Media Pendidikan Gizi dan Kuliner

MPGK
Media Pendidikan
Gizi dan Kuliner

JURNAL UPI

Utilization of Social Media as a Supporting Facility for Online Learning

Denisa Permata[1], Rina Maryanti[2*]

[1]*Program Studi Ilmu Pendidikan Agama Islam, Universitas Pendidikan Indonesia, Indonesia*

[2]*Departemen Pendidikan Khusus, Universitas Pendidikan Indonesia, Indonesia*

Correspondence: E-mail: maryanti.rina@upi.edu

A B S T R A C T S

The implementation of online learning in Indonesia is a new experience that also presents many challenges. This study aims to describe the implementation of online learning in Senior High School 2 in Kuningan and also the utilization of social media as a tool for supporting online learning. The method used in this research is descriptive qualitative method. The data sources are two teachers and ten students of Senior High School 2 in Kuningan. Data collection techniques were carried out using interviews and observations during online learning. The results of this study indicate that the utilization of social media can be a solution in overcoming the problems that arise as a result of the implementation of online learning. During online learning activities, Instagram is used as a means of teaching and learning activities. The use of Instagram social media in online learning provides a new experience in teaching and learning activities.

A R T I C L E   I N F O

1. INTRODUCTION

Education is an inseparable part of human life. This statement is motivated by the notion of education which is a process of developing the potential possessed by humans that lasts throughout life (Alpian & Anggraeni, 2019). In Indonesia, matters relating to education have been regulated in Law number 20 of 2003 concerning the National Education System. It is stated that "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state (Sujana, 2019).

Talking about education cannot be separated from learning. Quoting back from the National Education System Law number 20 year 2003, that "learning is a process of interaction between students and educators and learning resources in a learning environment". According to Suryosubroto, the learning process focuses on students as the main actors of learning (student learning center). Educators act as facilitators and provide and create learning situations that there is a change in student behavior toward better (Arfani, 2016).

To be able to carry out learning effectively, educators must directly supervise student development. But since the Covid-19 virus attacked Indonesia, presented its own challenges for educational institutions in the country. As one of the government's efforts to tackle the spread of Covid-19, the Ministry of Education and Culture issued regulation number 1 year 2020 which contains directives and policies to institution education to carry out distance learning starting from March 2020 (Sari *et al.,* 2021).

In response to this regulation, the term online learning is the only solution to continue implementing education (Syarifudin, 2020). Online learning has been known around for a long time and is known as Distance Learning. In Law number 20 year 2003 article 1 paragraph 15 states that "Distance Learning is education in which students are separated from educators and learning uses various learning resources through communication technology, information and other media" (Asmuni, 2020).

Online learning is a system learning which utilizes the internet network to carry out teaching and learning activities, so that learning is carried out without face to face directly. Advances in technology and information play a major role in the implementation of online learning. The presence of various applications and media such as whatsapp, zoom meeting, google meet, google classroom, quizizz and so on can be a supporting tool in carrying out online learning more optimally (Asmuni, 2020).

Along with the development of technology and information, there are many media that can be used to make online learning successful. One of them are known as social media. Social media is a collection of internet-based applications, which are based onideology and web 2.0 technology that allows the exchange of information for the users (Anwar, 2017).

The utilization of social media as a learning support needs to be done in this pandemic conditions that require online learning. In a study conducted by Annisa Ayu Setyaningrum at Kindergarten Pertiwi 1 Gagaksipat, it was stated that there were significant developments inobtained students after doing online learning using social media whatsapp and youtube during the Covid-19 pandemic (Setyaningrum, 2021).

In another study, conducted by Sulistiawati, Ruliani, and Rosemary regarding the use of WhatsApp social media as an online lecture medium during Covid-19, it was stated that online lectures were less effective and only effective for assignments. Submission of material through WhatsApp does not help students to focus on the material presented, so

the problem arises that it will be difficult for students to understand the material provided (Sulistiawati *et all.*, 2021).

