The Effect of Using Online Media on Learning Motivation and Its Impact on Improving the Results of Learning Bahasa Indonesia

Idah Faridah[✉], Euis Fauziah, Tri Maulani, Inne Cahyani, and Mohammad Givi Efgivia

Graduate School, Ibn Khaldun University Bogor, Bogor, Indonesia
hj.idahfaridah27@gmail.com

Abstract. This research uses the quantitative method to find out how much influence the use of Online Media on learning motivation and learning outcomes of students in class VIII MTs Al Muasyaroh Rancabungur Bogor. The problems in this study are formulated as follows: (1) The effect of using Online Media on learning motivation. (2) The influence of learning motivation on improving Indonesian Language Learning Outcomes. (3) The influence of the use of Online Media on the improvement of Indonesian Language Learning Outcomes.

Data processing is used descriptive and verification statistical methods. The sample in this study consisted of 35 learners selected with sampling techniques. The analysis used for hypothesis testing is path analysis with SPSS. Research instruments use survey data in the form of questionnaires created in google form aimed at uncovering learning motivation using online media during the Covid-19 Pandemic. The survey type uses a Likert scale.

Based on the results of the hypothesis test, the conclusion obtained is the coefficient of the path of influence of the use of Online Media on Learning Motivation is a positive value of 0.929 which indicates the use of Online Media has a significant influence on learner learning motivation. The Coefficient of Learning Motivation pathway to Indonesian Learning Outcomes is 0.919 which shows that Learning Motivation has a significant influence on The Results of Learning Indonesian. While the coefficient of online media usage path to the improvement of Indonesian Language Learning Outcomes is 0.930 which shows that the higher the use of Online Media provided by MTs Al Muasyaroh Rancabungur Bogor, it will have an impact on the increasing results of Learning the Indonesian language is also higher. Thus, the use of Online Media has a significant influence on the motivation of learning and The Results of Learning Indonesian in MTs Al Muasyaroh Rancabungur Bogor.

Keywords: Online Media · Learning Motivation · and Learning Outcomes

1   Introduction

Education as an open system can not be separated from problems, both internal problems and external problems of education itself. Internal problems in education, such as

learning outcomes. Problems in education are a top priority that must be solved. The problem of learning outcomes is shown by the data of national examination results (UN) the last three years showing a decrease in the value of Bahasa Indonesia subjects from 2016 to 2017 from an average score of 70.75 to 64.32, from 2017 to 2018 to 51.84 while from 2018 to 2019 to 61.06 despite the increase but still not reaching the maximum graduation standard. A result is certainly obtained from a process. If in an academic context, then the process in question is teaching and learning activities in the classroom. So if the Indonesian National Examination scores are under-performing, the teaching and learning process in the classroom should be suspected as the reason.

Another reason most of the learning patterns are still transmission means that the teacher transfers and conveys the material description directly to the learners. The teacher gives the concepts contained in the textbook directly to the learner and the learner passively absorbs the knowledge. This is what causes low learning outcomes. Whereas what we know in the 2013 curriculum is recommended that the learning center is the learners themselves not dictating from the teacher. As a result, students only absorb the theory of Bahasa Indonesia lessons without understanding the.

correct implementation. In addition, learning outcomes are currently experiencing challenges as a result of the outbreak of the Covid-19 virus which has become a global pandemic whose spread is so alarming. As a result, the government must work together to reduce the spread of the Covid-19 virus by issuing policies for all citizens to do social distancing or keep their distance. So with this policy, all community activities that used to be done outside the house by gathering and grouping must now be paused and replaced with activities in their homes.

One of the impacts of social distancing is also on the learning system in schools. Based on Circular Letter No. 4 of 2020 on the Implementation of Education Policy in the emergency period of the spread of the virus, the Ministry of Education urges all educational institutions not to conduct the teaching and learning process directly or face-to-face, but rather must be done indirectly or remotely. With this appeal, all educational institutions change the learning media used to become online media. Teachers who previously interacted directly in the classroom must now interact in a limited virtual space. Teachers are required to provide good teaching, create an atmosphere conducive to learning, and creatively and innovatively use interesting learning media so that learners can understand the learning materials. By understanding the learning materials well, it is expected that the learning objectives can be achieved well. Learning objectives can be achieved well certainly inseparable from the components that support learning itself. One of the supporting components of learning attainability is the use of Online Media such as; Google Classroom, LMS (Learning Management System), Video Conference, CBT (Computer Based Test), Collaborative Learning, and others.

