
IMPLEMENTATION OF ONLINE AND OFFLINE LEARNING DURING THE COVID-19 SITUATION

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Abstract:

This study aims to describe the learning process and analyze the impacts of online and offline learning at SDN Makassar 01 Pagi during the Covid-19 period. The descriptive qualitative method was used in this study with three instruments, interview guidelines, observation sheets, and documentation. The subjects were teachers of class IV of SDN Makassar 01 Pagi. The data were analyzed using Miles' & Huberman's analysis consisting of three steps, namely data reduction, data display, and conclusions drawing/verification. The results indicated that SDN Makasar 01 Pagi implemented asynchronous online learning using WhatsApp and Google Classroom. At the same time, offline learning was carried out in that school with limited students and learning time by implementing health protocols and the media used, such as books, worksheets, teaching aids and media in the school environment. In addition, online and offline learning had positive and negative impacts.

Abstrak:

Penelitian ini bertujuan untuk mendeskripsikan proses pembelajaran dan menganalisis dampak pembelajaran online dan offline di SDN Makassar 01 Pagi pada masa Covid-19. Penelitian ini menggunakan metode deskriptif kualitatif dengan tiga instrumen, yaitu pedoman wawancara, lembar observasi, dan dokumentasi. Subjek penelitian adalah guru kelas IV SDN Makassar 01 Pagi. Analisis data menggunakan analisis Miles & Huberman yang terdiri dari tiga langkah yaitu reduksi data, display data, dan penarikan kesimpulan/verifikasi. Hasil penelitian menunjukkan bahwa SDN Makasar 01 Pagi menerapkan pembelajaran online asinkron menggunakan WhatsApp dan Google Classroom. Sementara itu, pembelajaran luring dilaksanakan di sekolah dengan siswa dan waktu belajar yang terbatas serta menerapkan protokol kesehatan. Media yang digunakan seperti buku, LKS, alat peraga dan media di lingkungan sekolah. Selain itu, pembelajaran online dan offline memiliki dampak positif dan negatif.

Keywords:

Online Learning, Offline Learning, Positive Impacts, Negative Impacts

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INTRODUCTION

The outbreak of Covid-19 has been declared a global pandemic by the World Health Organization (WHO). The transmission of this virus is so fast, and most countries in the world are also exposed to this virus which affects many changes and policy reforms that

need to be implemented. Various government policies have had a very large impact in various fields, especially in education in Indonesia. To prevent the spread of Covid-19, learning that was initially carried out face-to-face has turned into distance learning at all levels of education.

Online learning is a term for distance learning widely known to the public and academics. In Indonesian dictionary, online means in the network, connected through a computer network, the internet, and so on. Online learning occurs through a network connection, where teachers and students do not meet face-to-face. Dabbagh et al. in Arnesti & Hamid (2015) stated that online learning is an opened and distributed learning system using educational aids or pedagogical tools with internet and network-based technology to facilitate the learning processes through meaningful actions and interactions.

There are various platforms used for online learning, such as Google Meet, Zoom, Skype, WhatsApp, YouTube live streaming, and others. Some schools use Zoom media to implement learning with students, while others use Google Meet. According to Alshwaier, Youssef, & Emam (2012), online learning is divided into synchronous and asynchronous. In synchronous learning, students learn online with teachers through streaming video and audio at the same time. Teachers can interact directly with students and answer their questions. While in asynchronous learning, students determine their own time to participate, meaning that teachers cannot immediately respond to students' questions.

There are three kinds of online learning system development models based on e-learning: web courses, web-centric courses, and web-enhanced courses. First, web courses separate students and teachers and do not require direct contact in e-learning. Teaching materials, discussions, consultations, assignments, exercises, exams, and other learning activities are delivered entirely through the internet. Second, web-centric courses combine distance learning with face-to-face learning (conventional). Some materials are given through the internet, and others via face-to-face. In these web courses, teachers can instruct students to learn and look for learning resources on relevant studies. While in face-to-face learning, students and teachers discuss the materials they have gained from the internet. The third is web-enhanced courses. It uses the internet to improve the quality of learning carried out in the classroom and to provide enrichment and communication between students and teachers, fellow students, group members, or students with other resource persons. In this case, teachers' role is to master skills of finding information on the internet, guiding students to search and find sites related to the material, presenting material through the interesting web, serving guidance and communication using the internet, etc. (Mahnun, 2018).

