

Educational Interaction Patterns of Students in *Blended Learning* during Covid 19

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Abstract: The Covid 19 pandemic requires teachers to apply blended learning. This raises several patterns of interaction between teachers and students and various potentials that support and hinder them. This study aims to understand the patterns of educational interaction in blended learning at *SDN 210/X Bandar Jaya* during the pandemic as well as the obstacles and support in interaction patterns. This research method is descriptive qualitative. Data were obtained from school principals and teachers. Data collection techniques used are observation, interviews and documentation. Data analysis techniques used are data reduction, data display and data verification. The results of this study indicate that there are three types of interaction patterns in blended learning at *SDN 210/X Bandar Jaya*, namely one-way interaction that occurs when the teacher uses the lecture method, two-way interaction that occurs when the teacher uses the combined lecture method with question and answer, and interaction three directions that occur when the teacher uses the discussion method. The supporting factors for educational interaction patterns consist of teachers, facilities and infrastructure, and educational staff, while the inhibiting factors for educational interactions consist of teachers, internet networks, and passive students.

Keywords: Educative Interaction, Blended learning, Covid 19 Pandemic

Abstrak: Pandemi Covid 19 mengharuskan guru menerapkan pembelajaran *blended learning*. Hal ini memunculkan beberapa pola interaksi antara guru dan peserta didik dan berbagai potensi yang mendukung dan menghambatnya. Penelitian ini bertujuan untuk memahami pola interaksi edukatif dalam pembelajaran *blended learning* di *SDN 210/X Bandar Jaya* pada masa pandemi serta hambatan dan dukungan dalam pola interaksi. Metode penelitian ini adalah kualitatif deskriptif. Data didapatkan dari kepala sekolah dan guru. Teknik pengumpulan data yang digunakan yaitu observasi, wawancara dan dokumentasi. Teknik analisis data yang digunakan yaitu reduksi data, display data dan verifikasi data. Hasil penelitian ini menunjukkan bahwa terdapat tiga jenis pola interaksi dalam pembelajaran *blended learning* di *SDN 210/X Bandar Jaya* yaitu interaksi satu arah yang terjadi ketika guru menggunakan metode ceramah, interaksi dua arah yang terjadi ketika guru menggunakan metode gabungan ceramah dengan tanya jawab, dan interaksi tiga arah yang terjadi ketika guru menggunakan metode diskusi. Faktor pendukung pola interaksi edukatif terdiri dari guru, sarana dan prasarana, dan tenaga kependidikan, sedangkan faktor penghambat interaksi edukatif terdiri dari guru, jaringan internet, dan pasifnya peserta didik.

Kata kunci: Interaksi Edukatif, Blended learning, Pandemi Covid 19

INTRODUCTION

The problem of students' educational interaction patterns in blended learning during the Covid 19 period is important because if these problems are not addressed, it will make blended learning during the Covid 19 period unable to take place successfully.

Educational interaction must at least describe an active two-way relationship with a certain amount of knowledge as the medium, so that the resulting interaction becomes a meaningful and creative relationship (Nur Afif & Bahary, 2020). The meaningfulness referred to here is the existence of values that will appear after the interaction between teachers and students in learning or interaction with educational content.

Educational interaction in learning is defined by the reciprocal relationship that occurs between teachers and students that contains norms and values conveyed through attitudes, knowledge and skills that can help students gain the competencies to be achieved (Rifma, 2016). It is further explained that in educational interaction there are various elements that must be met, namely: the existence of material that is the core of the discussion, the goals to be achieved are clear, students and teachers who participate in the interaction, the methods used in achieving goals, carried out in situational ties and educational interactions are educational tools (Nur Afif & Bahary, 2020). Through this, it can be understood that educational interaction is not only the implementation of perfunctory learning, but the learning provided to students must be systematic and carried out in earnest.

