

Comparative Study: Use of ICT Media in Learning for Deaf Students During the Covid-19 Pandemic in Malaysia and Indonesia

1st Rizqi Fajar Pradipta*
Dept. of Special Education
Universitas Negeri Malang
Malang, Indonesia
rizqi.fajar.fip@um.ac.id

2nd Mohammad Efendi
Dept. of Special Education
Universitas Negeri Malang
Malang, Indonesia
mohammad.efendi.fip@um.ac.id

3rd Abdul Huda
Dept. of Special Education
Universitas Negeri Malang
Malang, Indonesia
abd.huda.fip@um.ac.id

4th Dimas Arif Dewantoro
Dept. of Special Education
Universitas Negeri Malang
Malang, Indonesia
dimas.arif.fip@um.ac.id

5th Mohd Hanafi Mohd Yasin
Dept. of Special Education
Universiti Kebangsaan Malaysia
Selangor, Malaysia
mhmy6365@ukm.edu.my

Abstract— In this case, teacher professionalism promotes student learning activities by managing information and the environment (including learning locations, methods, and media, rating systems, facilities and infrastructure) as well as the ability to teach students. Also includes the ability to do. Make it easy. Research Objectives; 1) Explain the availability of facilities and infrastructure for using ICT-based learning media in special schools in Indonesia and Malaysia. 2) Explain the strengthening of human resources (teachers) in the use of ICT-based learning media at vocational schools in Indonesia and Malaysia. 3) Explain the gaps related to the implementation of ICT-based learning media in vocational schools in Indonesia and Malaysia. The survey method used in this survey is descriptive and comparative. The strength of this study is that there is no study underlying the phenomenon of education ranking in terms of grades in special schools as existing technological advances are more modernized to raise the rank of education. Indonesia is increasing.

Keywords— information and communication technology, deaf student, pandemic

I. INTRODUCTION

Most government guidelines around the world, as stated in Circular No. 4 of the Minister of Education and Culture in 2020, have rules for temporarily closing schools to curb the spread of the COVID 19 pandemic, including Indonesia. It is stipulated. Policy when you need to spread Covid. 19. Many primary, secondary and higher education institutions have introduced and developed distance learning programs using ICT media. The development of information and

communication technology (ICT) or information and communication technology (ICT) has progressed very rapidly over the past few decades in line with the development of telecommunications technology, including computer networks [1].

Various assistive technologies and applications have also been developed to support and facilitate the activities of human and organizational life, including educational and learning activities in the world of education. In response to the development and progress of ICT, teachers are required to develop ICT-based learning materials and acquire technology (ICT) to use ICT as a learning medium [2]. The purpose is to provide more comfort and more options for students when studying. In recent years, the use of ICT in education, from elementary school to secondary education and higher education, varies and focuses on different educational institutions, but it is equipped with ICT equipment to support the process. Learn how to teach [3].

The existence and progress of ICT in today's global communication era is an opportunity and expansion between teachers / teachers / experts and (student) students, between (student) students, and between (students) and learning resources, anytime, anywhere. Has an interaction. Anywhere, without being limited by space and time [4]. In addition, ICT can make the process of providing and presenting learning materials and ideas more interesting and enjoyable. On the other hand, the existence of ICT as a new technology requires teachers to learn ICT so that it can be effectively and

efficiently selected and used in the teaching and learning process [5].

In this case, teacher professionalism promotes student learning activities by managing information and the environment (including learning locations, methods, media, rating systems, facilities and infrastructure) as well as the ability to teach students. Also includes the ability to do. [6] quoted in [7] is easier. Advances in science and technology, especially ICT, have enriched learning resources and media in a variety of formats, including textbooks, modules, OHP slides, PowerPoint slides, photos / photos, animations, movies / videos, TV shows, and radio shows. Application software for hypertext, websites, computer-based learning programs, and learning support. This requires professional teachers / teachers to be able to select, develop, and use different types of learning media using advanced ICT.

