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An Effective Learning Model when SBTJJ is Implemented in a Pandemic Period for Junior High School Students

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A B S T R A C T

The entry of the Covid-19 virus into Indonesia hampered all activities of human life, especially in the field of education. All activities regarding education, such as schools, create no limitations in the direct learning process between educators and students. The problem that occurs is the limitations and separation in learning and the learning process that must be changed. Educators have to provide the learning process as effectively as possible for students so that students can continue their learning goals even in insufficient circumstances. The need for adaptation between educators, students, and parents to the new learning process, creates some confusion, feels bored, and decreases student achievement. The rapidly developing technology needs to be used by educators to continue to carry out distance learning and makes creative and innovative solutions. This observation aims to provide an alternative for educators to use learning models that are suitable for use when the learning process takes place remotely, then provide innovations with fun learning styles for students, so that students do not feel bored and easily adapt to the learning model used for learning. The method used is the literature review method, which provides many references from several related journal articles. The results of the study show that many students have problems with their way of learning and it affects their achievement, as well as the limitations of educators who do not explore enough to make the learning process less effective at distance. Models

A R T I C L E I N F O

that are considered suitable for distance learning during a pandemic, enable educators to think creatively and innovatively to develop their learning models. So that in several schools, especially Junior High Schools in Indonesia, they have implemented problem based learning, asynchronous and synchronous learning models, blended learning, digital literacy, and flipped learning.

1. INTRODUCTION

Since the arrival of the Covid-19 virus in Indonesia, the government has issued new policies regarding the Covid-19 pandemic situation. These policies include bans and restrictions for all Indonesian citizens to maintain distance and adhere to health protocols. The rapid spread and danger of the Covid-19 virus have limited all activities and social interactions, especially in the field of education. Schools, where education takes place in classroom settings, are particularly affected (Sianipar & Maulia, 2023). However, under such circumstances, educators and students cannot meet face-to-face, but the learning process must continue. This is called Distance Learning. According to Desmond Keegan (1996), there are four components of distance learning, namely physically separated education with spatial separation, the place where educators present specific parts of the material or teaching materials. These policies have left many educators and students feeling confused and challenged.

The need to adapt to several changes in the learning process and school rules has made it difficult for students. Some difficulties experienced by students include a lack of understanding of information and communication technology, causing them to fall behind in learning compared to their peers. It's now known that information and communication technology is essential and widely used in distance learning processes. Technology-based learning media should facilitate students and teachers in conducting distance learning, although it takes time. Another difficulty is the need for relatively expensive costs. Every student's economic situation is different, and those living in financially constrained families may find distance education burdensome. Distance education requires a smartphone or laptop as learning media, and internet data must always be available to access learning resources. Although the government is currently promoting free internet quota assistance to teachers and students in Indonesia, the implementation is still uneven. Furthermore, students struggle to find reading materials on the internet due to limited access to free electronic books. Unlike in-class learning, where students in need of reading materials and unable to purchase books can borrow them from the library, access to libraries is restricted now. Those who seek additional materials often struggle and end up studying with limited resources. Additionally, one problem is the fatigue students experience from constantly looking at their phones or laptops to do assignments. The radiation emitted from these devices can cause eye fatigue and irritation, leading to quicker tiredness and boredom compared to learning with classmates in a classroom.

Seeing the difficulties faced by students, teachers similarly experience challenges. Indeed, the difficulties experienced by teachers will significantly impact the learning process. If teachers cannot conduct effective learning, students will feel confused, resulting in a decline

in their performance and grades. As educators, they must adopt creative and innovative attitudes for distance education. Learning models typically used in classrooms need to be modified and made as interesting as possible to ensure that distance learning remains effective. In such circumstances, many learning models have emerged to assist educators in teaching online. The concept of learning models, according to Trianto (2010: 51), states that learning models are a planning or pattern that can be used as a guide in planning classroom learning or tutorial learning. This learning model refers to the learning approach that will be used, including teaching goals, stages in the learning process activities, learning environments, and classroom management.

