

# A New Learned Construction Of Indonesian Networks (Online) At Elementary School Sutomo 1 Medan

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## **Abstract.**

*A current online learning applied, done to suppress Covid-19 spread rates. An online learning system is implemented through a Personal Computer (PC) or laptop connected to an internet network connection. This study uses a descriptive qualitative approach. The purpose of this study was to describe the construction of online learning in the field of Indonesian language studies at SD Sutomo 1, Medan. The research subjects were taken as many as 9 people, namely 3 Indonesian language teachers, 3 parents, and 3 students who attend SD Sutomo 1. The object of research is teaching material in online learning which includes writing, reading, and listening. The data determination technique used the Simple Random Sampling method. The research method is a literature study. The data analysis technique used is by collecting data from interviews, observations, documentation, and other sources. The result of this study is that online learning is not as good as face-to-face due to the lack of direct interaction between teachers and students. The conclusion of this research is SUTOMO 1 Elementary School chose to continue using the 2013 national curriculum because the school wanted to continue to provide maximum learning services to students even through online learning.*

**Keywords:** Learning Construction, Indonesian Language Learning, Online.

## **I. INTRODUCTION**

Online is an abbreviation or acronym that stands for in the network. Daring means online or refers to the term opening a virtual world. So when something is connected to the internet, we can call that object online. Nowadays online is becoming an increasingly relevant word because, during conditions like today, all learning activities are recommended to be carried out from home. Online learning is a teaching and learning activity carried out by utilizing technology and an internet connection. The online learning system is implemented through a Personal Computer (PC) or laptop connected to an internet network connection. Teachers carry out learning with students at the same time using various social media such as WhatsApp (WA), Google Classroom, Zoom, or other media. In this way, the teacher can ensure that students can still follow the lesson at the same time, even though in different places. Current online learning applied, done to suppress Covid-19 spread rates.

Implementation learning during the pandemic becomes learning with new methods and not conventional learning as before online learning has several obstacles, such as the availability of quotas that require quite a high cost for students and teachers to facilitate online learning needs, internet network connections that are not always good (especially in somewhat remote areas), the availability of time and the ability of parents to guide their children. in learning, and many other problems. Even though the change in the face-to-face learning system from face-to-face to online occurred suddenly, schools continue to seek various methods of renewal so that the learning process can run smoothly and students actively participate despite the Covid-19 pandemic. Based on the current situation and conditions, this research was conducted to determine the construction of online learning in the field of Indonesian language studies taught online to students during the pandemic in grade 2 elementary school students at Sutomo 1 Primary School, Medan.

## II. LITERATURE REVIEW.

### 2.1. Conceptual framework

The Covid-19 pandemic has changed learning methods in all parts of the world, including Indonesia. Learning that initially used the face-to-face method has now changed to face-to-face learning or better known as online. The application of online learning in schools requires a lot of preparation, namely good planning, implementation of online learning, and evaluation of student learning outcomes. School preparation in carrying out learning online includes many things including preparing an online learning schedule / Online RPP, choosing which digital platform to use, providing WEBINAR training to educators, and establishing clear communication with parents regarding online learning. The implementation of online learning is certainly not easy. Many obstacles arise from various parties, for example from the teacher, one of which is the teacher who has difficulty managing online learning and tends to focus on completing the curriculum. Parents, not all parents can accompany their children to study at home because they have to work. As for students, it is a lack of concentration in learning while online. Responding to these obstacles, the Minister of Education and Culture Nadiem Makarim stated that the government would implement a policy regarding the use of an emergency curriculum (under special conditions). Schools are given the flexibility to choose a curriculum that fits the learning needs of students. The education unit or school can choose one of three curriculum implementation options, namely:

- (a) Continue to use the 2013 national curriculum
- (b) Using emergency curriculum (under special conditions)
- (c) Simplify the curriculum independently.

The implementation of this emergency curriculum policy is valid during the 2020/2021 school year and will continue to apply even though the special conditions have ended. An emergency curriculum is a simplification of basic competencies that refers to the 2013 curriculum. In this emergency curriculum, there is a reduction in basic competencies for each subject and focuses on essential competencies and prerequisite competencies for continuing learning at the next level. Learning and assessment modules were also created to support the implementation of the emergency curriculum. The emergency curriculum is specific learning that can be done at home for PAUD and SD levels. However, schools are not required to follow the emergency curriculum.