Functionally, using ICT to support the delivery of learning has the following benefits: (1) Improve the quality of learning. (2) Expand access to education and learning. (3) Useful for visualizing abstract ideas. (4) Promote understanding of the materials under investigation. (5) Display more interesting learning materials. (6) Enables interaction between learning and the material being studied. Therefore, student learning success is also determined by learning institutions that support both mainstream and specialized schools. Indonesia's personnel quality ranking by the World Competitiveness Index (GTCI) 2019 is lower than Malaysia, with a value difference of about 20.00, which is a big difference.

GTCI is a ranking of national competitiveness based on the skills or talents of a country's human resources. Some of the indicators for this index assessment are per capita income, education, computer information technology infrastructure, gender, environment, tolerance levels, and political stability. This report, published by INSEAS, summarizes education-focused rankings. Some aspects of education measured include achievement, integrity, and student achievement in special schools of formal educational institutions. These are defined by the physical, athletic, and intellectual barriers of the law number [8], [9]. In particular, in this study, researchers focus on students with physical movement disorders, especially hearing loss.

Hearing-impaired students, in contrast to students with intellectual disabilities, have essentially the same intelligence potential as regular students. Because the disorders they experience are created by permanent processes in the brain and nervous system [10]. Therefore, researchers would like to compare the issues between Indonesian and Malaysian educational service institutions related to the use of ICT-based learning media for the hearing impaired in special schools, including special schools, based on the description of the above study, I think.

The term ICT is an abbreviation for: Information (information: English) I (information) means the following. Notifications, news, or news about something. C (communication) for communication comes from Latin, which means the same thing. Equal here means the same with respect to the understanding and opinion between the communion and the communion. And the technology T (technology) is defined as follows. More powerful. "[11]. ICT (Information and Communication Technology) must play a central role in efforts to develop education, whether it is a formal education process or training.

ICT (Information and Communication Technology) can play a role in distance learning. As with the Open University, ICT (Information and Communication Technology) can be used to improve the quality of learning and extend the reach of educational opportunities. In addition, the use of ICT (Information and Communication Technology) can be used to improve the quality of education through training of educators at the national level. Similarly, distance learning uses ICT (Information and Communication Technology) to train various community groups such as SMEs, local governments, and educators. ICT (Information and Communication Technology) can be used to facilitate collaboration between physically separated teachers and students. Previously, you had to go a long way to meet experts to discuss issues. Today, this can be done by email from home. Papers and research can be done via the Internet, via email, or by exchanging data using file sharing mechanisms. In general, there are three approaches to using or using ICT (Information and Communication Technology) for education and learning:

a. Learn about computers and the Internet, where technology literacy is the ultimate goal. Computers can be used as learning objects such as informatics. This means that ICT (Information and Communication Technology) has become one of the subjects taught at school.

b. Learning using computers and the Internet using ICT (Information and Communication Technology) that facilitates learning according to the current school curriculum. For example, the Ministry of Education's PUSTEKKOM has developed an interactive multimedia CD program for English, biology, physics, chemistry, Islamic religious education, and other subjects as an alternative medium for studying in high school and vocational school.

c. Learning through computers and the Internet that integrates the development of ICT-based skills (information and communication and technology) with curriculum applications. For example, college students conduct surveys online, organize and analyze data collected using spreadsheets and database programs, and use word processors to create survey reports.

Therefore, computers can also be used as tools to perform specific processes such as calculations and calculations, data storage, word processing and data processing. According to [12], there are two approaches that educators can take when using or applying ICT (Information and Communication Technology).

a. Topic approach (topic-centric approach) This approach uses a topic or learning unit as a reference. The steps to use are as follows: a) Define a topic. b) Determine learning goals to be achieved. c) Identify learning activities using relevant ICT (Information and Communication Technology) (modules, worksheets, audio programs, VCD / DVD-ROMs, online learning materials on the Internet, or other synchronous and asynchronous communication tools, etc.) To achieve the purpose of learning.

b. Software-centric approach In this approach, the first steps are ICT (Information and Communication Technology) (modules, worksheets, audio programs, VCD / DVD-ROMs, online learning materials on the Internet, synchronous communication tools, and other asynchronous.) Starts by identifying. It can be present or in use). Under the existing conditions of ICT (Information and Communication Technology), educators can plan learning strategies related to a particular learning topic.

