

## Teacher's Perception of the Online Learning Process at SD Inpres Tinggimae, Gowa Regency

Zarah Fratiwi Nur <sup>1)</sup>, Suardi <sup>2)</sup>, Kaharuddin <sup>3)</sup>

<sup>1)</sup> Elementary School Teacher Education Study Program Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar, Jl. Sultan Alauddin No.259, Makassar, Indonesia 90221

<sup>2)</sup> Sociology Education Study Program, Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar, Jl. Sultan Alauddin No.259, Makassar, Indonesia 90221

<sup>3)</sup> Postgraduate Sociology Education Study Program Universitas Muhammadiyah Makassar, Jl. Sultan Alauddin No.259, Makassar, Indonesia 90221

Corresponding Author: Zarah Fratiwi Nur, Email: [zarahfnur550@gmail.com](mailto:zarahfnur550@gmail.com)

---

**History:** Received 05/06/2022 | Revised 10/06/2022 | Accepted 25/07/2022 | Published 30/07/2022

---

**Abstract.** The main problems in this study are the teacher's perception of the online learning process at SD Inpres Tinggimae, problems faced by teachers during the online learning process at SD Inpres Tinggimae, and solutions to problems faced by teachers at SD Inpres Tinggimae. The type of research used in this study is a qualitative research using the mixed method concurrent embedded method. Data collection techniques carried out include: Observation, interviews, documents, and documentation. Data analysis techniques used are data collection, data reduction, data presentation, and drawing conclusions. The results of this study indicate that: (1) online learning is not going well because it has many obstacles and is also ineffective. Problems or obstacles faced by teachers during the online learning process are the absence of supporting facilities such as mobile phones, quotas, and internet networks. The solution to the problem is that students come to school to take assignments or learning materials, study with teachers, seek good network access, also use appropriate learning methods and create discussion forums for parents and teachers. Based on the results of this study, it can be concluded that online learning is not suitable for use at the elementary school level because basically the learning of elementary school children is still teacher-centered. Online learning makes learning objectives not achieved. In addition, there are many obstacles so that learning does not run well and is also effective.

---

**Keywords:** *Teacher's Perception; Learning; Online; Elementary School*

---

### INTRODUCTION

Currently, Indonesia is being hit by a disease caused by a virus called corona or known as covid-19 (Ayu et al., 2021). The COVID-19 pandemic has changed the social conditions in various countries, including Indonesia (Suardi et al., 2022). The Ministry of Education and Culture stipulates a regulation that education in Indonesia is still held, but with a different system, namely Study From Home (SFH) (Kemendikbud, 2013). The Ministry of Education and Culture encourages the implementation of the online teaching and

learning process (Hanifah Salsabila et al., 2020).

Some schools in Indonesia are used to implementing online learning, but on the other hand there are also schools that are implementing online learning for the first time (Ayu et al., 2021). At SD Inpres Tinggimae, online learning has been established since the government issued a circular. Teachers' perceptions of the online learning process vary. Online learning requires careful preparation. Preparations carried out such as mental readiness, preparation of learning devices, preparation of tools that support

learning, namely mobile phones, data quotas and internet networks, as well as preparation of material to be taught to students. This online learning is not effective because teachers cannot monitor students and students are also less able to focus on learning. In addition, learning from difficult to improve student learning outcomes, student skills and especially student character, as part of student academic achievement (Manda & Suardi, 2017). Improving learning outcomes is very important in learning (Suardi, 2017) (Kanji et al., 2018).

Character strengthening (Suardi & Muhajir, 2022) (Suardi & Nur, 2022) (Suardi, Nursalam, et al., 2020) (Nur et al., 2021) (Suardi et al., 2021) (Suardi & Muhajir, 2022) (Suardi & Nur, 2022) and evaluation of character education need to be carried out in the learning process in elementary schools (Kanji et al., 2020a) (Suardi et al., 2018) (Kanji et al., 2019) (Nursalam et al., 2020), which must be carried out by all school elements collaboratively (Suardi, Agustang, et al., 2020), both in curricular activities (Suardi et al., 2019) and other activities because, although character education in schools sometimes experiences obstacles (Kanji et al., 2020b), they can be anticipated. The existence of these limitations causes online learning to have many problems.

Problems that are often faced in schools that use online learning are students who have difficulty understanding the learning taught by

teachers, laptop facilities, cellphones that are difficult to provide by parents and large funding and lack of understanding of technology for students and teachers (Asridayanti & Sari, 2021).

Technology is assumed to be the application of scientific communication principles to produce a material item in order to present the effectiveness and efficiency of the communication process. The development of technology in the era of globalization is increasing, the increase in using this technology is influenced by the development of information and communication technology (Rohmat et al., 2021). learning media technology, including: zoom meeting applications, WhatsApp, Telegram, and E-learning (Israpil & Suardi, 2021) or media based on local wisdom (Suardi & Syarifuddin, 2018). Technology plays a role in online learning as a learning tool to help the learning process and facilitate learning activities between teachers and students (Hanifah Salsabila et al., 2020). Technology can facilitate all needs in the teaching and learning process (Hanifah Salsabila et al., 2020). That way technology becomes the most important part in helping the online learning process.