This policy applies to schools that require learning methods from the 2013 Curriculum which are simpler in the hope that this emergency curriculum will facilitate the learning process during the pandemic. The purpose of implementing the emergency curriculum for teachers is the availability of a simple curriculum reference, reduced teaching load so that teachers can focus on essential and contextual education and learning, and improved teacher psychosocial welfare. While the goal for students is that students are not burdened with the demands of completing all curriculum achievements and can focus on essential and contextual education and learning so that students' psychosocial well-being increases. Then the goal for parents is to facilitate learning assistance at home and increase the psychosocial welfare of parents.

The objectives of the emergency curriculum for grade 2 elementary school include four competencies, namely

- 1) Spiritual attitude competence, namely Accepting and carrying out religious teachings which he adheres to.
- 2) Social attitude that is Show honest behavior, discipline, responsibility, polite, caring, and confidence in interact with family, friends, and teachers
- 3) knowledge, and
- 4) Skills.

Spiritual and social attitude competence can be achieved through indirect learning, namely exemplary, habituation and school culture by taking into account the characteristics of the subjects as well as the needs and conditions of students. The growth and development of attitude competence can also be carried out throughout the process learning takes place and can be used as a teacher's consideration in further

developing the character of students. Based on the Decree of the Head of the Agency for Research and Development and Books Number 018/H/KR/2020 concerning core competencies and basic competencies of 2013 curriculum lessons in early childhood education, basic education, and secondary education in the form of high school for special conditions,

## **2.2. Construction of Indonesian Language Learning Online (Online)**

Construction means to build, in the context of educational philosophy, Constructivism is an attempt to enforce the order modern cultural life (Budyastuti & Fauziati, 2021). Learning construction is a teaching and learning process that is carried out continuously for a student in finding and changing the information obtained so that an understanding of learning is formed. In education, theory is needed because with the development of theory, knowledge and experience will also continue to grow. There are many theories that are suitable for the development of the world of education, wrong One is constructivism theory (Suparlan, 2019) Constructivism learning theory is a learning theory that prioritizes creative thinking activities by creating and building from something that has been learned because it can spur the enthusiasm of students to always be active during learning.

The following is the definition of constructivism theory according to experts, namely:

### **1. Hill**

An act of creating a meaning through what is obtained from learning.

### **2. Shymansky**

Students are encouraged to be active and practice their own knowledge of learning materials, find out and solve new concepts and ideas by themselves through their own frame of mind.

### **3. Karli and Margareta**

Knowledge is built by students themselves based on experience and interaction with the surrounding environment after a cognitive conflict occurs.

### **4. Tobin and Timmons**

Constructivism learning includes four things, namely: one's prior knowledge, learning through experience, social interaction, and level of understanding.

### **5. Samsul Hadi.**

## **2.3. An activity to build the structure of modern cultured life.**

A Learning has an understanding of the process of interaction between students and the teaching and learning environment coordinated by the teacher (Handayani & Subakti, 2020). Learning can also be interpreted as a process of interaction that occurs between students and educators in a learning environment. Learning is also the guidance given by an educator in the process of acquiring knowledge and knowledge, mastering learning materials and forming character in students. Online learning is formal education that is taught remotely, without physical classrooms, where students and educators are in different places and not face to face, thus requiring an interactive telecommunications system to connect the two and the various resources needed in it. Currently due to the pandemic, distance learning does not only apply to students at the college level, but also high school students, junior high school students and even elementary school students. According to (Sourial et al., 2018), online learning is a learning system without meeting face to face, but using a platform to help the learning process. Described of (Handarini & Wulandari, 2020), online learning is a learning system that is carried out without meeting face to face, but using an online platform to help a learning process even though it is distanced. According to (Sadikin & Hamidah, 2020), online learning is learning that uses the internet network with accessibility, connectivity, flexibility and the ability to generate various types of learning interactions.