The systematization that occurs in the educational environment is known by the existence of different positions and responsibilities between teachers and students. The teacher has a duty as a giver of material as well as a facilitator in learning. The facilitator position owned by the teacher requires him to be ready to design learning tools during the Covid-19 pandemic where the learning uses a blended learning method. Learning tools designed by teachers will bring out a variety of educational interaction patterns produced, because learning tools that include rpp are the main step in implementing learning

There are different things that happen at *SDN 210/X Bandar Jaya* where the implementation of learning is carried out using the blended learning method. Blended learning is defined as a learning method that combines face-to-face meetings with *online* materials in harmony (Fatirul et al., 2020). Harmony in learning using the blended learning method displayed at *SDN 210 / X Bandar Jaya* is the teacher's ability to create an active classroom. The activeness of this class can be known by seeing the enthusiasm of students in participating in the learning provided both in *online* learning and offline learning. The learning carried out by the teacher does not only use one method but by combining several methods so as to give rise to various patterns of interaction that occur between teachers and students. The use of these diverse methods is adapted to the circumstances of the learners and the circumstances of the school itself.

If you look at the situation of *SDN 210/X Bandar Jaya*, it can be known that this elementary school is the largest SDN among other elementary schools in *Rantau Rasau District, Tanjung Jabung Timur Provinsi Jambi*. The high public interest in choosing *SDN 210/X Bandar Jaya* shows that this SDN is trusted by the community in providing educational services to the surrounding community. The amount of public interest is welcomed by the good quality of learning, which is shown by the activeness of students in participating in learning so as to bring out diverse interactions.

Some of the previous studies include Muhammad Ayub's research which discusses the interactions carried out at *MA Fathussalam* related to educational interactions in learning *Akidah Akhlak*. The results of this study show that the educational interactions carried out form three patterns, namely one-way, two-way and multidirectional. This educational interaction is supported and anchored by several factors, namely teachers, students, facilities and infrastructure (Ayub, 2020). Another research was also conducted by Hamdan Adib, Educational Interaction Patterns in Learning Methods at *Pesantren Khozinatul 'Ulum Blora* (Adib, 2021). The results of his research are that there are five methods used in teaching students ranging from memorization, *bandongan*, *bahsul masa'il*, practice and role-playing. Several previous studies have examined many educational interaction patterns of students in learning, but not many have examined the patterns of educational interactions using *blended learning* in the period of covid 19. So with this study, researchers are looking for solutions to the patterns of educational interactions of students in learning using *blended learning* in the covid 19 period.

The novelty in this study is to try to examine the patterns of educational interactions of students that are specialized in *blended learning* in the Covid 19 period. This study aims to describe and analyze the patterns of educational interaction in Blended Learning learners and the supporting and inhibiting factors in educational interactions in Blended learning learners at *SDN 210/X Bandar Jaya* During the Pandemic. This research is important to do, because educational interaction becomes an educational value interaction that must exist in learning so that the use of new methods, namely blended learning, is also mandatory to present educational interactions. Through this research, it will be understood what interaction patterns are contained in blended learning.

METODE

This research is descriptive qualitative research. In this study, in-depth communication with research phenomena will be carried out in order to understand the phenomena that occur (Rianse, 2012). The phenomenon that occurs will be understood through data collection using interview, observation and documentation techniques with researchers as research instruments or human instruments (Sugiyono, 2020). The data in this study was obtained from the principal and teachers of *SDN 210/X Bandar Jaya* who applied blended learning.

The techniques used to collect data in this study are observation, interviews and documentation. The data obtained through data collection techniques is then checked by members to get its validity. The collected data was then analyzed using Miles and Huberman's theory. (Sugiyono, 2020) revealed that in Miles and Huberman's theory data analysis is carried out through three stages, namely reducing data or discarding data that is not needed, displaying data or organizing data in more detail and verifying data or drawing conclusions.

RESULTS AND DISCUSSION

1. Patterns of educational interaction in *blended learning* learners

Interaction means a reciprocal relationship between educators and learners in a learning with the aim of achieving something that has been determined. This is in accordance with what is conveyed by (Dewi, 2018) where educational interactions must have a clear purpose. The purpose of this educational interaction is the achievement of learning objectives in the form of changes in students, both in terms of attitudes, behaviors and also the knowledge they have after participating in learning activities. This educational interaction is found in learning using *blended learning* run by teachers at SDN 210/X Bandar Jaya.

