyable online learning environment, and provide a better learning experience for students amidst the challenges of distance learning.

Does studying online via an online meeting application make you more enthusiastic about studying?

The interview results show that students' responses to online learning through meeting applications vary. Several students stated that they felt enthusiastic about participating in online learning. They face this method with enthusiasm and find ways to stay motivated in learning. However, more students feel that online learning makes them less enthusiastic about learning. Some of them feel lazy because they just stay at home and feel a lack of interaction with classmates and teachers.

Other students also stated that there were technical obstacles in implementing online learning, such as intermittent sound or internet quota problems. This obstacle can also reduce their enthusiasm for learning. Additionally, some students feel that online learning makes them feel less connected to the school environment and lacks direct interaction with teachers.

It is important for schools to understand these various responses and find the right solution to increase students' enthusiasm for learning in online learning. Adequate technical support and quality of interaction in online learning need to be considered. Apart from that, schools also need to find ways to motivate students to remain enthusiastic about learning even in an online environment (Rahman, 2021). In this way, online learning can be more effective and enjoyable for all students.

Does studying online via online meeting applications make you lazy and sleepy?

Interview results show that some students feel that online learning through meeting applications can make them feel lazy and sleepy. Some of the reasons mentioned were due to a lack of physical interaction and limited activities, so that students felt less involved in learning. Students also stated that when teachers explained material in long online sessions, they felt sleepy and had difficulty staying focused.

However, not all students feel this negative impact. Several students stated that online learning with meeting applications helped them adapt well and stay motivated in studying. They mentioned that interaction with teachers and classmates in online sessions helped them understand the material better and could ask questions directly if there were problems with the material.

Schools need to pay attention to input from students and find solutions to increase the effectiveness of online learning. Providing interesting and varied learning materials, as well as creating an interactive online environment can help overcome feelings of laziness and sleepiness that some students may feel (Leonard, et al., 2019). In addition, it is important to ensure that online learning sessions are not too long so that students remain focused and do not get sleepy easily. With the right support and adjustments, online learning can be more effective and enjoyable for all students (Mohammad & Maulidiyah, 2020).

Please provide suggestions for online learning via online meeting applications!

Online learning via online meeting applications has become a new reality in the world of education during the Covid-19 pandemic. In the results of interviews with students,

various views and experiences emerged regarding this learning. Some students stated that they were happy with online learning because they could study at home without having to rush to wear school uniforms. However, there are also students who feel less motivated and feel lazy or sleepy in this learning.

Several suggestions were given by students to increase the effectiveness of online learning. They suggested that learning materials be made more interesting and varied, for example by using quiz techniques or interesting presentations. Apart from that, the use of on-cam features in meeting applications is also considered important to strengthen interaction between students and teachers. Some students also suggested that teachers should be more active and responsive in online learning and give assignments in portions that are not excessive. All of these suggestions demonstrate the importance of actively engaging students, creating good interactions, and making online learning more engaging and effective. By implementing these suggestions, schools can improve the quality of online learning and ensure the success of the educational process amidst the ongoing limitations of physical interaction.

Conclusion

Based on the research results, it can be concluded that online learning via meeting applications has become a common practice in many schools during the Covid-19 pandemic. The majority of students confirmed that online learning via meeting applications has become the new norm in dealing with this emergency situation. The use of applications such as Zoom, Google Meet, and similar platforms has become an effective solution to ensure the continuity of the teaching and learning process amidst limited physical interaction and to minimize the risk of virus transmission in the school environment.

The interview results also show various experiences and challenges in understanding lessons during online learning using meeting applications. Some students feel they are able to understand some subjects well, while others face technical obstacles and have difficulty understanding material taught online. Factors such as unstable internet connections, inaudible voices, and lack of direct interaction with teachers and classmates are some of the things that influence the effectiveness of online learning.

Although some students are happy with the flexibility of time and accessibility provided by online learning, there are also those who feel less motivated and feel lazy or sleepy. This shows that appropriate adaptation and support is essential in dealing with online learning to ensure its success and effectiveness for a variety of students with different learning needs and preferences.

Based on the views and suggestions given by students, there are several recommendations for improving online learning through meeting applications. Students proposed making learning materials more interesting and varied, using on-cam features to strengthen interaction, and making teacher involvement more active and responsive in online learning. Apart from that, the assignments given also need to be adjusted to portions that are not excessive so that students can complete them well.

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