Some models deemed suitable for use in distance education are: first, problem-based learning (PBL) because this model can improve students' thinking skills by training them to solve problems by creating solutions, which can be implemented in everyday life. Second, synchronous and asynchronous learning because this model can effectively enable independent learning by seeking materials from various internet sources and receiving guidance from their teachers to help provide better understanding. Third, blended learning, where this model combines face-to-face learning with student self-study. This model can be applied because the spread of Covid-19 is decreasing, so this model can be used to effectively return to offline learning. Fourth, digital literacy model, where this can provide more knowledge and understanding of the use of communication and information technology. Students are taught not to use technology for negative purposes and to avoid negative consequences. Finally, flipped learning, where this model is similar to blended learning, which combines classroom learning with face-to-face learning. All of these models are expected to help students and teachers, especially junior high school students who find it difficult and need good and more efficient learning methods.

2. METHODS

The journal article is created using the literature review method. Literature review is a data collection technique that involves studying and analyzing books, literature, notes, and reports related to the problem being addressed (Nazir, 2003: 27). This paper utilizes journals, materials, and relevant information to be collected, read, and analyzed, noted as guidelines or reference sources. The literature review method in this paper can be used as data and a data source on the topic of the problem. This literature review aims to provide readers with an overview of the topic under investigation and to systematically obtain the data needed for this study.

3. RESULTS AND DISCUSSION
3.1. Results

This research aims to provide an alternative for junior high school students and teachers who are undergoing the learning process during the pandemic. Conventional teaching models make students feel bored and weary. Therefore, there are several teaching models expected to assist teachers in implementing them in distance education, making the learning more varied and enjoyable. Complaints also arise from the parents of students. Parents must act as teachers and guide their children's learning. Supervision is necessary because distance learning mostly relies on the internet. The internet itself can have negative impacts due to irresponsible and harmful sites if not supervised.

During the pandemic in 2020, 97.6% of schools in Indonesia implemented distance learning. Distance learning has been conducted from early childhood education to elementary and secondary education, with the Ministry of Education recording that 97.6% of schools have implemented distance learning. However, this form of learning is still not conducive and effective. The remaining 2.4% did not implement it, usually because remote areas were not affected or due to inadequate supporting devices (CNNI, 2020). Educational institutions, especially middle schools, experienced disruption because their traditional face-to-face teaching format could not be carried out massively. They also faced difficulties in home-based learning due to lack of facilities and economic conditions. Difficulty in implementing communication and information technology as a learning medium burdens and confuses them. Learning at home makes them bored and hampers discussions with friends as usual. During junior high school, students usually prefer to socialize and participate in school activities. However, this was interrupted due to the need for social distancing to prevent the spread of Covid-19.

Moreover, teachers feel burdened with teaching models suitable for junior high school students. Over time, many new teaching models have emerged, especially those applicable to distance learning. Effective teaching models for junior high school students include Problem-Based Learning (PBL), Synchronous and Asynchronous learning, Blended Learning, Digital Literacy, and Flipped Learning. Each model has its advantages and disadvantages when applied in teaching. However, with the right methods and learning approaches, these models can develop students' abilities in the learning process, making them suitable for junior high school students who are entering adolescence. Adolescent students need to be trained at school, even though learning is currently done at home. Creative and innovative learning must continue to shape their identities.

3.2. Discussion

Learning is not just a process of imparting knowledge, but also an active process of seeking or formulating knowledge. Students are actively involved in the process of interaction and communication with others and reflect on what they have learned in each learning activity. The role of a teacher is as a facilitator while the learning process is undertaken by the students themselves. The learning process is an interaction between the teacher and the students. It is not just about providing information without developing the creative ideas of the students, but involves a feedback communication between the teacher and the students. In feedback communication, the teacher is given the opportunity to actively engage in learning mentally, intellectually, emotionally, and physically to be able to seek and discover knowledge, attitudes, and skills from the students.

Looking at the current situation, where there is a virus that threatens people's lives and there is a need for physical distancing between individuals, the usual learning process conducted in classrooms has changed to being done at home. In times of pandemic like this, the government continues to think of ways to ensure that education in Indonesia does not stop and continues to progress. Information and communication technology plays an important role in today's and future life, including in the field of education in Indonesia. The development of information and communication technology in the field of education has triggered a shift from traditional face-to-face learning towards distance learning that can be accessed using media such as computers, multimedia, and the internet without being limited by distance, place, and time, where and whenever. Especially with the influence of

globalization, education will be more open and there will be two-way communication, more diverse, and multidisciplinary.