Blended learning is a method used as an alternative to learning during a pandemic. The purpose of *blended learning* according to (Ahmad et al., 2021) is to combine the best features of face-to-face learning with the best features of e-learning to increase active independent learning by students. Blended learning is a combination of *online* and *offline learning*. (Kuswandi et al., 2021) views that *online learning* is needed to keep up with the development of the world of education supported by information technology that leads to the digital era, both process and content in the era of industry 4.0 revolution. This indicates that the Covid-19 pandemic has made humans aware to continue to follow technological developments so that this technology can be used to facilitate all forms of human life activities. Convenience in life is also needed in the field of education, where teachers in order to facilitate teaching and learning activities using *blended learning* in which there are educational interactions reflected in the methods used. In detail these educational interactions are:

a. One-Way Interaction

One-way interaction is the relationship between the teacher and the learner where the teacher only serves as an informer and the learner does not provide feedback (Nasution et al., 2020). One-way interaction entrusts the delivery of messages carried out by the teacher to his students as passive recipients. There are several views that explain that one-way interaction in learning is considered inefficient and effective again for the world of education in the 21st century with the many sophistication of technology and digitalization in the face of human life, including education (Muzakki et al., 2021). This can certainly be done when in an area that has easy internet access and technology. However, it will be different when you are in an area that lacks ease of internet access and learning media in the form of smartphones is still uneven. This is what happens in research locations where teachers still exist who use educational interactions that occur in the lecture method. The problem that arises in the lecture method is the lack of activity of students in learning which has an impact on the usefulness of the lecture method for use in learning (Ardiana et al., 2021). The passivity of students in learning occurs at *SDN 210 / X Bandar Jaya* where the passivity of students does not just happen without reason. The main reason according to the data obtained is because of the limited

time that teachers have in delivering lesson materials to students without reducing the format of the material that must be taught. Teachers have become accustomed to teaching material in accordance with the allocation of time according to face-to-face learning before the pandemic, so this reduction has an impact on teachers' unpreparedness in designing effective learning. The research (Wibowo, 2020) explained that of the many problems of teachers in elementary schools, one of them is the reduced allocation of class hours given to teach students so that teachers have difficulty in providing concrete images to students and have an impact on increasing the task load of students.

Problematics in learning during a pandemic requires teachers to innovate with all their abilities and competencies in order to present learning that is considered effective in delivering subject matter to students. This innovation is supported by the relaxation of regulations for teachers from the government, namely that teachers are no longer required to meet the workload of 24 hours face-to-face in one week. Teachers can focus on providing interactive lessons to students without the need to pursue fulfilling hours (Ngabidin, 2021). The relaxation given by the government to teachers still requires teachers to provide alternatives in learning. One of the alternative methods that the teacher chooses is the lecture method. There is a one-way interaction in learning using this lecture method. One-way interaction is also called action interaction where the teacher delivers the material and the learner is passive in receiving it. Teaching is seen as an activity in delivering the subject matter. (Djamarah, 2014) the interaction carried out in this lecture method only focuses on giving the subject matter to students without knowing whether the learners have understood the material presented or not. To understand the understanding of students, the teacher will see the results of the exams given after getting the learning using the speech method.