In general, hearing-impaired children can be interpreted as deaf children. If you can't hear it, you may not hear it or you may not hear it at all. Physically, hearing-impaired children are generally no different from hearing-impaired children. Because children know that they have hearing loss when speaking. The child speaks softly or in a voice that has no clear expression or does not speak at all. Only the child is sending the signal. To better understand hearing-impaired children, the following are some expert definitions of hearing-impaired children. [13] states that a hearing-impaired person is one whose hearing aid is partially or completely impaired by the child's inability to use the hearing aid in daily life. This has complex implications for their lives, especially their language skills as a very important communication tool. Hearing loss in children with hearing loss leads to delayed language development in children. Communicating with other people is very important for this development. Communication with others requires a language with clear language or language so that the message being conveyed is correctly communicated and has a meaning that is not misunderstood. Medical expert Iwin Suwarman [14] agrees that hearing-impaired children can be divided into two groups.

First, a hearing-impaired person has sufficient hearing to recognize the listening process as a key requirement for learning language skills and communicating with or with others without the use of hearing aids. Is the person who remains. Second, hearing-impaired people, with or without hearing aids,

do not have such weak hearing that they cannot function as a means of language acquisition and communication.

The abilities of hearing-impaired children, who are classified as hearing-impaired children, make it easier for them to receive information and improve their language skills. Hearing-impaired children with no hearing loss automatically find difficult information and have poor language skills. The same opinion from [15] is that hearing-impaired children have hearing loss or hearing loss due to partial or total dysfunction of the hearing aid and the inability to use the hearing aid in their daily lives. Is that. The days that shape his life in a complex way. Looking at the various definitions above, we conclude that deafness is a person who has deafness, including all grades of easy, moderate, and very difficult, which can be divided into two groups: deafness and deafness. You can attach it. It can confuse the process of getting information and language. As a means of communication.

The degree of deafness greatly affects their communication skills in daily life, especially when speaking with clear and correct articulations. Speak in clear terms so that others can more easily understand the message being conveyed. In this study, the child was partially hearing impaired. In other words, the articulations at home and school were not well trained, so I could hear others even though my child's articulations were still low. He often used obscure signs and verbal sounds. In addition, in environments with low child support, you will have a speaking model with accurate and clear articulations. Also, the two children have a total of 10 hearing loss and are studying hard in class, but when asked to say accurate and clear words, the children always say, "I can't hear you so I can't speak. Hmm. " ". Children feel inferior to saying a word and cannot pronounce the word correctly and clearly.

II. METHOD

The survey method used in this survey is descriptive and comparative. Through research, humans can take advantage of the results. In general, the data from research can be used to understand, solve, and predict problems. According to [16], "in general, research methods are defined as scientific methods for obtaining data with specific goals and uses." The types of surveys used in this survey are descriptive and comparative surveys. [16] Descriptive studies are studies conducted to determine the existence of an independent variable of one or more variables (standalone variables) without making comparisons or looking for relationships between variables.

The descriptive study of this study aims to determine: 1) Explain the availability of facilities and infrastructure for using ICT-based learning media in special schools in Indonesia and Malaysia. 2) Explain the strengthening of human resources (teachers) in the use of ICT-based learning media at vocational schools in Indonesia and Malaysia. 3) Explain the gaps related

to the implementation of ICT-based learning media in Indonesian and Malaysian special schools.

On the other hand, according to [16], a comparative study is a study that compares the states of two or more different samples or one or more variables at two different time points. The application of comparative studies in this study will be used to determine comparisons between implementations of ICT learning media between hearing-impaired students in Indonesia and Malaysia.

According to [16], data collection technology is the most strategic step in research, as the main purpose of research is to acquire data. Research uses a variety of data collection techniques. The data collection techniques used in this study include: 1) Field surveys (field surveys) are conducted to obtain primary data for the survey by directly observing the working activities of Bolu Impromptu in Ibu Otang. Field research is performed in the following ways: Observations are observations made directly by a researcher during a learning activity using ICT-based media to obtain data or information related to the problem under investigation. 2) Library research. Performed to obtain secondary research data by reviewing theories on research topics drawn from library research sources. Sources of library research are available from books, journals, journals, published research results (diplomas and dissertations), and other sources (Internet, newspapers, etc.).