The difficulties experienced by teachers and students due to learning that must utilize communication and information technology require teachers to change learning models that are more effectively used in distance learning. According to Joyce et al., (2015), learning models are defined as conceptual frameworks that depict systematic procedures in organizing the learning process and experiences to achieve specific learning goals and serve as guidelines for a teacher in planning and implementing learning process activities. Learning models that integrate content and topics provide more opportunities for students to learn more by using ICT as a source of information. There are several learning models that are suitable for use in distance learning.

a. Problem Based Learning Model in Distance Learning

Problem Based Learning (PBL) is a learning model that directly employs methods based on problems and guides learners in solving such problems. Educators present problems according to the learners' abilities and make them realistic, so that learners do not feel overwhelmed and the learning conveyed can achieve its objectives. In its implementation in distance learning, problem-based learning stimulates learners' curiosity about the given problems, prompting them to take action to solve them. The PBL model has advantages and disadvantages when applied to learning. Its advantages include motivating learners to be more active and engaged in learning, fostering collaboration and encouraging active communication among learners, providing opportunities for further development, being applicable to everyday life, and enhancing learners' skills in managing learning resources. However, its drawbacks include the significant time required to solve problems, relatively high costs, and learners being in a trial-and-error phase and experiencing difficulties, with not all learners being able to grasp the topic comprehensively.

Problem-based learning provides opportunities to build coherent, systematic, and flexible understanding. According to Ard and Lee (Kris & Hidayatulloh, 2020), the application of problem-based learning can develop knowledge and problem-solving skills. Furthermore, according to Marshall et al. (2008), the Problem Based Learning (PBL) model has been recognized by the World Health Organization (WHO) as an appropriate pattern for collaborative learning. The PBL model is a learning process that involves stages of searching for information to solve a problem. This activity requires students to immerse themselves in finding a solution to the problem they are facing. Through independent learning processes, students can investigate the problems they encounter. However, problem-based learning can also be conducted in groups. The problem-based learning model offers several benefits, including:

 Enhancing students' critical thinking skills

Problem-based learning (PBL) can enhance students' critical thinking skills by providing learning experiences that stimulate their thinking patterns. By providing problem-based learning, students' thinking abilities are stimulated to become more critical, as they are motivated to solve the problems presented by educators.

 Improving analytical and argumentative skills

The problem-based learning process is student-centered, where educators serve only as facilitators and provide problems related to daily life. Students play an active role in analyzing problem-solving, identifying the root of the problem, and its solution by analyzing the problem systematically and structurally. This activity can

improve students' abilities to analyze problems effectively, motivating them in the learning process, especially during the implementation of distance learning.

 Enhancing problem-solving skills

According to Handayani & Sopandi (2016), skill enhancement occurs because the formulated problem being researched is structured. Moreover, the learning objectives and problems provided are related to daily life. During the pandemic, there are several obstacles to implementing learning. However, this is not a barrier to actively engaging students in the learning process. Problem-based learning is expected to enhance learners' competencies while learning at home by presenting challenges, thus fostering the spirit to solve problems. This model involves tasks related to research, analysis, and investigation. PBL becomes a solution for implementing online learning. Online learning can be utilized by educators because there are many platforms that support teaching in online learning.

b. Synchronous and Asynchronous

One of the teaching methods that educators can use during the pandemic is the Synchronous and Asynchronous learning method. According to Pakpahan and Fitriani (2020), synchronous learning is generally a teaching activity conducted by educators with learners at the same time, allowing for direct and teacher-centered learning. Additionally, Narayana (2016) states that synchronous learning is a process where learners interact directly with the instructor through online learning communities at predetermined times. On the other hand, asynchronous learning is a teaching model where teaching and learning activities are conducted by educators with learners at different times. Learning materials are distributed by educators and can be accessed by learners anytime and anywhere they are located (Sadikin and Hamidah, 2020). Asynchronous learning can also be defined as a learning process that takes place indirectly between learners and their learning resources, allowing learners to engage in learning activities whenever and wherever they want without waiting for the presence of learning resources or educators (Wahyuningsih and Sungkono, 2017).