According to Meidawati et al. in Pohan (2020), online learning has several benefits. First, online learning builds efficient communication and discussion between students and teachers. Second, students can interact with each other and discuss without going through the teacher. Third, online learning facilitates interaction between students, teachers, and parents. Fourth, learning platforms are the right tool for exams and quizzes. Next, teachers can quickly provide material to students through pictures and videos so

that students can also easily download the teaching materials. The last, online learning makes it easier for teachers to ask questions anywhere and anytime without a time limit.

However, online learning has many limitations, such as the inability to observe students directly and meet face-to-face, the lack of knowledge about students' personalities, inefficient provision of materials, and limited time to deliver materials. According to parents, online learning has a different learning process and can significantly impact students' interest in learning. Students can be lazy because they want to play instead of taking the school's scheduled online-based distance learning. Some parents do not force their children to attend online classes from start to finish. Even students get bored of meeting friends and teachers virtually via Zoom or Google Meet without meeting in person. The form of online assignments is also recognized as a burden for some students and parents. Students and parents who are new to gadgets felt confused and ultimately did not complete the tasks given by the teacher (Yunitasari & Hanifah, 2020: 241). In fact, online learning makes parents face a lot of difficulties.

Many people think that implementing online or distance learning during the pandemic is at risk of learning loss, not only on the issue of students' academic skills that are lost in the learning process but can have implications for the less than optimal strengthening of character values in students. Conceptually, the National Education System Law focuses more on the function of how educational institutions develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe in Almighty God. Students are expected to be of good character, healthy, knowledgeable, capable, creative, independent, democratic and responsible citizens. The conclusion is that strengthening character values, such as faith and purity (spiritual attitudes), having noble character, and being capable, creative, independent, and responsible (social attitudes) are the most significant things in education, in addition to scientific and psychomotor skills.

For some teachers and parents, distance learning, which is full of digital technology, online platforms, and online teaching materials, feels very burdensome, especially for areas/regions where internet connection is difficult. Internet quota provided by the government for some people is very helpful, even providing solutions to people's economic problems. Still, the assistance is not utilized properly for others because of the inability to use technology, incompatible mobile phones and other technical problems. Not to mention the unequal understanding of parents, most parents think that what is called learning should come to schools/madrasas. When parents have registered their children with certain educational institutions, there is an assumption that all educational matters are the teacher's responsibility.

During the Covid-19 Pandemic, the conversion of the learning system to online has run for more than a year. As a new learning pattern, distance learning needs to be understood comprehensively, both conceptually and in management, so that the application of learning concepts can run effectively. Three scientific paradigms underline the application of distance learning activities: first, active student learning that focuses

on student activities. The learning process is carried out interactively, inspiring, fun and challenging, motivating students to participate actively and providing sufficient space for student initiative, creativity and independence. The second is digital learning which focuses more on using digital technology. A teacher who is committed to online learning certainly needs to pay attention to his/her readiness in (1) utilizing the learning management system (LMS) used; (2) the right to choose the media or platform used in learning activities; (3) online learning resources, such as e-journals, e-books; and (4) assessment by utilizing several online tools to measure the level of student achievement. Third, collaborative learning work, learning activities that encourage all students to contribute actively to learning activities. This paradigm reminds us that real learning is not just delivering teaching material but also a pattern of interaction that can move students' psychomotor skills. As a result, this pattern demands that students' understanding of knowledge can be obtained through the process of interaction, reflection, and various activities independent of the teacher's explanation.

In the 2021/2022 academic year, the government required educational institutions to provide limited face-to-face learning (offline) by implementing health protocols and distance learning. Educational units must pay attention to their regional zones in determining learning activities. Areas 1 and 2 could start limited face-to-face learning, while levels 3 and 4 still hold distance learning (online). That way, all schools experienced changes in the implementation of learning into a combination of online and offline systems (limited face-to-face).