Youtube is one of the social media used by many people. We can see a lot of content in the form of interesting videos on YouTube. Notexceptby using YouTube as a media to support the implementation of online learning. The judge in his research stated that the AlamienTV channel can be used as an online-based da'wah media. The channel also contains information about teaching and learning activities at the Al-Amien Islamic boarding school (Hakim, 2020).

Instagram is one of the social media used by many people. It was stated that the total monthly active Instagram users in Indonesia reached 53 million, and the productive age accessing social media was senior highschool students (Wijaya & Arismunandar, 2018). The utlization of social media Instagram as a means of supporting online learning is still not widely used (Fujiawati & Raharja, 2021). This research is different from previous studies, in this study the researchers aimed to use social media Instagram as an online learning medium at Senior High School 2 in Kuningan.

2. METHODS

This study uses descriptive qualitative methods because this study aims to describe a phenomenon that occurs Senior High School 2 in Kuningan. The researcher describes the implementation of online learning at Senior High School 2 in Kuningan district. And also, to find out whether there is use of social media as a means of supporting online learning at the school.

In this study there are two types of data sources, namely primary data and secondary data. Primary data was obtained by using data collection techniques in the form of direct interviews with the main source, namely the XII grade students of Senior High School 2 in Kuningan. Then secondary data was obtained by conducting a literature study from journal articles and related scientific works.

This research consists of several stages, namely the preparation stage,implementation, data analysis and member checks. At the preparatory stage, the researcher first conducts a preliminary study related to the things needed in the research. In carrying out this preliminary study, researchers read various journal articles about online learning, learning media, Islamic Education learning materials for class XII, and various other scientific papers needed in this research.

Then at the implementation stage the researchers created learning media using the Canva application. The learning media made, in the form of videos and photos. Then after making the learning media, the researcher uploaded the learning media to Instagram and Youtube. Then the students who have previously entered the existing learning group instructed to be able to access the learning materials.

At this stage the researchers also collected data by conducting interviews. Interviews were conducted through the whatsApp group media. The group functions to exchange information and discuss regarding the learning material provided. And also the group functions to help each other and provide solutions to each other so that obstacles during the implementation of online learning could minimized.

Stage third of this research is the data analysis stage. This stage consists of data reduction, data display and verification or drawing conclusions. Data reduction is done by selecting the data needed so that the objectives of this research can be achieved. Then at the data display stage, the researcher compiles the results of data reduction so that the data

is more accurateneat and systematic so that drawing conclusions or verifying data becomes easier.

In the final stage, the researcher conducted member check. This stage is used to test the credibility from this study. At the member level check in this study, researchers interviewed teachers regarding online learning matters at Senior High School 2 in Kuningan. Then the results of this study can be proven the truth.

3. RESULTS AND DISCUSSION

Since the announcement of the first case of Covid-19 in March 2020, Indonesia was then faced with a pandemic period which of course had an impact on various sectors of life. The education sector is no exception (Asmuni, 2020). The presence of the Covid-19 pandemic has caused new challenges for institution education in Indonesia (Cahyani, Listiani & Larasati, 2020). As one of the government's efforts to prevent the spread of Covid-19, the government issued Circular Letter Number 4 of 2020 concerning the Implementation of Educational Policies in an emergency period of the spread of the virus indirectly or remotely (Trisnadewi & Muliani, 2020). Every educational institutions under the auspices of the ministry of education also helped to make the government regulation a success. Since the end of March 2020, Senior High School has been conducting online learning. This is a new experience which of course presents new challenges in the implementation of learning at that school.

The selection of appropriate learning methods is certainly needed so that the subject matter can be delivered properly. The learning method is a method used by a teacher to convey a learning material so that can be understood by students. Therefore, the learning method has an important role in the learning process. Appropriate learning methods can help teachers for achieve predetermined learning objectives (Khairunnisa & Jiwandono, 2020).