According to MacDonald and Creanor (Sutriyanti, 2020), asynchronous learning refers to communication activities that do not require all learners to engage in online learning simultaneously. It involves providing learning materials and assignments to be completed indirectly. Learning materials and assignments can take the form of videos uploaded by educators to their personal YouTube channels, or educators can deliver material in the form of PowerPoint presentations and explain them through voice notes (VN) sent to their group of learners. This teaching method is not bound by time and space, allowing learners to interact with each other without limitations. Furthermore, one of the advantages of this teaching method is that if a learner experiences network issues during the learning process, they can access videos uploaded by educators or their peers to Google Classroom or YouTube and comment on them when they are not experiencing network issues. This method greatly assists learners who frequently face internet connectivity issues at home. Asynchronous learning can also provide new experiences and knowledge about technology in a positive manner and can bring about changes in the education system.

Moreover, this model has its advantages and disadvantages when used in online learning. Its advantages include: (1) Learners become more creative, active, and innovative in thinking about the videos they will upload for their peers and educators to

comment on. With a specified time frame, they can create creative and engaging videos. (2) Learners can think more critically and engage in discussions with their peers regarding what they see in instructional videos or materials. (3) Learners are not bound by time; therefore, those with poor network access can watch videos or access learning materials when their network connection improves, ensuring they do not miss out on learning content provided by educators. The disadvantages of this method include: (1) Poor communication in language or writing may not be well received by some learners. (2) Learners are required to have an internet connection, which is crucial for accessing learning materials and instructional videos during online learning. (3) Dependence on smartphones or laptops can cause eye strain and headaches. (4) Numerous negative aspects can be found on unaccountable webpages.

There are several supporting tools for implementing this model, including: (1) Google Forms, which is used to record learners' attendance during the learning process, (2) Smartphones and laptops, which are essential media for use during the pandemic for online learning, as learners are required to have access to smartphones or laptops for online learning to continue, (3) PowerPoint, which is used as a medium for educators or learners to present and provide materials, (4) Google Classroom, an application that greatly assists educators and learners in delivering presentation videos, collecting assignments, responding to presentations, and more, (5) Google Meet, which helps learners and educators to interact face-to-face and can be used via smartphones or laptops for the continuity of the learning process, (6) Zoom, an application that helps learners and educators to have face-to-face interactions over long distances and facilitates feedback such as discussions and other activities typically conducted during in-person classes, (7) YouTube, a platform used by educators and learners to upload presentation videos and deliver materials, as well as to search for needed materials. Learners can also use the YouTube application to watch instructional videos as references, (8) WhatsApp, a communication tool for educators and learners to create groups within a class for interaction and discussion during the learning process. It can also be used as a communication tool for asking questions or conveying information.

c. Blended Learning

According to Graham, blended learning is defined as a combination of various learning methods by integrating face-to-face learning with conventional teaching concepts often used by educators for direct delivery of material to students. With the existence of online and offline learning during the pandemic, this model also emphasizes the rapid development of technology. Meanwhile, according to Musa, blended learning is defined as a combination of e-learning or online learning with face-to-face interaction. With online learning, which utilizes internet connectivity, web-based learning is possible. Additionally, Blended learning is a model that combines multimedia-based technology development, video streaming, CDs, emails, voicemail, and other tools by integrating face-to-face learning in the classroom. Face-to-face learning provides opportunities for students to ask questions or discuss issues related to the material taught by the teacher. With online learning, teachers and students can engage in learning outside of school or at home, even if the teacher or student is not in the same physical location. Teachers will provide tutorials and assignments to students, where the learning materials can be accessed on the internet.

Several principles of blended learning include communication between face-to-face learning sessions and online communication. According to Garrison and Faughan, cited in Husamah, some principles include integrating online learning with face-to-face learning, rethinking the design of learning involving students in the learning process, and restructuring conventional learning. Additionally, blended learning also has characteristics such as:

- Combining various learning models and styles and utilizing various technology-based learning media and communication,
- Combining independent online learning with face-to-face teacher-student learning and integrating independent learning,
- Supported learning with effective learning methods, delivery methods, and learning styles,
- Parents and teachers play a crucial role in student learning, as teachers act as facilitators and parents serve as motivators in their children's education.

There are several steps in designing blended learning as follows:

- Formulating student learning outcomes

    The first step in designing a blended learning system is to formulate student learning outcomes. These learning outcomes are competencies that help achieve students' goals after participating in learning. These learning outcomes need to be well formulated as they serve as the basis for developing the next components of learning. Such as determining, selecting, and organizing materials, planning learning strategies, selecting learning materials, and determining student learning evaluation.