Online media is expected to be able to overcome learning problems during the covid 19 pandemic that is now sweeping Indonesia and even countries around the world. The spread of the covid-19 virus forces us to see the fact that the world is changing. These constraints are an important record of our education world that must pursue online learning or online learning quickly. So far online learning is only as a concept, as a technical device, not yet as a way of thinking, as a learning paradigm. Whereas online learning is not a medium to change face-to-face learning with digital applications, nor

burden learners with tasks that stack up every day. Online learning should encourage learners to be creative in accessing as many sources of knowledge as possible and honing insights so as to shape learners into learners. In fact, many factors that cause the learner's learning outcomes to fail in the academic field both factors that are in the learner (internal factors) and factors that are outside the learner (external factors).

In addition, the learning motivation of learners also influences the success of learning because the learning process will achieve success if the learner has good learning motivation. The learning climate created with online learning media also influences the learning motivation of learners according to learning objectives because the classroom climate has a significant influence with learning motivation. But the condition of online learning makes it difficult for teachers to control and maintain the learning climate because it is limited in virtual spaces. To overcome these problems a teacher must be able to create a variety of learning and use a variety of media each time he teaches. In addition, teachers must also be able to correct the potential of learners by reviewing the curriculum used so that the materials developed are based on the needs of learners. Teachers are required to be able to choose the right learning media to teach. If teachers can choose the right learning media then the learning objectives will be achieved more easily.

Choosing the right learning media will also increase the motivation of learners' learning and the interest in learning of learners so that it will create a pleasant learning atmosphere. The creation of a learning atmosphere is expected to raise the spirit of high learning so that learners in learning will also get good and maximum learning results. Based on the results of the interview, the teacher stated that during online learning is applied to all educational institutions, many changes, one of which is on the motivation of learning of learners, especially in junior high school students or MTs. Junior high school students are individuals entering adolescence, where adolescence is very vulnerable to problems due to new changes in them. This study aims to find the problem points that become obstacles, factors and impacts caused. The benefit of this research is to enrich the treasures of science and literacy in the field of education, especially during this pandemic. And also as an extension of advice to academics, education departments, and ministries of religion who are still trying to improve the education system in Indonesia in particular. Therefore, the author is interested in following up on the problem with the aim of knowing whether the learning outcomes of MTs learners decrease or increase during online or online learning in the midst of the Covid-19 pandemic situation.

Taking into account the things that have been presented above, the author is interested in doing research with the title, "The Influence of Online Media Use on Learning Motivation and Its Impact on Enhancing The Results of Learning Bahasa Indonesia".

Learning English Results. According to Purwanto (2011: 46), the result of learning is a change in behavior that occurs after the following learning in accordance with educational objectives in the cognitive, affective, and psychomotor domains. The cognitive domain is classified into memorization ability, understanding, application, analysis, synthesis, and evaluation. In the affective domain, learning outcomes include acceptance, participation, assessment, organization, and characterization levels. While the psychomotor domain consists of the level of perception, readiness, guided movement, habitual movements, complex movements, and creativity. Based on this understanding that the results of learning are a form of gain or ability in the form of changes in one's

behavior in the form of understanding and skills so that it becomes better. Learning outcomes can be understood as a result of the learning process both formally and informally from the unedible to the knowledge through the training process. The result of learning is the achievement of the level of mastery of the learner to the extent that he/she obtains knowledge, skills, and understanding in participating in the learning program that has been determined in accordance with the applicable curriculum in the school. From the explanation above, it is concluded that the result of learning is a change in the behavior of learners that occurs after following the learning. The result is poured in the form of numbers or values.