The learning method used at the school during online learning, especially what is done by Islamic Education teacher is lecture method. It is known as a learning method that is carried out orally or   through verbal communication by the teacher. The teacher explains the material to be delivered and students listen to the teacher's delivery. In this method, the learning approach usually used teacher learning center (Savira *et all.*, 2018). The advantages of this method in learning are : (1) students become more active because this method is combine with discussion method. (2) This method is also quite effective if the material that students have to learn is wide enough, so that the understanding given by the teacher to students can minimize the presence of students misunderstanding. (3) Provide opportunities for students to actively ask questions in learning process (Maurin & Muhamadi, 2018). The shortcomings of this lecture method are (1) It does not stimulate students to read, because it the material has explained by the teacher. (2) students will more easily forget, if students do not ask. (3) Teachers who are less creative in packaging learning and using the lecture method will have an impact on monotonous classroom situations. (4) Lack of space for students to develop their creativity. However, during online learning at Senior High School 2 in Kuningan, this method is accompanied by giving assignments to students and also discussions. Even though this lecture method is carried out, it does not reduce student participation in learning.

In addition to the lecture method, there are various alternatives that teachers can choose in carrying out learning even though it is done online. First, the assignment method, this method can increase students' independence and activeness during online learning. The assignments given are not only in written form, but can be done in various ways according

to the abilities and creativity of students. In addition there is also a quiz method. Many applications can be used to support the use of this quiz method. The discussion method is also one of the methods that can be used in online learning. By using the discussion method, students will be more actively involved in learning (Nugroho, 2020).

The teacher as one of the elements in the implementation of the education system has a very important role in teaching and learning activities. Teachers need to perform their role well so that the objectives of the education held can be achieved (Azhar *et all.,* 2021). The main task of a teacher is to invite students to always draw closer to god in order to achieve happiness in this world and in the hereafter. In a hadith narrated by Imam Bukhari, it can be seen that the criteria that need to be possessed by a teacher is to have a forgiving attitude, knowing Islamic teachings and practice them, broad knowledge and able to convey teachings gradually according to students' abilities (Syahidin, 2020).

As for Law number 14 of 2005 chapter VIII article 26 states that teachers and lecturers as professional staff must have 4 competencies, there are : (1) Pedagogic Competence, (2) Personality Competence, (3) Professional Competence and (4) Social Competence. Teachers who have pedagogical competence are characterized by mastery of teacher education and teaching skills practice it, as well as being able to innovate in education. There are four pedagogic competencies that must be possessed by a teacher, namely the ability to design learning, the ability to carry out the learning process, the ability to for assessing learning processes and outcomes, as well as the ability to utilize research results to improve learning. Competenceprofessionalcharacterized by broad and deep mastery of subject matter as well as the ability to develop and innovate in learning. Personality competence is the ability to understand other people and understand themselves. Whereascompetence social related to ability to be able to work with people other (Syahidin, 2020).

For Islamic Education teacher there is one competency that must be possessed in addition to the four competencies mentioned in the Act. The competence is prophetic competence or religious competence. What is meant by prophetic competence or religious competence is that the teacher is able to create a conducive atmosphe rereligious at school, able to become a leader of ritual worship, able to innovate religious learning to be attractive to students, and able to become a religious resource in the school environment (Syahidin, 2020).

Learning media is a tools that can help learning activities so that the messages that need to be conveyed by teachers to students become clearer and learning objectives can be achieved effectively and efficiently (Nuritta, 2018). In pandemic covid-19, the ability of teachers to design learning media needs to be done. Utilization various applications and means supporter learning is necessary optimized so that the teaching and learning process can be carried out properly. Ability is defined as the responsibility of a teacher to be able to complete the obligations that have been imposed on him (Yanti, 2020). This shows that teachers need to have creativity and innovation to make learning process can be carried out by minimizing the shortcomings of the online learning system.