## **2.4. Online learning planning**

The essence of language learning is not only used to learn to communicate, but language is also used as a means to develop an individual's thinking ability. Therefore, learning Indonesian is directed at improving students' ability to communicate and think in Indonesian, both orally and in writing. This research was conducted for fully describes the construction of online learning in the field of Indonesian language

studies at SD Sutomo 1 school, Medan. In learning Indonesian, the Indonesian printed book media that is used as a reference also aims to make it easier for students to completely master the basic competencies in learning Indonesian. In this online learning period, teachers are required to be creative in presenting learning so that it remains interesting and can be understood and understood by these students. The printed books for online learning used by the Sutomo 1 SD TA 2020-2021 school are printed books published by Erlangga which were compiled by Dr. A Indradi and Rahmah Purwahida, M.Hum based on the 2013 curriculum (2016 revision).

### **2.5. Online Learning Method**

The online learning method actually existed long before the Covid-19 pandemic hit. For example in Indonesia itself, online learning has existed for a long time and has been carried out by several campuses, the Open University is one of the pioneers of distance education in Indonesia. Interaction in a narrow, and limited physical space, shifts the function of technology as a medium in supporting the learning process, becoming a primary component in the continuity of learning. During this Covid-19 pandemic, planning, implementation, evaluation of learning, communication-interaction, and administrative issues must be designed based on technology. This means that this is a new paradigm in education, therefore a re-orientation is needed from every element in the education system, including teachers who must strive, improve and develop their skills in maintaining the quality and existence of education in Indonesia, so as not to get carried away in the existing problems. In an effort to answer all the challenges and changes that occur during this pandemic, it is important to revitalize teacher competencies to be discussed, and actualized, especially in revitalizing literacy skills so that they are relevant to the needs during this Covid-19 pandemic. In simple terms, literacy can be defined as the human ability to read, write, and skill in certain fields. Online learning needs to be carefully planned to run effectively. Important things to consider when designing online learning are as follows:

### **III. METHOD OF RESEARCH.**

The location of the research was carried out at the Sutomo 1 Primary School in Medan, North Sumatra. A research was conducted using a qualitative approach with a descriptive method. This research method is a case study. The purpose of this study is to fully describe the online learning process in the field of Indonesian language studies at SD Sutomo 1 school, Medan.

The variables studied include online material and object of research, Analysis Online Learning in the Field of Indonesian Language Studies at SD Sutomo 1 Medan is teaching materials in online learning which include writing, reading, and listening. research subjects were taken as many as 9 people, namely 3 teachers who teach at the 2nd grade level of SD Sutomo 1, 3 parents whose children attend SD Sutomo 1, and 3 students who attend SD Sutomo 1 with the following information:

- Mrs. Ranti is 37 years old who has taught for 10 years
- Lady Lady is 34 years old teaching 11 years old
- Mrs. Erna is 54 years old teaching for 29 years
- Erlin's mother is 43 years old
- Minah's mother is 46 years old
- Roswita's mother is 40 years old
- Darren is 11 years old
- 11 year old violin
- Jasmine is 11 years old

The technique of determining the data is by using the Simple Random Sampling method, namely the taking of sample members from the population which is carried out randomly without regard to the strata that exist in the population.

(a) Research instrument

In qualitative research, the research instrument or tool is the researcher himself. Therefore, the researcher as an instrument must also be "validated" to what extent qualitative researchers are ready to conduct research which then goes into the field.

In qualitative research, the research design is still temporary and will develop in the field. Therefore, making humans as research instruments is the main choice.

according to (Sugiono, 2017) Qualitative researchers as human instruments, have the function of setting the focus of research, selecting informants as data sources, collecting data, assessing data quality, analyzing data, interpreting data, and making data conclusions based on their findings.

(b) timetable implementation time of data collection.

The online learning research period conducted at SD Sutomo 1, Medan lasts for 1 semester, starting from January 2021 to June 2021.

## IV. RESULT.

### 4.1. Observation and Documentation Results

Online learning activities are carried out to reduce the spread of Covid. To that end, the Ministry of Education and Culture has instructed an emergency competency policy for schools that need it. However, in this condition, the Sutomo 1 school chose not to implement the emergency competencies and continued to carry out ordinary competencies such as face-to-face learning, only the method of delivering material and teaching was different, namely online. Indonesian language learning conducted at SD Sutomo 1, Medan still refers to the lesson plans that have been prepared.

### 4.2. Process and Results of Online Learning Planning

Planning for learning Indonesian at SD Sutomo 1 uses Indonesian printed books as a reference which aims to make it easier for students to completely master basic competencies in learning Indonesian.