TABLE I. SCORING GUIDELINES

Qualitative Data	Score
Very Good	5
Good	4
Enough	3
Less	2
Very less	1

After collecting data using a variety of research techniques, the next step is to analyze the data under investigation using methods that are useful for data management, analysis, and interpretation. According to [16], data analysis classifies data, decomposes it into units, synthesizes it, combines it into patterns, and selects which of them is important for interviews, field notes, and documents. The process of systematically retrieving and compiling data, draw conclusions, and make it easy for yourself and others to understand. Based on the purpose of the study, this study uses a data analysis method with a descriptive quantitative approach. The Likert scale is shown in Table 1. Use the Likert scale to change the rating from qualitative to quantitative. The evaluation guidelines according to [17] are included in Table 1 and formula (1) is used to calculate the average evaluation. Change the average

score to a qualitative value. Table 2 shows the criteria for changing the average grade according to [18].

$$(1) \quad \bar{X} = \frac{\sum x}{N}$$

TABLE II. THE CRITERIA FOR CHANGING THE AVERAGE SCORE

Formula	Score Mean	Classification
$X > X_1 + 1,8xsb_1$	$>4,2$	Very good
$X_1 + 0,6xsb_1 < X \leq X_1 + 1,8xsb_1$	$>3,4 - 4,2$	Well
$X_1 - 0,6xsb_1 < X \leq X_1 + 0,6xsb_1$	$>2,6 - 3,4$	Enough
$X_1 - 1,8xsb_1 < X \leq X_1 - 0,6xsb_1$	$>1,8 - 2,6$	Not enough
$X \leq X_1 - 1,8xsb_1$	$\leq 1,8$	Very less

III. RESULT AND DISCUSSION

Based on the distribution of questionnaires sent to respondents from two countries, Indonesia and Malaysia, a total of 50 teachers in Indonesia and various regional distributions that may represent each state for the purpose of teacher evaluation. 50 Malaysian teachers in Malaysia distributed the learning process for the hearing impaired. Use of learning media based on computer information technology.

In this case, the main indicator to pay attention to is the human resources side. The ability to use computer information technology, teachers on the willingness or availability of support facilities and infrastructure in the use of computer information technology media, and finally monitoring the development of student learning requirements. Hearing impaired using computer information technology in Indonesia and Malaysia. In Table 1, we are able to see the consequences of the principle signs which can be an end result of human resources, specifically instructors in phrases in their cap potential to apply laptop statistics era at some stage in coaching and getting to know activities.

TABLE III. DATA ON THE USE OF ICT MEDIA IN LEARNING DURING A PANDEMIC

Subject/respondent	Number of grains	Respondent score	Expected score	Percentage score
Indonesian special school teacher	5	245	250	98%
Malaysian special school teacher	5	247	250	99%

Figure 1 shows the transformation of the results in Table 3. It illustrates the use of computer information technology media by Indonesian and Malaysian special education teachers in Covid pandemic learning. From

Figure 1, the use of computer S and Information Technology media in Indonesia and Malaysia is very high, with 98% and 99% when converted to descriptive learning activities during this pandemic, used by full computer S and Information Technology assistance. It can be concluded that it has been done.