Based on the Indonesian dictionary, offline is an acronym for 'outside the network' or disconnected from a computer network. Students learn through handbooks or face-to-face meetings. According to Kartini et al. in Rambe (2021: 7-8) offline learning is a learning system that requires face-to-face. Offline learning is the same as the face-to-face learning system because teachers can monitor and see children's learning progress directly without going through internet access. Offline learning refers to all efforts that can make a person learn and awaken one's self in learning events (Husamah, 2014: 83). According to Fadhilah (2021: 59-60), the main characteristics of offline learning include (1) Offline, where each task is given through worksheets, modules, books, or utilizing learning media in the surrounding environment and collecting assignments, the time limit determined by the teacher without going through the network. (2) Limited, namely, the number of offline learning participants with predetermined limits.

Offline learning has benefits, including building good communication between parents as the main teacher at home and teachers at school who supervise students' learning development. Other benefits of offline learning are: (1) It can improve the quality of education by providing learning without using the network easily and only using learning media in the surrounding environment or worksheets; (2) Offline learning makes it easier for students without paying more for data package purposes; (3) Parents must not to provide cellphones or laptops or using internet-based learning to teach their children (Mahnun, 2018: 32-33).

The change from full online learning to blended learning (a combination of online

and offline learning) needs guidelines circulated at each school level. The learning process in the covid-19 era has its own characteristics and may influence offline learning. Thus, the Ministry of Education, Culture, Research and Technology provides guidelines for the implementation of offline learning, including: (a) Wearing masks for schools that have implemented face-to-face learning; they also are required to comply with existing health protocols. (b) Checking the temperature of students and teachers using thermogenic before entering the school environment; they must be healthy. (c) Learning activities at schools only for 2 hours and using alternates of the face-to-face learning system.

The transition to offline changes has various impacts that become problems for its implementation if it is not able to be re-adapted. This is because there are significant differences in the implementation of online learning switching to offline experienced by students, teachers, and parents of students. The following table shows the differences between online and offline learning:

Table 1. Difference between Online and Offline Learning

	Online	Offline
Definition	In network	Off network
Media	Internet media to be able to connect, communicate, or exchange information through platforms such as WhatsApp Groups, Google Meet, Google Forms, Zoom, and other learning applications.	Offline media that are not connected to the internet, such as books, worksheets, modules, radio, television.
System	Online, without face-to-face	Offline, face-to-face

SDN Makassar 01 Pagi is one of the elementary schools that implemented online learning during Covid-19. Since Indonesian government's allowed limited face to face learning, the school applied blended learning, online and offline learning. The offline learning run 50% for students' activity. Based on the preliminary study, a teacher named Mrs. Muryati said that the school socialized with students' parents or guardians regarding the implementation of online and offline learning. Some gave ideas, asked when their children returned to school, suggested strict health protocols, and questioned the learning process. The implementation of blended online and offline learning affected the learning process at SDN Makassar 01 Pagi. Therefore, this research focused on describing the learning process and the impact of online and offline learning at SDN Makassar 01 Pagi.

RESEARCH METHOD

The method used in this study was a qualitative research method. According to Bogdan and Taylor in Salim & Syahrums (2012), qualitative methodologies are research procedures that produce descriptive data: people's written or spoken words and

observable behavior. This method is a descriptive approach that aims to accurately and systematically describe the facts and characteristics of the research. This descriptive qualitative study aims to explore information about online and offline learning implementation during the Covid-19 period. The subjects of this research were teachers in class IV of SDN Makasar 01 Pagi. The instruments used were interview guidelines, observation sheets, and documentation. In this study, the researchers used the credibility test in testing the data. Credibility tests included extending observation time, increasing accuracy, applying triangulation, using references, and checking data. Research credibility test using triangulation technique. Triangulation is a credibility test carried out by checking the data obtained by researchers at various times from various data sources (Jaya, 2020: 176). In this study, researchers used triangulation techniques, namely, researchers using different techniques to obtain the same source. The data collection technique in question is in the form of observation, interviews, and documentation. The data were analyzed using Miles' & Huberman's analysis consisted of three activities that occur simultaneously: data reduction, data display, conclusions drawing/verification.