**Fig 1.** Cover Of Book Indonesian language

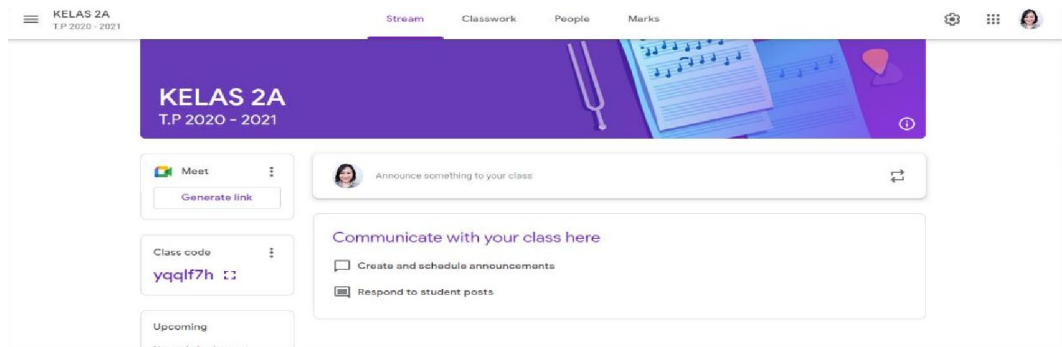
Figure 1 is a companion book for Indonesian language lessons for level 2 elementary school online learning used by Sutomo 1 level 2 elementary school is a printed book published by Erlangga compiled by Dr. A Indradi and Rahmah Purwahida, M.Hum based on the 2013 curriculum (2016 revision).

The next online learning plan is to arrange a balanced schedule of Teaching and Learning Activities (KBM) and the Learning Implementation Plan (RPP) is an important part so that weekly online learning plans run in a planned manner with time limits and subject matter content that does not burden students.

### 4.5. Process and Results of Implementation of Online Learning

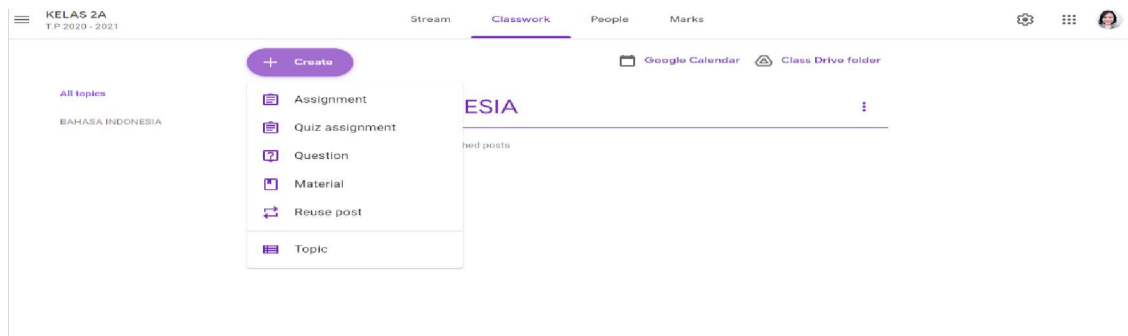
The implementation of online learning at SD Sutomo 1 uses several applications, namely Google Classroom, Google forms, ZOOM, and Whatsapp.





**Fig 2.** Example of Google Classroom Application

Figures 2 above is an example of the appearance of the Google Classroom application which is used as an online learning medium at the 2nd grade elementary school level in Sutomo 1 Medan. The class teacher, called the homeroom teacher, will create a class on the Google Classroom application and then fill in the data for the name of the teacher who teaches and the names of the students in the class he is teaching. The provision of learning materials is given in the form of power-points, learning videos, assignments, educational quizzes, games, as well as assessments in reading and speaking aspects for Indonesian subjects, all of which are done online through the application.



**Fig 3.** Online Learning application assignments Teacher

In Figures 3, the teacher can provide online learning materials in the form of assignments, quizzes, subject matter to students through the Google Classroom application. There are various options for posting in Google Classroom. Giving assignments or exams to students with a deadline determined by the teacher is posted in the assignment section. Giving this assignment has 2 options, namely by giving a value and without giving a value. The provision of teaching materials in the form of notes is given in the materials section. Questions are usually used by teachers to make students' daily attendance. From the research on the implementation of online learning at SD Sutomo 1, researchers found that online learning was very difficult for some groups. Many obstacles that occur both on the part of teachers, students and parents. This is because this is the first time this has happened. Many parties do not understand how they should implement it.