The implementation of online learning is carried out by utilizing various supporting applications. Like video conferencing in the form of cloudx and google meet. Video conferencing is a technology in the form of a long-distance communication tool that combines video and audio at the same time (Ekawardhana, 2020). Video conferencing applications can be used as online learning media. The school uses cloudx and also google meet as one of the online learning media. Google meet is a product from google that provides communication services through virtual video. This application allows for

interactive communication among students and teachers (Darmuki, 2020). Similar to Google Meet, CloudX is also an application that allows virtual meetings among teachers and students.

The advantages gained from implementing online learning through video conferencing include flexibility, many features provided by the application to facilitate the implementation of online learning, teachers can see directly their students, then interactive communication occurs between teachers and students, so that the learning atmosphere is more pronounced (Ahmad, 2021). In addition to the advantages, of course there are disadvantages of using video conferencing media as a means of support online learning. These drawbacks are that it requires a large quota, requires a stable network connection so that if the network is not stable the delivery of material will be cut off and student understanding will not be optimal and not all students also have supporting devices (Ramadani *et all.* , 2021).

WhatsApp application is one of the applications used in online learning. Whatsapp is one of the social media that functions for instant messages, such as SMS (short message service) but the difference is that this application uses internet services. Whatsapp is also one of the most widely used applications in the implementation of online learning (Pustikayasa, 2019). The use of whatsapp is by make groups between students and teachers in each subject.

The advantages of using the whatsapp application as a medium online learning includes an easy way to use, more efficient quota when compared to cloudx or google meet, teachers and students can also communicate more relaxed, teachers can send documents, photos, audio, or videos as subject matter that must be studied in the whatsapp group , communication between teachers and students can also be carried out at any time (Ubaidah, 2021).

The disadvantages of online learning through this whatsapp application include the limitations of direct face-to-face between teachers and students so that teachers cannot supervise students directly. The whatsApp application also cannot send files with large sizes. Sometimes students can be found who cannot take lessons via whatsApp with a predetermined time (Bhagaskara *et all.*, 2021).

Besides WhatsApp, there is one more application that is also used for optimizing online learning. The application is google classroom. Google Classroom is an application that can help teachers in organizing classes. There are features in Google Classroom that can facilitate online learning, including the assignment feature so that teachers can share assignments as well as set the setting date so that there are reminders for students. There is also an assessment feature, so the grades given by the teacher can be seen directly by the students. Teachers can also upload materials and students can access them at any time (Ubaidah, 2021).

The challenges that are present as a necessity for implementing online learning during the Covid-19 pandemic include the difficulty of internet access in some areas, burdensome internet quotas, and also the lack of readiness of teachers and students in faceonline learning system (Absor, 2020). Various challenges are presented and all educational devices at the school need to find ways to overcome these problems.

To overcome these challenges there are various solutions offered. Among them that is strengthen communication with students parents. Through cooperation among teachers and parents, then the existing problems can be solved together. Parents can know the development of their children and teachers can also know the background behind and psychological conditions of students so that learning can be carried out more optimally. Because online learning is done at home, parents have a big role as teachers at home

(Risdoyok & Aprison, 2021). Cooperation between teachers and parents at Senior High School 2 in Kuningan is carried out by providing understanding to parents regarding online learning both orally and in writing delivered by the homeroom teacher. With good cooperation between teachers and parents, it is hoped that online learning can be carried out optimally.

Other solutions are data collection constraint. This data collection is done to find out what obstacles are felt by students, so that schools can follow up on these obstacles. The school collects data on students who experience problems during online learning. Data collection and providing solutions are carried out by the school's public relations. For example, students who have signal problems are given their own solutions by the homeroom teacher and the school itself provides facilities at school. This data collection of obstacles can be used as an improvement in the online learning system. So that by minimizing existing obstacles, online learning can be carried out more effectively (Widodo & Nursaptini, 2020).