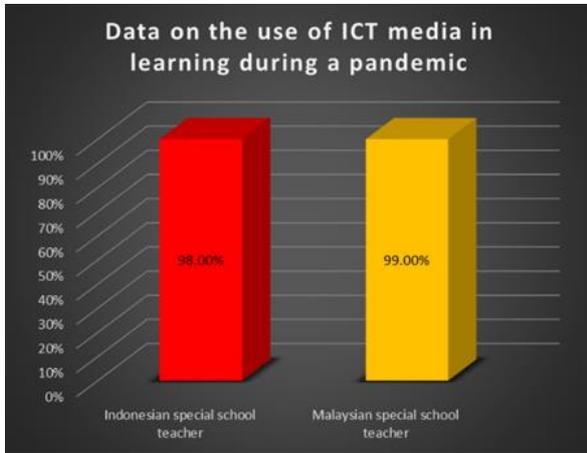


Fig. 1. Diagram of the use of ICT in learning during the pandemic period

Table 4 provides data on the infrastructure that supports the process of implementing online learning using computer information technology. In this case, it shows data about the availability of hardware, or computer or smartphone and software, that is, network availability or network strength during the online learning process. In Figure 2, you can see the transformation of the results in Table 4. It describes the availability of computer information technology media facilities and infrastructure for online learning during the Covid pandemic.

Based on Figure 2, we can conclude that the results of computer informatics media use in Indonesia and Malaysia are very high, 83% and 95%, respectively, when converted to descriptive learning activities during a pandemic. I can do it. There is a 7% gap related to providing the right facilities and infrastructure to support the online learning process for the hearing impaired during a pandemic.

TABLE IV. DATA ON FACILITIES AND INFRASTRUCTURE OF USING ICT MEDIA IN LEARNING

Subject / Respondent	Number of Grains	Respondent Score	Expected Score	Percentage Score
Indonesian special school teacher	7	292	350	83%
Malaysian special school teacher	7	334	350	95%

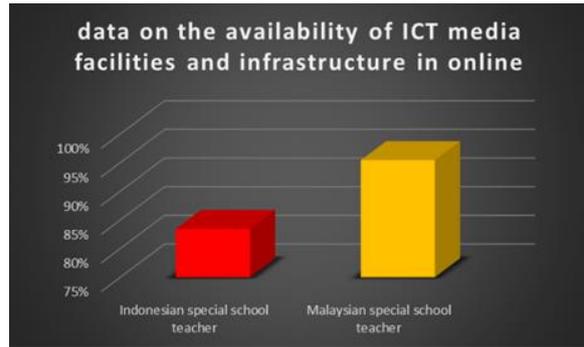


Fig. 2. Diagram of the availability facilities and infrastructure in online

Table 5 provides data on teachers' ability to use computer information technology in relation to the process of implementing online learning using computer information technology. In this case, regarding the design or creation of information technology learning media, and the management or development of information technology learning media. A computer closely related to the learning process of deaf students during a pandemic.

Figure 3 shows the transformation of the results in Table 5. It demonstrates the ability of special education teachers to design and manage computer information technology while learning online during a Covid pandemic. Based on Figure 3, the results of Indonesian and Malaysian Special Education Teachers' Ability to Handle Computational Media are an explanation of their learning activities during a pandemic. 2% is related to the ability of special education teachers to use technology. Computer information about the online learning process of hearing-impaired students during a pandemic.

TABLE V. DATA ON THE ABILITY OF TEACHERS IN THE USE OF ICT MEDIA IN LEARNING

Subject / Respondent	Number of Grains	Respondent Score	Expected Score	Percentage Score
Indonesian special school teacher	5	195	250	78%
Malaysian special school teacher	5	200	250	80%

Online learning requires all communities to engage in personal activities, including learning activities at school, as stated in [19] that government guidelines on limiting physical activity do not. This is what we are currently focusing on for a pandemic that demands that we not be encouraged to look at this from a variety of social, educational and cultural perspectives.

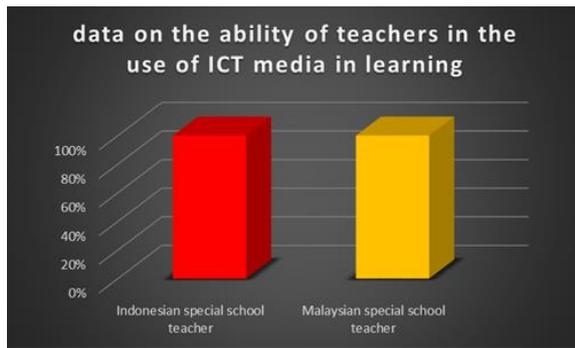


Fig. 3. The ability of special school teachers in designing and managing computer information technology in online learning

Based on this guideline, it is very important to address the existence of this guideline. This is in line, especially on the educational side, in this case school activities where face-to-face learning needs to be transformed into online learning. In [20], a survey of teacher readiness during an online learning process during a pandemic requires teachers to be able to adapt to the technologies that support the learning process. [21] noted that teacher skills as well as the willingness of institutions and infrastructure to support the online learning process itself need to be considered. B. Internet devices and networks.