Learning outcomes are the result of learning displayed by learners based on internal abilities obtained in accordance with instructional objectives (Baharun, 2015). Sudjana et al., Defining the learning outcomes of learners as essentially a change in behavior as a result of learning in a broader sense covering cognitive, affective, and psychomotor fields. (Sujana et al., 2014). According to WS. Winkel, Learning outcomes are the result of learning displayed by learners based on internal abilities obtained in accordance with instructional purposes. (WS Winkel, 1989).

From some understanding according to the experts above, the author can conclude that the result of learning Bahasa Indonesia is the level of mastery or success rate of effort achieved by learners after obtaining learning experience or learning the subject matter of the Indonesian language. The results of learning Bahasa Indonesia referred to in this study are the result of the ability, success, and value obtained by students during teaching and learning activities in the classroom. Therefore, learning outcomes can be used to increase the potential we have during our learning. Meanwhile, judging from the assessment obtained that the learning results are the total score achieved by students after answering the Bahasa Indonesia test as a benchmark in determining the assessment to know the extent to which the success of the teaching and learning process of Indonesian subjects is achieved well while for learners the learning results can determine the extent of cognitive abilities obtained by students after the Indonesian language learning process takes place.

Use of Online Media. Media is a tool, means, or message as an intermediary to convey a message to the recipient of a message. In relation to media, learning is a means used by teachers in learning to provide the learning process to learners to achieve the expected goals in the process of teaching and learning activities. Online Media is also called Digital Media is a media presented online on the internet. Understanding Online Media is divided into two meanings, namely in general and specifically: Understanding Online Media in general, namely any type or format of media that can only be accessed through the Internet containing text, photos, videos, and sounds. In this general sense, online media can also be interpreted as a means of online communication. With this general understanding of online media, email, mailing lists, websites, blogs, WhatsApp, and social media (social media) fall into the category of online media. Understanding Online Media, in particular, is related to the understanding of media in the context of mass communication.

Media stands for mass communication media in the field of mass communication science has certain characteristics, such as publicity and periodicity. Online media is

a general designation for a form of media based on telecommunications and multimedia. According to Suryawati (2011: 46), online media or new media is a communication media that is utilized using internet devices. While the internet itself is a network between computers that are interconnected. Understanding Online Media according to Ashadi Siregar, Online media is a general designation for a form of media based on telecommunications and multimedia (read-computer and internet). In it, there are portals, websites (websites), radio-online, TV-online, online press, mail-online, and others with their respective characteristics in accordance with the facilities that allow users to take advantage of them. While the perception of students' understanding of online media varies.

The existence of perception in a person is in the form of interpretation or interpretation, reaction or response, beliefs, and expectations of the use of the Internet to be applied in learning. So if the learner has a perception of online media by using his senses means that he knows, understands, and realizes about the online media through a complex observation process in receiving and interpreting information that is in the environment using the five senses. Based on some of the above understandings, the author can conclude that online media is an internet-based means that can be used in the learning process to achieve the expected goals.

Learning Motivation and Its Effects. Learning motivation is the overall driving force in the students that gives rise to learning activities, which ensures the continuity of learning activities and provides direction to learning activities so that the desired objectives of the learning subject can be achieved (Sardiman, 1986: 75). Hamzah B. Uno (2013: 23) stated that learning motivation is an internal and external motivation in students who are learning to make changes in behavior. Learning motivation contains efforts to achieve learning objectives, namely material understanding and learning development. Thus in learning, student achievement will be better if the student has a motivational motivation of parents to succeed more in that student. Because there is a tendency that someone with high intelligence may fail to excel because of a lack of motivation from parents. The motivation of learning in students with each other is different, there are students who have high learning motivation and there are also students who have low motivation to learn.

Motivation to learn online is a situation or condition that encourages, stimulates, or moves a person to do something or activities that he/she does online so that he can achieve his goals. Thus motivation is very influential on one's learning outcomes. If a person does not have the motivation to learn, then the person will not achieve optimal learning outcomes. To be able to learn well requires good process and motivation, providing motivation to learners, means moving someone so that he wants or wants to do something. Similarly, an educator must be able to provide motivation for learners to be able to do their learning online/online today because of the demands of learning during the covid-19 pandemic that requires learners to learn online/online.