Although schools have held WEBINAR and training on the use of these online learning applications, in reality not all teachers are able to master the skills of using digital online learning platforms. At the start of online learning, some teachers must be accompanied and assisted by fellow teachers, household members, or relatives who are more familiar with using the platform. On the parents side, the problems that often arise are the limitations of devices that can be provided for each child who participates in online learning at the same time, network signal, and lack of knowledge of understanding children's lessons, as well as limited time for parents to accompany their children's online learning.

#### 4.6. Interview Results

From the research that has been carried out, the information sought by the researcher will be obtained.

**Table 1.** the results of the author's interviews with informants:

INFORMANT	QUESTION
TEACHER	How do you arrange learning materials that will be used in classroom learning?
	What learning resources do you use in teaching?
	How do you try to keep the class conducive during online learning activities?
	What do you do when there are students who are disorganized during the learning activities?
	How do you organize learning activities to 3WW make students active?
	Do you think that the learning materials delivered online can be fully understood by students?
	Do you think online learning is more effective than face-to-face learning? Explain why.
	Do the online learning materials that you do refer to the emergency curriculum (under special conditions) issued by the government?
PARENT	Do you agree with the current online learning program?
	In your opinion, how do you work at home today, which is certainly different from studying at school?
	What are the difficulties experienced by the father / mother when accompanying children to study at home?
	How do you feel about the delivery of material provided by the teacher during the online learning process?
	How about the time to accompany children to learn?
	In your opinion, are there any changes in children's attitudes after online learning?
	What are the advantages of online programs according to you?
	What about the expectations of parents while accompanying students to learn from home?
CHILDREN (STUDENT)	How do you study at home?
	What time are the online learning hours held every hour?
	How many children are taking online learning classes from home?
	How long does it take to study online?
	What do you need to do learning from home?

	Explain the advantages of studying from home in your opinion?
	Explain the disadvantages of studying from home in your opinion?
	If given a choice, is it better to study from home or study to go to school?

**Tables 2.** Text and interview results.answers from informants who work as teachers at SD Sutomo 1, Medan:

NAME	TRANSCRIPTION	ESSENCE
Ranti's mother	Through other learning books, educational videos, youtube and others.	Other learning books, educational videos, youtube
	Printed books, educational videos.	Printed books, educational videos
	Trying to convey learning in an interesting and not boring way.	Delivering in an interesting way
	Reprimand and remind the student to focus on learning.	rebuke
	Creating games, fairy tales, and educational quizzes related to learning.	Creating educational games, fairy tales and quizzes
	Don't fully understand.	Don't fully understand
	In my opinion, face-to-face learning is more effective because it is easier for students to focus and be interested.	Face-to-face learning is more effective
	Not.	Not exercising emergency competence

**Tables 3.** Based on the results of interviews with Mrs. Ranti as a teacher at SD Sutomo 1, compiling learning materials through learning books, educational videos and YouTube. In practice, trying to create a creative learning atmosphere so that students do not get bored quickly..

NAME	TRANSCRIPTION	ESSENCE
Lady	Looking for literature as a new teaching material as well as a comparison of teaching and learning methods that I have applied so far in order to explore the potential for better teaching.	Looking for new literature
	Literature, educational broadcasts, Kemendikbud learning sites, fairy tale videos, and website-based learning applications	Literature, educational broadcasts, the Ministry of Education and Culture website, videos, and learning websites
	Starting learning activities by praying to God Almighty, doing ice breaking, quizzes (evaluation) in an interactive way, and storytelling.	Melt the atmosphere so as not to be tense, give quizzes, and fairy tales
	I usually try to get the kids to refocus by trying to reprimand them in a positive way, praise them when they behave well, and change my teaching method to make it more interesting .	Inviting children to refocus
	Through interactive quizzes, illustrated stories, case studies, and through singing songs.	Provides quizzes, picture stories, case studies, and songs