RESULTS AND DISCUSSION

Online Learning Process during the Covid-19 Period

The online learning process in class IV-A of SDN Makassar 01 Pagi was asynchronous (indirectly). Teachers used WhatsApp groups to keep in touch with the students. They discussed the learning material using the chatting feature in WhatsApp. Teachers also explained using voice notes to make students understand more about the topic. The learning materials are provided via the attached file feature so that students can read the learning materials. In addition, Teachers also used Google Classroom to provide assignments and tasks to students. The students have time to do their assignments. Unlike in the offline process, students can do their assignment in several minutes then teachers check their work. However, several considerations became the teachers' concerns, such as low internet connection, students' laptops, smartphones, internet quota, etc. This is in line with the research findings of Agung P. et al. that the teachers used an online learning strategy through the WhatsApp application, but it was rarely used because the internet network constrained it, and also, not all students have Android phones. In addition, Dewi (2020: 58) revealed that digital technology could be used in online learning, but what must be done is to give assignments through monitoring and mentoring by teachers through WhatsApp groups so that students can follow learning. Teachers also coordinated with parents through photos of students' learning activities at home to ensure interaction between teachers and parents.

Students' gadgets, such as smartphones or laptops and networks, influence the online learning. Smartphones or laptops are very important in online learning—students use those tools to interact with their teachers and friends. In online learning, teachers and students need time to adapt and deal with new changes in using smartphones as learning media that indirectly affect the quality of learning outcomes. A teacher in class

IV-A of SDN Makassar 01 Pagi stated that several parents reported that their children could not learn well using gadgets. They did not focus on the group WhatsApp but on chatting with their friend or playing games. Besides that, networks affected the flow of the learning process. When students were instructed to watch learning materials using video, not all could access them well due to low network connection or limited internet data. According to Sari W. A. K. W. (2021), internet education has taken the role of traditional education since the epidemic began. At this point, gadgets take on the role of both crucial tools and the primary information source for learning.

Parents or guardians also had important roles during the online learning in class IV-A of SDN Makassar 01 Pagi. They provided new information about their child's development when learning online. The limitation of distance in the implementation of online learning required communication between students, parents, and school parties. Parents and school parties worked together in online learning implementation. They discussed and shared about students learning development in online learning. This allowed parents to assist and monitor online learning activities during the Covid-19 pandemic. They improved and maintained communication to ensure students were properly monitored during learning. However, some parents worked or were busy, so they could not fully accompany their children in learning. Online learning could not be separated from the role of parents, considering that students still needed guidance and supervision during learning (Putria, Maula, & Uswatun, 2020: 870).

The implementation of online learning was not optimal in delivering learning materials to students. A teacher of class IV-A of SDN Makassar 01 Pagi stated that students used to learn face-to-face in class, then switch to delivering material through forums which were ultimately more focused on the form of giving assignments to students. Learning was done through applications mostly containing text, making students feel bored. Hence, the lack of students' interest made it difficult for them to understand the material, and learning was less effective. Lestari & Gunawan (2020: 61) stated that students were still accustomed to the face-to-face learning system directly with the teacher and learning with friends while playing.

The interaction process between control and the classroom environment influences students. Students' enthusiasm in the classroom differed if they did learning at home, so it did not cause high motivation. According to Moorhouse (2020: 2), the implementation of online learning seemed uneven and tended to be teacher-centered. In addition, some became silent readers during discussions, and students' responses were slightly shorter. A study conducted by Anhusadar (2020: 56) found that 1 out of 23 students understood, and the rest answered that they sometimes understood.

During online learning, the direct assessment was used in class IV-A SDN Makasar 01 Pagi. The assessment was carried out in writing and orally. In writing, the students sent their works in the form of files or photos via WhatsApp or Google Classroom, meanwhile, orally by sending voice recordings, voice notes, or using video. Thus, even though online, the learning outcomes assessment process was still carried out.