Home visits are one of the solutions offered. Home visits are carried out every month by the homeroom teacher. The main target of this program is students who have problems. This is so that schools, through their respective homeroom teachers, can monitor how implementationonline learning for each student. With this home visit, it is hoped that the relationship between teachers and parents can be well established, so that online learning will be carried out effectively. Home visits can also be used as information needed to make alternative decisions, so that online learning can be carried out better (Sari & Juniarti, 2019).

The researcher provides another alternative that can be applied for optimizing of online learning. The alternative is related to learning media, namely the use of Instagram social media as an online learning tool. Instagram is an application that is no longer foreignin earmillennial generation. All students who are targeted also use Instagram. The utilization of Instagram as a learning media can make teaching and learning activities more fun and varied (Fujiawati & Raharja, 2021).

Instagram is one of the image-based social media, so it can be more interesting when used in learning. Instagram also has various features that can support the implementation of online learning. For example, feeds, this feature can be used to share photos and videos. With this feature, teachers can share learning materials with a variety of attractive displays, which can arouse students' interest and enthusiasm. Then there is an instastory feature that can be used to share short videos, as well as share other information. The things that are shared in this instastory only last for 24 hours. However, there are other features that make Instagram stories visible at any time. Those features are highlights. Then the teacher can also provide direct and interactive learning by using the live feature on Instagram. And for students who cannot participate in direct learning through the live provided by the teacher, there is an IGTV feature, so that the learning that has been given by the teacher can be accessed by students (Fujiawati & Raharja, 2021).

All students who are the target of the research program have Instagram so that the use of Instagram as an online learning medium can be accessed. The utilization of Instagram as a learning medium is a new experience for students because previously there were just a little numbered teacher who used this social media as a means of supporting online learning. This new experience makes teaching and learning activities more varied. The use of this media can also be combined with various learning methods so that learning objectives can be achieved and teaching and learning activities can be carried out optimally.

Every media and method used in teaching and learning activities besides having advantages also has disadvantages. Disadvantages such as the difficulty of internet access in some areas. The high cost of internet packages needed, as well as various other shortcomings, can certainly be minimized with good cooperation between the government, schools and students and also their guardians. Various efforts have been made by the government in reducing the problems that arise as a result of the necessity of implementing online learning, including the provision of free internet quotas which of course will greatly assist the implementation of teaching and learning activities. Teachers and educational devices are also trying their best to be able to do online learning. Constraint-obstacles felt by students during online learning, and direct monitoring of students by making home visits. Parents also make a major contribution to the implementation of online learning by trying to always pay attention and assist their children in carrying out online learning.

At least the utilization of Instagram social media can be used as an alternative to the success of online learning. The ease and also the familiarity of each student to access this application is one of the advantages gained from using Instagram as online learning. Many interesting features, and a non-boring interface make online learning even more pleasant. Students also become more comfortable in carrying out learning. The presence of Instagram as a result of advances in technology and information can also play an important role in advancing education in Indonesia, so that this application can be more useful in its existence.

4. CONCLUSION

The implementation of online learning presents new challenges for educational institutions in Indonesia. Every educational institution needs to think of ways that can be used to overcome these various problems. The problems that arise are usually related to the difficulty of internet access, the lack of teacher readiness in having the skills to carry out online learning, and the reduced understanding of students towards the material provided by the teacher. Some of the solutions to overcome these problems include, establishing cooperation between parents and the school, recording the obstacles experienced by students during learning.online ongoing, thenmake home visits. The need for the use and utilization of increasingly rapid technological developments in the success of online learning is one of the backgrounds of this research. One of them is Instagram social media which is one of the media that is part of the lives of today's students. Instagram is familiar for everyone in this day and age, of course, can made as one of the suggestions in the success of online learning. By utilizing Instagram as one of the learning media, it will give its own color in the implementation of online learning. It would be even better if Instagram could be used more optimally by various educational devices so that the benefits of this social media can be felt more.