	It all goes back to the readiness and expertise of the teacher in establishing good communication with students. When educators are able to become the center of attention of students, the teaching and learning process will run very well.	Teachers must be ready and skilled in establishing communication so that children stay focused
	Back again to the readiness and expertise of teachers in establishing good communication with students. When educators are able to become the center of attention of students, whatever the teaching and learning process, both online and face-to-face, will run very well.	If the teacher is able to attract students' attention to focus, then online learning can also be maximized like face-to-face.
	Not	Not exercising emergency competence

Learning in the network (online) is basically not much different from learning outside the network (offline) or what we are familiar with the term face-to-face. The only difference is the medium of delivery. Responding to conditions like this, the school has also prepared many things so that online learning can run and be carried out properly which includes the stages of preparation, implementation and evaluation. Preparation SD Sutomo 1 Medan, in carrying out online learning includes many things including preparing an online learning schedule / Online RPP, choosing what digital platform to use, providing WEBINAR training to educators, and establishing clear communication with parents regarding online learning. In planning online learning at SD Sutomo 1 Medan level, compiling a balanced online learning schedule is an important part. This is done with the aim that weekly online learning planning runs in a planned manner with time limits and subject matter content that does not burden students. During the implementation of online learning, there were several obstacles faced by the teachers related to internet quotas, the ability to use technology and online applications and other problems. To address these obstacles, the government has provided many solutions, including providing internet quota assistance and issuing an emergency curriculum to ease the burden on teachers, students, and parents during the pandemic.

In this case, schools are given the flexibility to choose a curriculum that suits the learning needs of students. And SD Sutomo 1, Medan chose to continue using the 2013 national curriculum because the school wanted to continue to provide maximum learning services to students even through online learning. Although this emergency curriculum can have a positive impact on both teachers, students, and also parents in reducing the burden during this difficult pandemic but in this emergency curriculum according to the Head of the Research and Development Agency and Books of the Ministry of Education and Culture there is a reduction in the number of basic competencies and core competencies for each subject. The number of omitted or combined coverages is even up to 70%, so it is far from the 2013 curriculum. This is what makes schools choose to continue implementing the 2013 curriculum. Moreover, this emergency curriculum is also optional. In the process of carrying out online learning, although there are many obstacles faced by the school, over time, WEBINAR continues to be held which is very helpful for teachers at Sutomo to continue to be able to innovate and follow the development of online learning technology. The main finding in this study is that in the online learning planning section, the rhythm of learning speed is the same in each class even though it is taught by different teachers. While the level of ability of each student is different in each class. Then at the stage of implementing online learning, it turned out to be very difficult for many parties to implement because they did not understand how they should implement it.

And the main finding of this research regarding the evaluation of online learning is the difficulty of measuring the level of honesty of students when doing assignments. Researchers found the possibility of students being accompanied during the process of working on evaluation questions given by the teacher. This causes the evaluation scores obtained and the actual abilities of students are not in line with their actual

abilities. What distinguishes this research from Journal research? The analysis of Online Learning during the Covid-19 pandemic at SD Duri Kepa 05 by Khoirul Anwar, et al, was the subject of the interview being only conducted on teachers who teach at SD Duri Kepa 05. Meanwhile, this study describes the results of interviews from 3 points of view. That is from the point of view of teachers, parents, and students regarding the planning, implementation, and evaluation of Indonesian online learning at SD Sutomo 1, Medan. The contribution of this research in the world of education is as an online learning literature enrichment at Sutomo 1 Elementary School, Medan. The novelty of this research lies in the depth of discussion of the construction of Indonesian language learning online at SD Sutomo 1, Medan which includes planning, implementation, and evaluation.

## V. CONCLUSION.

Based on the research on the construction of Indonesian learning online (online) conducted at the Sutomo 1 Elementary School in Medan, the researchers concluded that:

1. Online learning planning at SD Sutomo 1 includes preparation of online learning schedules / Online RPP, choosing a digital platform, providing WEBINAR training to teachers, and establishing clear communication with parents.
2. The implementation of online learning at SD Sutomo 1 experienced many obstacles, namely teachers who tended to focus on completing the curriculum, limited parents accompanying children to study at home, and lack of concentration in learning when learning online.
3. An online evaluation of Indonesian language learning conducted at SD Sutomo 1, was provided through ZOOM which includes language skills.

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