A person who is highly motivated will have a good impact on his life. The high motivation will change his behavior, to achieve goals and live a better life. Low learning motivation can lead to the low learning success of learners. Weak learning motivation will weaken learning outcomes and weaken learning activities. Students who lack learning

motivation are characterized by: Une enthusiasm in learning, Prefer to be out of class or ditching, Quick to feel bored, Sleepy, and Passive.

Based on the signs possessed by the students above, the author expects a change of learners after carrying out online learning by applying Online Media as the research material of the author. With the use of Online Media, the author expects a positive impact on the world of education, especially education in schools MTs Al Muasyaroh. With the use of Online Media, it is also expected that the motivation of learners in online learning is increased so that it is expected to improve the learning outcomes of learners. Similarly, for teachers, using Online Media is expected to facilitate teachers in teaching-learning and can improve the creativity and quality of teachers themselves.

2 Method

This research uses a quantitative method with a descriptive approach. Quantitative research methods are used to examine specific populations or samples, data collection using research instruments, and data analysis is statistical. While the descriptive approach is used with the aim to describe the object studied through data or samples collected. The analysis used for hypothesis testing is to use path analysis with SPSS. Path analysis is part of the regression analysis used to test whether there is a direct influence exerted by free variables on bound variables, and also explains whether or not indirect influences are exerted by free variables through intervening variables on bound variables. According to Tuckman (in Sugiyono 2007), intervening variables are variables that theoretically affect the relationship between independent variables and dependent variables into indirect and unobservable, and measurable relationships. This variable is an independent variable/between an independent variable and a dependent variable so that independent variables do not directly affect the change or onset of dependent variables. Intervening (mediator) is said to exert influence among independent variables and dependent variables. Note the following explanation (variables taken from Prof. Sugiyono's book 2007). Online media (independent variables)/X — > learning motivation and its impact (Mediator/intervening)/Y — > Improvement of Indonesian learning outcomes (Z).

The form of the constellation of research variables can be seen in the following Fig. 1:

Description:
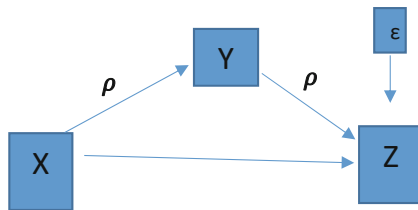
X: Media Online.

Y: Learning Motivation.

Fig. 1. The form of the constellation of research variables

Z: Learning English Results.

ε: Epsilon/residual variable.

Population and Research Samples The population in this study was students of class VIII MTs Al Muasyaroh Rancabungur Bogor which amounted to 130 people. While the sample in this study was students VIII A MTs Al Muasyaroh Rancabungur Bogor which amounted to 35 people.

3   Results and Discuss

Before the hypothesis test is done first, the requirements that must be done include the normality test, heteroscedasticity test, and linearity test. (1). Data normality test results using the Kolmogorov Smirnov test showed that the significance value of unstandardized residual in substructure models 1, 2, and 3 has a significance greater than 0.05 thus it can be concluded than normally distributed data. (2). In this study will be used Media chart (scatterplot diagram) by using SPSS 23 to test heteroscedasticity and obtained results indicate that the assumption of absence of heteroskedasticity or the presence of homoscedasticity has been fulfilled for the Eq. (3). The test results of the linearity of the data can be known that all three models have sig values. of Linearity is greater than 0.05 so that Online Media has a linear relationship with Learning Motivation as well as Online Media and Learning Motivation has a linear relationship with Learning Outcomes.