- Mapping and organizing learning materials

    Next, describe and organize teaching materials and learning content into topics, subtopics, and main subjects that align with the predetermined learning outcomes.

- Determining and defining synchronous and asynchronous learning activities

    Then determine whether the topics or subtopics can be understood through synchronous and asynchronous strategies.

- Designing synchronous learning activities

    After identifying the topics that can be understood through synchronous learning, the next step is to develop synchronous learning plans. Synchronous learning is a learning process where teachers and students are in the same timeframe but in different locations, usually conducted through communication technologies such as video or audio conferencing.

    Implementing learning from home requires significant contributions from students' parents because the presence of an educator who usually interacts face-to-face at school is now only through online means and not in direct contact. Therefore, a substitute role for a teacher at home is needed, which is fulfilled by parents. According to Agung Nugroho et al. (2021), in conducting the learning process at home, parents act as teachers at home and replace the role of teachers at school. There are three contributions parents make as teachers at home: (1) being a companion to their children while learning at home, (2) acting as facilitators, and (3) being motivators, guides, and mentors.

d. Digital Literacy

According to Paul Gilster in his book titled Digital Literacy (Ministry of Education and Culture, 2017), digital literacy is the ability to understand and use information in various forms from a wide range of sources accessed through computers. Simply put, digital literacy is understood as the skill of understanding how to use information from various sources, which can be displayed through computer devices. Meanwhile, according to Bawden, digital literacy can be associated with technical skills to access, assemble, understand, and disseminate information. To apply digital literacy, one must have the ability to master digital technology devices, so that individuals possess skills. Digital technology devices are not just about the internet, but also require an understanding of digital technology types, namely mastering communication systems effectively. Mastery of digital technology is considered a clear stage for digital literacy skills. Digital literacy skills enable students to transform their learning activities through the use of digital technology devices. Every student is expected to have awareness as a digitally literate person, in the context of life, work, or learning.

Meanwhile, according to Douglas A.J. Belshaw (Ministry of Education and Culture, 2017), there are eight essential elements for developing digital literacy, as follows. (1) Cultural, which is an understanding of various contexts for using the digital world, (2) Cognitive, which is the ability to think critically about content, (3) Constructive, which is creating something skilled and actual, (4) Communicative, which is understanding networking and communication performance in the digital world, (6) Responsible confidence, (7) Creative, experiencing new things in new ways, (8) Critical in responding to content, and (9) Socially responsible. In its development, digital literacy has principles, including:

 Understanding of principles

In digital literacy, simple understanding is needed, including the ability to extract implicit and explicit ideas from existing media.

 Interdependence

It means that one form of media is related to another potentially, metaphorically, ideally, and literally. Because in the past, the number of media was small and created with the aim of isolating, and publishing became easier than before. Currently, with the large number of media, various forms of media are expected not only to coexist but also to complement each other.

 Social factors

Where digital literacy can facilitate someone to find needed information, so that the information obtained through digital literacy, which becomes a source of information, can be shared with others, so that the information can be redeveloped into reading materials that can be accessed by anyone who sees it.

 Curation

When it comes to storing information, such as storing content on social media through the "save to read later" method, is a type of literacy that is linked to the ability to understand the value of information obtained and store it for easier access and long-term benefits. Curation can be used to collaborate to find, collect, and organize valuable information.

Looking at the current situation, during the Covid-19 pandemic, which limits social activities and requires people to reduce activities outside the home as a preventive measure for Covid-19. Therefore, the digital literacy movement is suitable for use and understood by students. Because digital literacy is much needed

and utilized in the future. With the lagging behind, students will feel confused and have difficulty obtaining information during the pandemic due to limitations in borrowing library books at school. Therefore, digital literacy is considered important for the learning process, and both teachers and students are expected to master it during the Covid-19 pandemic. Looking at school facilities during the pandemic, one of them, the library, is currently undergoing changes in its processing and service systems. This happens because of the pandemic situation. Library services are more focused on electronic information retrieval systems. The application of information technology with a library network system shows that there are many conveniences provided to teachers or students to access digital information available in the library. To optimize the utilization of collections by digital-based information, library personnel or librarians are required to have digital literacy skills, namely knowledge and skills to use digital media, communication tools, or networks to be able to find, use, create information, evaluate, and utilize it wisely, healthily, intelligently, carefully, accurately, and in compliance with the law in order to foster communication and interaction in everyday life.

e. Flipped Learning

Flipped learning is a teaching method that combines in-class meetings with online learning. According to Yulhendri & Try (2020), flipped learning is a suitable teaching method during the COVID-19 pandemic because it can transform conventional teaching models into online or remote learning. The learning materials are sent to students via the internet beforehand, so they can be studied independently at home. The COVID-19 pandemic, which has required us to stay at home and limited students' activities to go to school, has shifted traditional classroom-based learning to each student's home, where most learning activities are conducted online with the help of internet facilities.