The lecture method is also a method implemented in *online* and *offline* learning where this method is the easiest and cheapest method in pursuing a short time allocation. The use of the lecture method also does not indicate the backwardness and backwardness of an education even though it is carried out during a pandemic. The results of the study (Usman et al., 2021) explained that the lecture method in learning during a pandemic is still very strongly influenced. This can be seen from the behavior of students who get better after participating in learning even though they only listen to lectures online. The results of another study carried out by (Himmah, 2021) explained that the lecture method is used in online and offline learning, where in its implementation learning using the lecture method has weaknesses and advantages. These two studies provide an understanding of the lecture method until now to be a good method used in online learning, although in the lecture method there is only a one-way interaction that positions the learner as a passive object receiving the subject matter. The use of lecture methods in online and offline learning also makes it easier for teachers to prepare and carry it out.

b. Two-Way Interaction

Two-way educational interaction is a relationship between teachers and students where the teacher acts as an informer while students provide feedback to the teacher even though there has been no interaction between one student and another student (Nasution et al., 2020). (Djamarah, 2014) also explained that in this two-way interaction, the recipients of the action are not only students, but also teachers, as well as members of the action, not only teachers but also students. This allows for a dialogue between students and their teachers in discussing a phenomenon or theory. Educational interactions with this two-way type also occur during the pandemic. This interaction is usually used by teachers in conveying concepts and facts about the subject matter and in the end the teacher will assess whether the concepts given are capable of being understood by students or not. Students will usually ask about concepts that have not been understood either in terms of concept, their implementation when in the environment or gaps or incompatibility of the material presented with the environment felt by students. The feedback delivered by students illustrates the two-way interaction carried out.

Interaction Educational two direction Implemented by teachers at SDN 210/X Bookie Victory with Apply method mixture between Lectures and Ask answer that Used deep Learning Online And *offline*. Result interview and documentation show that second method .ini become method that most often Used deep Learning *blended learning*. Method mixture or combination between speech with ask answer. This is done with teacher give opportunity ask Participants educate and gift assignment to participants his upbringing (Ardiana et al., 2021). Teachers usually give questions and learners answer them, but it is not uncommon for learners to ask questions and teachers to answer questions from learners (Febriana, 2019).

The two-way interaction that occurs in the combined method generates feedback from learners. Students in providing feedback are sometimes done voluntarily and also forced. The interview results explained that there are teachers who require their students to ask questions in learning. This interaction of students in educational interactions is an allowed feature because this is a consequence where students are central to education so that the activities of participants become an absolute requirement for educational interactions. This interaction is carried out both physically and mentally active (Djamarah, 2014). The coercion given to students aims to bring activeness in the classroom and provoke activity within students. The research (Chanifah et al., 2020) explained that in class action research, only the activeness of questioning did not increase from the first cycle to the third cycle. This situation explains that the activeness of asking questions is a very difficult thing to present in students. Teachers at *SDN 210/X Bandar Jaya* are aware of this so that efforts to increase the activeness of students in asking questions using the right method. The use of appropriate methods in learning was also carried out by teachers at *SDN 07 Sila* during the pandemic. This can be known through research (Nurfatimah et al., 2020) which explains that teachers carry out various activities in

increasing student activity, ranging from having short conversations with students, using the right learning methods, utilizing media, designing material to be taught, motivating students and analyzing the difficulties carried out in the learning carried out in order to achieve certain goals.

The purpose of interaction is an instructional goal in education because two-way interaction is carried out in learning. As a form of interaction that is also an integral part of learning objectives in educational interactions have the same position as the goals contained in learning. Instructurally, the purpose of learning according to (Chomaidi & Salamah, 2018) is a change in behavior or the result of actions that provide clues that a learning process has been successful. Changes in behavior or the results of these actions can be known through evaluations carried out by teachers to their students. Then (Djamarah, 2014) explained that the objectives in educational interaction have a strategic position and provide direction to the activities carried out, facilitate the selection of subject matter and methods used and even research on learning later.

c. Three-Way Interaction

The three-way interaction carried out in *blended learning* at *SDN 210/X Bandar Jaya* occurs in the discussion learning method. The discussion learning method is very rarely used in *blended learning*. Only two teachers ran this method of discussion. The interview results explained that in carrying out the discussion method on *online* learning, teachers need two to three meetings to complete, this makes this learning method ineffective for use in *blended learning* during the Covid-19 pandemic. (Dilaga, 2016) explains that there is no significant difference in the basic rules of discussion in a face-to-face classroom environment with discussion in an online classroom environment. The emphasis remains on the rules of interactivity, adaptivity and authenticity. The use of the discussion method when online learning is not without consideration, since this method consumes a lot of time and does not allow it to be used in face-to-face learning that has only a limited time. In addition, the need for three-way interaction is also found in the discussion method where in its implementation students will interact with the teacher, with other students in one group or with other groups. This circumstance illustrates that in the discussion method there is a three-way pattern of interaction.