In this study, researchers explore the online learning process using computer information technology media for hearing-impaired students in Indonesia and Malaysia to see if there is a gap in their willingness to tackle learning problems during pandemics. bottom. In this case, researchers emphasized aspects of computer information technology because of the close relationship between online learning and computer information technology. In assessing this gap, researchers consider three key indicators: the use of computer information technology in online learning, then the infrastructure and infrastructure availability that support the use of computer information technology media, and finally it. Taken the ability of a teacher to do. In this case, it is used to design and manage computer information technology as a medium. Online learning for hearing-impaired students during a pandemic. This is consistent with [22], and the mechanism for optimizing the use of computing media based on computing is the presence of the right

In connection with the results of the survey, it was found that 98% of Indonesian special education teachers use computer information technology media as media, and 99% of Malaysian teachers use computer information technology as online learning media. Rice field. There is no significant gap in this indicator as the policies of both countries relate to compulsory education activities using online learning mechanisms. It conducted an analytical study related to government policy in online learning that physical activity, the crowd, needs to be restricted to continue education,

including online learning, in order to curb the spread of COVID19. [23] Matches.

The second indicator is the availability of infrastructure that supports the communication of information technology media in online learning for hearing-impaired students. The results of the questionnaire showed that 83% of Indonesian special education teachers and 95% of Malaysian special education teachers. In this case, there is a 7% gap, and the availability of facilities and infrastructure that support computer information technology is better in Malaysia than in Indonesia.

The last or third indicator is related to the ability of special education teachers to design and develop computer information technology media. While 78% of Indonesian special education teachers had the ability to use computer information technology, 80% of Malaysian special education teachers, especially school teachers, develop and design communication informatics-based media. It turned out that I had the ability. Online learning For the hearing impaired.

IV. CONCLUSION

Online learning is currently the focus of attention for pandemics, and not all communities are encouraged to engage in personal activities, including learning activities. In this study, researchers explore the online learning process using computer information technology media for hearing-impaired students in Indonesia and Malaysia to see if there is a gap in their willingness to tackle learning problems during pandemics. bottom. No major gaps were found in the first indicators, as the policies of both countries relate to compulsory education activities using online learning mechanisms.

The second indicator is the availability of infrastructure that supports information technology media communication in online learning for hearing-impaired students. Malaysia has been found to be superior to Indonesia in the facilities and infrastructure that support computer information technology. The last or third indicator is related to the ability of special education teachers to design and develop computer information technology media.

REFERENCES

- [1] R. F. Pradipta, F. Purnamawati, M. H. M. Yasin, D. A. Dewantoro, M. Irvan, and S. Y. Susilawati, "Online Learning Resource Based on One ID Website for All Access (OIAA) as a Student Learning Assistance System," in 2020 6th International Conference on Education and Technology (ICET), 2020, pp. 77–83.
- [2] H. Andyani, P. Setyosari, B. Wiyono, and E. Djatmika, "Does technological pedagogical content knowledge impact on the use of ICT in pedagogy?," *Int. J. Emerg. Technol. Learn.*, vol. 15, no. 3, pp. 126–139, 2020.
- [3] A. J. Singer, *Social studies for secondary schools: Teaching to learn, learning to teach*. Routledge, 2008.
- [4] C. Nisa and Y. A. Agung, "Pengembangan Media Pembelajaran Berbasis ICT Menggunakan Multisim10