Meanwhile, to find out the correlation value between variables, use the Correlation Coefficient Analysis Test between variables and Path Analysis Test with the help of SPSS. (1). Correlation Coefficient Analysis Test between variables shows that the result of correlation value of Online Media relationship with Learning Motivation has a very strong positive relationship with a correlation coefficient of 0.8929 by taking a significant level of 5%, then Sig value. (0.00) $< \alpha$ (0.05) which indicates that H0 is rejected so that there is a significant relationship between Online Media and Learner Motivation at MTs Al Muasyaroh Rancabungur Bogor. Similarly, the correlation value of Online Media and Learning Motivation relationship with Indonesian Language Learning Results has a very strong positive relationship with each correlation coefficient of 0.930 and 0.919 by taking a significant level of 5%, hence the Sig value. (0.00) $< \alpha$ (0.05) which shows that H0 is rejected so that there is a significant relationship between Online Media and Learning Motivation with Indonesian Learning Outcomes at MTs Al Muasyaroh Rancabungur Bogor. (2). Track Analysis Test. Substructure 1: The Influence of Online Media on Learning Motivation. Structural models based on standardized coefficients of Online Media towards Learning Motivation are as follows: $Y = 0.929(X) + \varepsilon 1$. Based on the equation of the path in the relationship of Online Media to Learning Motivation obtained meaning: $\rho YX = 0.929$. Thus, Online Media has an influence of $(0.929)2$ x $100\% = 0.864$ x $100\% = 86.4\%$ on Learning Motivation. Substructure 2: The Influence of Learning Motivation on Indonesian Learning Outcomes. Structural models based on standardized coefficients motivation to learn Indonesian language results are as follows: $Z = 0.919(Y) + \varepsilon 1$. Based on the similarity of pathways in the relationship of Learning Motivation to The Results of Learning the Indonesian language obtained meaning: $\rho ZY = 0.919$. Thus, Learning Motivation has an effect of $(0.919)2$ x $100\% = 0.845$ x $100\% = 84.5\%$ on The Results of Learning Indonesian. Substructure 3: The Influence of

Table 1. Partial Test Results of Online Media Variables on Learning Motivation

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	**Std. Error**	**Beta**		
1	(Constant)	7.410	5.030		1.473	.150
	Media Online	.924	.064	.929	14.460	.000
a. a. Dependent Variable: Learning Motivation						

Online Media on Indonesian Language Learning Outcomes. Structural models based on standardized coefficients of Online Media on Indonesian Learning Outcomes are as follows: Z = 0930(X) + ε1. Based on the equation of the path in the relationship of Online Media to The Results of Learning the Indonesian language obtained meaning: ρZX = 0.832, Thus the Online Media gives an influence of $(0.930)^2$ x 100% = 0.865 x 100% = 86.5% of the Results of Learning Indonesian.

Meanwhile, to find the amount of direct and indirect influence on each independent variable to dependent variables it is known that the Online Media variable has a direct effect in influencing the Results of Learning Bahasa Indonesia by 86.4%, while the indirect influence through Learning Motivation is 85.3%. While Learning Motivation has a direct influence on The Results of Learning the Indonesian language by 84.5%.

Hypothetical Test Results (1) The Influence of Online Media on Learning Motivation of Learners at MTs Al Muasyaroh Rancabungur Bogor (Table 1).

The results of the Partial Test of Online Media Variables on Learner Learning Motivation at MTs Al Muasyaroh Rancabungur Bogor showed that the coefficient of pathways in Online Media to Learning Motivation is the positive value of 0.929 which shows that the higher the Online Media provided by MTs Al Muasyaroh Rancabungur Bogor will have an impact on increasing the learning motivation that is getting higher, with Sig. 0.000 in addition obtained t-count of 14.46 by taking a significant level of 5%, then the value of t-table of 2.035 so that because t-count = 14.46 greater than 2.035 then H0 rejected which shows the use of Online Media gives a significant influence on Learning Motivation Learners in MTs Al Muasyaroh Rancabungur Bogor. (1). The Influence of Learning Motivation on The Results of Learning Indonesian at MTs Al Muasyaroh Rancabungur Bogor (Table 2).