The three-way interaction that occurs in learning has another name, namely educational interaction. Three-way educational interaction is interpreted by interaction as a transaction where communication does not only occur between teachers and students. Students are required to be more active than their teachers, just like teachers, students can function as learning resources for other students (Djamarah, 2014). The interaction of these various directions is reflected in the implementation of discussion learning, where students are divided into several groups and later the group will be given material for joint discussion materials. When the students have finished discussing the material given to their group, the student representatives will come forward to explain the results of the discussion

with the language they have and then respond. (Subakti et al., 2022) explained that in practice this discussion method more prioritizes the interaction that occurs between students and is used to stimulate the picnic power of each discussion participant in learning.

Learning using discussions is actually very good for developing competencies and soft skills that students have. Various benefits contained in the discussion method include in the view (Sudiyono, 2021) namely: every student can speak out his opinions and ideas, each student must listen to the opinions of other students, each student must record ideas that are considered important, in discussing each student must strengthen his understanding of the issues raised in the discussion. Various advantages of discussions in bringing up student *soft skills* need to be considered by teachers to be used in their learning. However, there needs to be other considerations that should not escape the teacher's attention starting from the formulation of the goals to be achieved, the types of discussions that will be carried out, the problems that will be discussed to preparing the discussion facility (Aidah, 2020). The discussion facilities that are run during the pandemic and normal times are very different, especially those run by teachers at *SDN 210/X Bandar Jaya*. This difference is due to the implementation of discussions carried out through video conferences by dividing students divided into groups, each group will get one discussion.

The division of groups in online learning will take a lot of time and in the end, time is only used to divide the group. In the end, teachers use a combination of lecture and question and answer learning methods to prepare for the provision of material that has not been given. In designing learning tools, teachers still need help from the administration even when the implementation of learning takes place, the learning setting must still be assisted by education staff. The results of the research carried out by (Manullang et al., 2021) explained that the discussion method is an effective method in improving learning outcomes. Although the discussion method is an effective method in improving learning outcomes, in its implementation it requires a long-time allocation. This is not possible during the current pandemic. Furthermore, (Sudiyono, 2020) provides several points regarding the weaknesses of the discussion method where in this method that dominates the speech of only two or three students, the discussion in the discussion expands, takes a long time sometimes exceeding the predetermined time, and differences of opinion increase the emotionality of students. This situation makes the discussion method rarely used in learning during a pandemic by teachers at *SDN 210/X Bandar Jaya*.

2. Supporting factors for educational interaction in *blended learning* learners

a. Teacher

Online learning using digital learning media is new for teachers. For teachers who are elderly, they will receive a big impact in the form of difficulties experienced by teachers in operating internet-based media. The difficulties experienced by teachers

are also explained in the research (Amelia et al., 2021) where these difficulties start from the difficulty of teachers in using digital platforms, difficulties in developing learning designs and difficulties in presenting quality online learning. Teachers who experience difficulties especially occur in teachers who have begun to grow old age where they are not used to interacting with smartphones and laptops. In addition, the decline in body function caused by old age also prevents teachers who are already old to continue to be active in developing their teaching professionalism, thereby aggravating the difficulties experienced.

The difficulty of teachers in learning is coupled with the instruction of the Ministry of Education and Culture to reduce the allocation of time so that teachers must package the existing material more concisely so that it is easy for students to understand. The lack of time allocation in both online and offline learning turns out to provide difficulties for teachers in designing learning that is really right for students. The results of the study (Arifin, 2021) explained that teachers also have difficulty in designing subject matter when the allocation of time given is considered very small so that the subject matter delivered to students cannot be delivered perfectly.

b. Facilities and Infrastructure

Educational facilities and infrastructure are a unit that supports the implementation of the learning and teaching process properly and optimally (Suhelayanti et al., 2020). The availability of adequate facilities and infrastructure helps teachers in preparing learning tools with an educational climate and atmosphere. The educational climate is needed because the dominant teacher when at home is already busy with his homework so that the learning tools that should be completed at home are disrupted.