Internet connectivity on computers or smartphones, as part of communication technology today, has replaced the role of teachers in the classroom learning process. Teachers are required to make every effort to ensure that teaching and learning activities are carried out and that the material is delivered well as in-class learning. According to Herried (2013), in the flipped learning model, activities such as teaching, exercises, and homework are moved online. Flipped Learning is one of the models used as an innovative learning method that reverses all learning processes that should be done indoors to outdoors. However, activities in the classroom can be limited, but they are only done to deepen understanding of the material that is not yet understood when done outside the classroom. Activities can be in the form of doing exercise problems or discussing the material more deeply. Flipped learning starts with creating instructional videos or other learning media, which are then uploaded before the learning process begins by studying them at home first, so that later in class, and during the meeting time, it is only used to discuss and clarify briefly and additionally discuss the material that is not yet understood.

The implementation of flipped learning in remote learning due to the COVID-19 pandemic situation greatly motivates students, as this learning model is suitable for remote learning that utilizes communication technology via the internet. The method is that the learning material has been sent to students before the face-to-face session, so it can be studied beforehand at home to the maximum, repeatedly, and not dependent on time and place. After studying the teaching material beforehand, students will be motivated when they meet during the scheduled time. The teacher only facilitates or acts as a facilitator for the material that students may not understand well or perhaps

only discusses a few exercise problems. In addition, this model is more effective in terms of time and energy. According to Yulhendri (2020), e-learning is defined as one of the breakthroughs in the field of education that utilizes information and communication technology. Various online learning models can be developed. Remote learning essentially tries to innovate and change the learning process. In traditional classes, teachers conduct face-to-face meetings in class to explain the material thoroughly and step by step. Meanwhile, students sit and take notes of every explanation given by the teacher. At the end of the lesson, they are given assignments as homework, which require them to review the material in their literature books and answer the questions given by the teacher one by one. And what is most striking for teachers is the amount of material or teaching materials that must be completed in each meeting until the end of the semester. Such routines in traditional classes can be further developed and made more efficient by utilizing remote learning. Through e-learning, teachers have the opportunity to learn a lot with unlimited time and place, as long as they still have access to their respective internet networks. While it may not be possible for students to carry books wherever they go, it is very possible for students to carry their smartphones everywhere and use them to study anytime and anywhere.

4. CONCLUSION

The entry of Covid-19 spreading throughout Indonesia has led to new government regulations banning people from leaving their homes and requiring them to maintain distance and adhere to health protocols. These limitations have become educational challenges for students and teachers in conducting classroom learning processes. The difficulties arise due to the need to readapt to distance learning. Distance learning has been conducted during the pandemic and has received both praise and criticism from the public. Some students and even their parents feel confused by this distance learning system, which has resulted in decreased student performance and understanding of the subject matter. On the other hand, distance learning helps ensure that the learning process continues, albeit requiring specific skills and adequate facilities to use communication and information technology.

The confusion felt by students necessitates teachers to insist on thinking about what kind of learning models should be used so that students feel comfortable and happy with the learning being delivered. Many new models have emerged during the pandemic that are considered effective for use by junior high school students in distance learning. These learning models include problem-based learning, which can enhance students' critical thinking skills and problem-solving abilities that can be implemented in daily life. Synchronous and asynchronous learning, which are models that assist face-to-face activities through various platforms and self-directed learning that utilizes internet resources. Blended learning and flipped learning, which are combination learning approaches where the learning process utilizes both online learning and face-to-face interaction. Both of these models can be used if the school area has experienced a decrease in Covid-19 patients or can be referred to as a green zone. These models are considered effective in restoring regular learning even though it is still done online. Digital literacy is also crucial in distance learning because it can enhance students' ability to easily access the learning process. Not only students but also teachers need to engage in digital literacy.

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