Partial Test Results of Learning Motivation Variables on Learning Outcomes in Bahasa Indonesia showed that the coefficient of pathways in Learning Motivation to Learning Results of Indonesian Language is 0.919 which shows that the better the Learning Motivation will have an impact on improving the results of Learning the Indonesian language is also higher with Sig. 0.005, in addition, obtained t-count of 13.42 by taking a significant level of 5%, then the value of t-table of 2.035 so that because t-count = 13.42 greater than 2.035 then H0 rejected which indicates that Learning Motivation gives a

Table 2. Partial Test Results of Learning Motivation Variables on The Results of Learning Indonesian

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.410	5.030		1.473	.150
	Media Online	.924	.064	.929	14.460	.000

a. a. Dependent Variable: Learning Motivation

Table 3. Partial Test Results of Online Media Variables on The Results of Learning Indonesian

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.251	5.414		.600	.552
	Motivasi Belajar	.906	.067	.919	13.416	.000

a. Dependent Variable: Indonesian Language Learning Results

significant influence on the Results of Learning Indonesian in MTs Al Muasyaroh Rancabungur Bogor. (2). The Effect of Using Online Media on The Results of Learning Indonesian at MTs Al Muasyaroh Rancabungur Bogor (Table 3).

Partial Test Results of Online Media Variables on Indonesian Language Learning Results showed that the coefficient of pathways in Online Media to Indonesian Language Learning Results is 0.930 which indicates that the higher the Online Media provided by MTs Al Muasyaroh Rancabungur Bogor, it will have an impact on improving the Results of Learning the Indonesian language is also higher with Sig. 0.000 in addition obtained t-count of 14.57 by taking a significant level of 5%, then the t-table value of 2.035 so that because t-count = 14.57 greater than 2.035 then H0 rejected which shows the use of Online Media gives a significant influence on the Results of Learning Indonesian in MTs Al Muasyaroh Rancabungur Bogor.

4   Conclusions

Based on the results of the research hypothesis test, it can be concluded as follows: (1)There is a positive and significant influence of the use of Online Media on the learning motivation of students in grade VIII A MTs Al Muasyaroh Rancabungur Bogor. This has been proven from the results of hypothetical tests obtained by the author turns out that the coefficient of pathways on the influence of Online Media on Learning Motivation

is the positive value of 0.929 which shows that the higher the Online Media provided by MTs Al Muasyaroh Rancabungur Bogor, it will have an impact on increasing the learning motivation is higher, with Sig. 0.000 in addition obtained t-count of 14.46 by taking a significant level of 5%, then the value of t-table of 2.035 so that because t-count = 14.46 greater than 2.035 then H0 rejected which shows Online Media gives a significant influence on Learner Learning Motivation in MTs Al Muasyaroh Rancabungur Bogor. Thus, it can be concluded that there is a positive and significant influence between Online Media on the learning motivation of learners. (2) There is a positive and significant influence between Learning Motivation on The Learning Outcomes of Indonesian language learners grade VIII A MTs Al Muasyaroh Rancabungur Bogor. This has been proven from the results of hypothetical tests obtained by the author turns out that the coefficient of pathways on Learning Motivation to The Results of Learning the Indonesian language is 0.919 which shows that the better the Motivation of Learning it will have an impact on improving the results of Learning the Indonesian language is also higher with Sig. 0.005, in addition, obtained t-count of 13.42 by taking a significant level of 5%, then the t-table value of 2.035 so that because t-count = 13.42 greater than 2.035 then H0 rejected which indicates that Learning Motivation gives a positive and significant influence on the Results of Learning Indonesian in MTs Al Muasyaroh Rancabungur Bogor. (3)There is a positive and significant influence among Online Media on the Results of Learning Indonesian language students grade VIII A MTs Al Muasyaroh Rancabungur Bogor. This has been proven from the results of hypothetical tests obtained by the author turns out the coefficient of pathways in Online Media to The Results of Learning Indonesian is 0.930 which shows that the higher the Online Media provided by MTs Al Muasyaroh Rancabungur Bogor, it will have an impact on improving the Results of Learning the Indonesian language is also higher with Sig. 0.000 in addition obtained t-count of 14.57 by taking a significant level of 5%, then the t-table value of 2.035 so that because t-count = 14.57 greater than 2.035 then H0 rejected which shows Online Media gives a positive and significant influence on the Results of Learning Indonesian in MTs Al Muasyaroh Rancabungur Bogor.

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