The limited facilities and infrastructure during the pandemic are not only felt by *SDN 210/X Bandar Jaya*, but also become the same problem in almost all educational institutions. Research (Aji, 2020) explains that one of the problems in the world of education during the Covid-19 pandemic is the inadequate facilities and infrastructure available and the unpreparedness of funds in emergency conditions. The problem of facilities and infrastructure is indeed a very basic problem, this is because facilities and infrastructure are components that support the power of teaching and learning where this is stated in Law no. 32 of 2013 concerning National Education Standards and contained in Law No. 24 of 2007 concerning Standards for School Facilities and Infrastructure (Lubis et al., 2021).

c. Education personnel

The education staff in this sense is the administration at *SDN 210 / X Bandar Jaya*. The task of the school administration is to record every correspondence activity in the form of telegrams, notes, telephones on the uku agenda. Outgoing and incoming mail are stored in the archives regularly and well and record the delivery of out-of-school letters in the expedition book (Kompri, 2017). In addition to the above duties, the Administration also has other duties. Through the interview results, it

was explained that the administration is also in charge of assisting teachers in designing learning tools. In addition, the implementation of *online* learning carried out by teachers is also prepared by the administration in preparing learning tools, but in practice it is still the teacher who is the subject of learning until the completion of learning along with existing devices.

In the completion of learning tools owned by teachers, it is also a sign of the implementation of educational interactions in the learning carried out. The competence of education staff in the field of technology is very helpful for teachers in carrying out learning both *when learning online* and *offline*.

3. Factors Inhibiting educational interaction in *blended learning* learners

a. Teacher

Teachers are also a hindrance to the educational interactions they carry out. The teacher's inability to design learning tools independently makes him fail to meet his own competencies. Educational interactions that should be of the three-way type but when the teacher is not able to design correctly it will become a two-way or even one-way interaction.

b. Internet Network

SDN 210/X Bandar Jaya is not located in a developed area and has good city facilities. In the field of communication, the internet is still a difficult item to search. The interview results explained that the internet network is sometimes weak, especially when it rains at night, it is certain that the internet network will weaken in the morning. This is particularly disturbing when online learning is underway where teachers are unable to convey the material clearly.

The teacher's inability to explain the material is not due to weakness in the teacher's side, but a weak internet network so that the delivery of the subject matter is disrupted and will eventually be directed to the assignment. Educational interaction in this learning will not run optimally where there will be a disconnection of information conveyed by the teacher to his students.

c. Learners

The diversity of student conditions requires teachers to be extra in creating learning methods that are able to awaken their talents and interests and abilities in learning. Educational interactions can occur when learners are also active in learning. (Djamarah, 2014) explains that learners become central in educational interactions. This indicates that the inactivity of students is one of the things that hinders the establishment of educational interactions between teachers and students.

Students who are not active in learning in the interview results are students who are indeed passive during learning. When this happens, the teacher will give questions to others so that educational interactions resume and learning objectives can be achieved properly.

CONCLUSION

There are three types of interaction patterns carried out at *SDN 210/X Bandar Jaya* during the Covid-19 Pandemic, namely one-way interaction carried out in online and offline learning in the lecture method. A two-way action is carried out in online and offline learning that occurs in a combined method. Three-way interaction occurs in online learning in a discussion method that is carried out in two or three meetings there is a three-way interaction. Factor supporting educational interactions at *SDN 210/X Bandar Jaya* during the Covid-19 Pandemic consists of teachers, facilities, infrastructure, and educational staff. Meanwhile, the factors inhibiting educational interaction consist of teachers, internet network, and passivity of students in learning.

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