- Simulations pada Mata Pelajaran Teknik Elektronika Dasar di SMK Negeri 7 Surabaya,” *J. Pendidik. Tek. elektro*, vol. 3, no. 2, 2014.
- [5] I. M. Dwi, H. Arif, and K. Sentot, “Pengaruh strategi problem based learning berbasis ICT terhadap pemahaman konsep dan kemampuan pemecahan masalah fisika,” *J. Pendidik. Fis. Indones.*, vol. 9, no. 1, 2013.
- [6] E. Elihami and I. Ibrahim, “Teaching to Variation in Learning for Non Formal Education Department,” *J. Edukasi Nonform.*, vol. 1, no. 1, pp. 29–40, 2020.
- [7] I. W. Santyasa, “Model-model pembelajaran inovatif,” Univ. Pendidik. Ganesha, 2007.
- [8] R. F. Pradipta and S. J. Andajani, “Motion Development Program for Parents of Child with Cerebral Palsy,” *J. Penelit. dan Pengemb. Pendidik. Luar Biasa*, vol. 4, no. 2, pp. 160–164, 2017.
- [9] R. F. Pradipta and D. A. Dewantoro, “Origami and Fine Motoric Ability of Intellectual Disabiliy Students,” *Int. J. Innov.*, vol. 5, no. 5, pp. 531–545, 2019.
- [10] T. Sukma and S. Sihkabuden, “Pengembangan Video Senam Ceria untuk Meningkatkan Ketrampilan Motorik Kasar Siswa Down Syndrome,” *J. ORTOPEDAGOGIA*, vol. 4, no. 1, 2018.
- [11] N. Nurdyansyah, “Teaching Media Design Innovation Using Computer Application with Scientific Approach,” *Int. J. Acad. Res. Bus. Soc. Sci.*, vol. 9, no. 3, pp. 373–382, 2019.
- [12] G. Fryer, “Teaching critical thinking in osteopathy—integrating craft knowledge and evidence-informed approaches,” *Int. J. Osteopath. Med.*, vol. 11, no. 2, pp. 56–61, 2008.
- [13] W. Murni, “Intervensi dini bagi anak tunarungu dalam pemerolehan bahasa,” Jakarta: Dirjen DIKTI Depdiknas, 2007.
- [14] E. Sadjaah, “Pendidikan Bahasa bagi Anak dengan Gangguan Pendengaran,” Jakarta Depdiknas-Ditjen Pendidik. Tinggi, 2005.
- [15] P. Somad and T. Hernawati, “Ortopedagogik anak tunarungu,” Jakarta Dep. Pendidik. dan Kebud. Direktorat Jendral Pendidik. Tinggi Proy. Pendidik. Tenaga Guru, 1996.
- [16] P. D. Sugiyono, “Metode penelitian pendidikan,” Pendekatan Kuantitatif, 2010.
- [17] A. W. Widjaja and M. A. Wahab, “Strategi Public Relations,” Jakarta: PT. Raja Grafindo Persada, 2000.
- [18] E. P. Widoyoko, “Evaluasi program pembelajaran,” Yogyakarta: pustaka pelajar, vol. 238, 2009.
- [19] F. P. Disantara, “the large scale social restrictions policy for handling the covid-19 pandemic,” *jph*, vol. 7, no. 2, 2020.
- [20] D. Ayuni, T. Marini, M. Fauziddin, and Y. Pahrul, “Kesiapan guru TK menghadapi pembelajaran daring masa pandemi COVID-19,” *J. Obs. J. Pendidik. Anak Usia Dini*, vol. 5, no. 1, pp. 414–421, 2020.
- [21] A. D. Rahayu and M. S. Haq, “Sarana dan Prasarana Dalam Mendukung Pembelajaran Daring Pada Masa Pandemi Covid-19.”
- [22] I. K. Leriyo, N. Kurniah, and M. Ardina, “Media Berbasis Information and Communication Technology (ICT) Dalam Pembelajaran Sains Pada Anak Usia Dini,” *J. Ilm. POTENSIA*, vol. 3, no. 2, pp. 89–90, 2018.
- [23] W. Sari, A. M. Rifki, and M. Karmila, “Analisis kebijakan pendidikan terkait implementasi pembelajaran jarak jauh pada masa darurat covid 19,” *J. Mappesona*, vol. 2, no. 2, 2020.