5. ACKNOWLEDGEMENTS

6. REFERENCES

Absor, N. F. (2020). Pembelajaran sejarah abad 21: tantangan dan peluang dalam menghadapi pandemi covid-19. *CHRONOLOGIA*, *2*(1), 30-35

Ahmad, F. A. (2021). Efektivitas penggunaan aplikasi zoom sebagai media pembelajaran online terhadap pelajaran matematika pada siswa sma di tangerang selatan. *EDISI*, *3*(2), 264-275.

Alpian, Y., Anggraeni, S. W., Wiharti, U., and Soleha, N. M. (2019). Pentingnya pendidikan bagi manusia. *Jurnal Buana Pengabdian*, *1*(1), 66-72.

Anwar, F. (2017). Perubahan dan permasalahan media sosial. *Jurnal Muara Ilmu Sosial, Humaniora, dan Seni*, *1*(1), 137-144.

Arfani, L. (2018). Mengurai Hakikat pendidikan, belajar dan pembelajaran. *Pelita Bangsa Pelestari Pancasila*, *11*(2). 81-97

Asmuni, A. (2020). Problematika pembelajaran daring di masa pandemi covid-19 dan solusi pemecahannya. *Jurnal Paedagogy*, *7*(4), 281-288.

Azhar, Z., Hutahaean, J., and Mulyani, N. (2021). Pelatihan penyajian pembelajaran dengan berbasis daring bagi guru-guru di ra al-fariq. *JMM (Jurnal Masyarakat Mandiri)*, *5*(3), 994-1004.

Bhagaskara, A. E., Afifah, E. N., and Putra, E. M. (2021). Pembelajaran dalam jaringan (daring) berbasis whatsapp di sd yapita. *ZAHRA: Research and Tought Elementary School of Islam Journal*, *2*(1), 13-23.

Cahyani, A., Listiana, I. D., and Larasati, S. P. D. (2020). Motivasi belajar siswa sma pada pembelajaran daring di masa pandemi covid-19. *IQ (Ilmu Al-qur'an): Jurnal Pendidikan Islam*, *3*(01), 123-140.

Darmuki, A. (2020). Upaya meningkatkan kemampuan berbicara mahasiswa menggunakan media aplikasi google meet berbasis unggah tugas video di youtube pada masa pandemi covid-19. *Jurnal Educatio FKIP UNMA*, *6*(2), 655-661.

Ekawardhana, N. E. (2020). Efektivitas pembelajaran dengan menggunakan media video conference. In *Seminar Nasional Ilmu Terapan (SNITER)* (Vol. 4, No. 1).

Fatmawati, R., and Rozin, M. (2018). Peningkatan minat belajar siswa dengan menggunakan metode ceramah interaktif. *Journal Focus Action of Research Mathematic (Factor M)*, *1*(1), 43-56.

Fujiawati, F. S., and Raharja, R. M. (2021). Pemanfaatan media sosial (instagram) sebagai media penyajian kreasi seni dalam pembelajaran. *JPKS (Jurnal Pendidikan dan Kajian Seni)*, *6*(1), 32-44.

Hakim, M. L. (2020). Manajemen dakwah pesantren berbasis daring: studi pada kanal youtube alamientv. *LENTERA*, *4*(2), 136-150.

Khairunnisa, K., and Jiwandono, I. S. (2020). Analisis metode pembelajaran komunikatif untuk ppkn jenjang sekolah dasar. *ELSE (Elementary School Education Journal): Jurnal Pendidikan dan Pembelajaran Sekolah Dasar*, *4*(1), 9-19.

Maurin, H., and Muhamadi, S. I. (2018). Metode ceramah plus diskusi dan tugas untuk meningkatkan aktivitas belajar siswa. *Al-Aulad: Journal of Islamic Primary Education*, *1*(2), 65-76.