Offline Learning Process during the Covid-19 Period

During the pandemic, offline learning at SDN Makasar 01 Pagi had prepared health protocols such as temperature check devices, hand washing facilities, and hand sanitizers in every room. Health protocol standards in teaching and learning activities started when entering the school environment. Students must be in good physical condition, not in a condition of fever, cough, runny nose, or shortness of breath, and must wear a mask while in the school environment. This activity was carried out to avoid the danger of the Covid-19 virus. Offline learning was conducted face-to-face in schools, but the number of students was limited, with half of the total students in a classroom. For example, a class consisting of 32 students became only 16 students who attended and were divided based on the list of names in class with a shift model of student entry patterns to class.

The offline learning process uses media such as books, worksheets, printed teaching materials, teaching aids and media in the school environment. The offline learning process was also done by reducing learning time. The duration of learning was shortened by condensing the material, and learning activities could only be done in the classroom. Teachers were guided to develop lesson plans adapted to that conditions by participating in training and discussions in teacher working groups. Following the research conducted by Onde, Aswat, & Sari (2021), implementing teaching and learning during the pandemic was carried out by conveying dense material that only conveys important material. The material provided by the teacher must be interesting so that students do not get bored easily; this is because the scope of learning is limited, and the teacher's creativity in presenting the material is needed to keep it interesting and make students feel happy learning (Putri, 2020:117).

Students were very happy back to face-to-face or offline learning. The enthusiasm of teachers, students and parents was very high to support the continuity of the offline learning process. Although class hours were limited, students' enthusiasm for learning did not diminish. The limited hours of lessons made it a challenge for teachers to organize teaching materials to be delivered to students. At school, the teacher explained the material that must be taught, then gave tasks to be done at home because there was not enough time. Teachers must maximize time well so students understand what has been taught.

In offline learning, students received the material the teacher delivered directly. When learning took place, teachers continued to maximize the use of technology, such as laptops, to facilitate the learning process. Technological advances made it possible to adapt effective pedagogic teaching to facilitate knowledge delivery (Guraya, 2020). Even if students return to school according to new learning methods and must follow health protocols, the material must still be delivered so that students could adapt to new habits. In addition to students, teachers also needed to adjust and managed offline learning activities well to achieve the target of learning materials. An assessment was carried out at the evaluation stage to measure student achievement. Assessments made by teachers in offline learning from a collection of daily assignments and tests carried out directly at school.

Offline learning is considered more effective than online for several reasons. Offline learning makes it easier for students to understand the lessons because they can ask the teacher directly if they do not understand. In contrast to online, it is very difficult for students to understand the material, plus students who are still not very technology literate and online learning is wasteful of quotas; of course, it requires money to support learning. In addition, one factor that encourages students to be enthusiastic about offline learning is meeting friends who can increase a sense of kinship. According to the students' presentation, there were no perceived obstacles in this offline learning process. Students only felt they lacked time to study at school and only briefly met friends.

The Impacts of Online and Offline Learning during the Covid-19 Period

There are several impacts of online and offline learning. Those impacts are in the following table:

Table 2. The Impact of Online Learning During the Covid-19 Period

Positive Impact	Negative Impact
- Avoid the covid-19 virus.	- Students are addicted to smartphones.
- More flexible.	- The emergence of feeling lazy, bored, and unhappy.
- Closer and more time with family.	- Students find it difficult to understand the material and depend on their parents.
- Parents can learn more about how their children learn and their ability to understand lessons.	- There is a learning loss.
- A better understanding of technology.	

Table 3. The Impact of Offline Learning During the Covid-19 Period

Positive Impact	Negative Impact
- Students can learn optimally.	- A new confirmed case of Covid-19 can be found.
- Facilitate communication and interaction.	
- Learn to be more in control.	
- Students are more enthusiastic.	
- Students more easily understand the material.	
- Students are more responsible for the tasks given by the teacher.	

CONCLUSION

SDN Makasar 01 Pagi implemented online and offline learning during the transition of Covid-19. Online learning was implemented asynchronously (indirectly) using WhatsApp and Google Classroom. Smartphones and stable network connections played important roles in learning online. Besides, parents or guardians also need to assist and monitor their children's online learning activities. At the same time, offline learning was carried out in schools with limited students and learning time by implementing health

protocols and the media used, such as books, worksheets, teaching aids and media in the school environment. In addition, online and offline learning had positive and negative impacts.

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