Nugroho, M. Y. A. (2020). Metode, media, dan problematika pembelajaran pai berbasis daring di tingkat madrasah aliyah. *PARAMUROBI: Jurnal Pendidikan Agama Islam*, *3*(2), 1-14.

Nurrita, T. (2018). Pengembangan media pembelajaran untuk meningkatkan hasil belajar siswa. *MISYKAT: Jurnal Ilmu-ilmu Al-Quran, Hadist, Syari'ah dan Tarbiyah*, *3*(1), 171-210.

Pustikayasa, I. M. (2019). Grup whatsapp sebagai media pembelajaran. *Widya Genitri: Jurnal Ilmiah Pendidikan, Agama dan Kebudayaan Hindu*, *10*(2), 53-62.

Ramadani, A., Aulia, F. W., Putri, N. H., Arini, V. Q., Rasyid, Y., and Lawita, N. F. (2021). Penggunaan aplikasi zoom guna mendukung pembelajaran daring di masa pandemi. *Jurnal Pendidikan Tambusai*, *5*(2), 3405-3413.

Risdoyok, R., and Aprison, W. (2021). Kerjasama guru pai dan orang tua dalam menghadapi pembelajaran selama covid-19. *EDUKATIF: Jurnal Ilmu Pendidikan*, *3*(5), 2319-2335.

Sari, N. A., Mulyati, S., and Wahyono, A. (2021). Meningkatkan peran aktif murid dalam pembelajaran daring di masa pandemi covid-19. *Prosiding Seminar Nasional Program Pascasarjana Universitas PGRI Palembang*, 142-148

Sari, N. P., and Juniarti, Y. (2019). Evaluasi peserta didik menggunakan kunjungan rumah/home visit. *Jurnal Pelita Paud*, *4*(1), 107-113.

Setyaningrum, A. A. (2021). Peningkatan kualitas pembelajaran daring di masa pandemi covid-19 menggunakan media sosial grup whatsapp dan youtube. *Jurnal Educatio FKIP UNMA*, *7*(2), 520-526.

Sujana, I. W. C. (2019). Fungsi dan tujuan pendidikan Indonesia. *Adi Widya: Jurnal Pendidikan Dasar*, *4*(1), 29-39.

Susilawati, N., Ruliani, R., and Rosemary, R. (2021). Pemanfaatan media sosial whatsapp sebagai media perkuliahan daring selama pandemi covid 19. *pedagogik: Jurnal Ilmiah Pendidikan dan Pembelajaran Fakultas Tarbiyah Universitas Muhammadiyah Aceh*, *8*(1, April), 1-17.

Syahidin (2020). Aplikasi Model Pendidikan Qurani dalam Pembelajaran Agama Islam di Sekolah. *UPI Press*. Bandung.

Syarifudin, A. S. (2020). Impelementasi pembelajaran daring untuk meningkatkan mutu pendidikan sebagai dampai diterapkannya social distancing. *METALINGUA: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, *5(1)*, 31-34.

Trisnadewi, K., and Muliani, N. M. (2020). Pembelajaran Daring di Masa Pandemi Covid-19. *COVID-19: Perspektif Pendidikan*, *35*.

UBAIDAH, C. (2021). Best practice penggunaan google classroom dan whatsapp group sebagai media pembelajaran jarak jauh seni budaya. *TEACHING: Jurnal Inovasi Keguruan dan Ilmu Pendidikan*, *1*(1), 115-124.

Widodo, A., and Nursaptini, N. (2020). Problematika pembelajaran daring dalam perspektif mahasiswa. *ELSE (Elementary School Education Journal): Jurnal Pendidikan dan Pembelajaran Sekolah Dasar*, *4*(2), 100-115.

Wijaya, H., and Arismunandar, A. (2018). Pengembangan model pembelajaran kooperatif tipe stad berbasis media sosial. *Jurnal Jaffray*, *16*(2), 175-196.