Online learning is the use of the internet network in the online teaching and learning process. Online learning is called E-learning or online learning (Khotijah et al., 2021). Technology as a support for the implementation of online learning during this

pandemic includes the zoom application, google meet, whatsapp, edmodo, youtube, google classroom and many others (Khotijah et al., 2021), classroom one of which is very good as a learning media (Suardi & Nursalam, 2020). Although there are many applications that support the implementation of online learning in its implementation, there are still difficulties that hinder the learning process. Some of the obstacles that occur during online learning include the lack of readiness of human resources, the lack of facilities that support the online learning process, especially technology support and internet networks (Safitri et al., 2021).

This condition is in accordance with what happened in the field of SD Inpres Tinggimae, some teachers still have limited technological abilities. The teacher stutters in using various applications such as zoom and google meet in the online learning process. The unpreparedness of teachers in dealing with technological changes includes the low ability of teachers to master technology (Asridayanti & Sari, 2021). Based on interviews with SD Inpres Tinggimae teachers, the conditions are not ideal regarding online learning because there are still some teachers who do not understand and are proficient in the use of various applications for the online learning process. In addition, not all parents understand how to use Android itself and the limitations of internet quota.

Based on the researcher's initial observations and interviews with classroom teachers at SD Inpres Tinggimae on January 19, 2022 that teachers at SD Inpres Tinggimae have implemented online learning since the outbreak of COVID-19. The online learning process is carried out through the whatsapp, classroom, and zoom applications. However, in practice there are still many obstacles experienced by students so that learning does not take place optimally. The obstacles experienced include: (1) inadequate network, (2) parents' economic ability, (3) parental support or guidance is still very minimal, (4) students tend to get bored quickly, and (5) based on observations of learning with parental assistance at home, students are more spoiled and tend to be lazy to do assignments.

It is known that in the implementation of online learning that has taken place at SD Inpres Tinggimae, the majority of elementary school students do not understand the material that has been given, so parents need to explain again. Sometimes it is not the students who learn but their parents. From the obstacles mentioned above, there are several reasons that cause obstacles in online learning to appear. Here the role of parents is also needed, mostly almost all parents of students who work in the morning cause students to fall behind and pay less attention to school. Because of this online learning the teacher cannot pay attention or supervise directly, it is different when offline learning gets direct supervision from the

teacher. Teachers also find it difficult to provide an understanding of learning to students through online processes, network disturbances often occur, making what the teacher explains is not clearly heard by students and not understood by students, the interaction between teachers and students during the online learning process is not optimal.

Based on the aspect of school needs, SD Inpres Tinggimae has facilitated the school with wifi so that teachers do not experience problems when learning online. But there are also some teachers who do online learning at home. From the aspect of learning materials, the teacher only sends assignments in the classroom and sends learning videos. The solution to this problem is that due to the different economic conditions of students and also parents of students who do not have cellphones, the teacher asks parents of students to come to school to take student assignments and collect student assignments then the teacher also gives learning books directly to the children. child.

Previous studies that discussed teacher perceptions of the online learning process have been carried out by several researchers including based on the latest data: (1) (Satrianingrum & Prasetyo, 2020) regarding "Teachers' Perceptions of the Learning Process in PAUD", (2) (Stofiana, 2021) regarding "Indonesian Language Teachers' Perceptions About Online Learning Due to the Impact of

the Covid-19 Pandemic at Baubau State Junior High School, (3) (Khotijah et al., 2021) regarding "Analysis of Teacher Perceptions in the Implementation of Online Learning in Elementary Schools"

The difference between the previous research and the research that will be conducted is that the previous research discussed the teacher's perception of special learning such as learning Indonesian while the researcher discussed learning in general. The previous researcher discussed the teacher's perception of the SMP and PAUD levels, while the researcher discussed the SD level. The previous researcher took the subject of students and teachers while the researcher took the subject of focus to the teacher. In previous studies, the methods used were mostly qualitative with a descriptive approach, while the researchers used mix-methods

Based on the description above, the researchers were encouraged to conduct research with the title "Teachers' Perceptions of the Online Learning Process at SD Inpres Tinggimae". This is done by researchers to reveal and find out the opinions and assessments of teachers on online learning that has been outlined by the government.

## RESEARCH METHODS

This study uses mixed research methods (J. W. Creswell, 2017) (W. J. Creswell, 2013). Mixed methods are combining quantitative methods and qualitative methods in a study or

research program, and in a critical review of reality (Andi Agustang, 2021). This research combines positivistic and post-positivistic paradigms (Nursalam et al., 2016). Mixed methods concurrent embedded is a research method that combines the use of qualitative and quantitative research methods simultaneously or together but the weight of the method is different (Sugiyono, 2011). Concurrent embedded designs (unbalanced mix) mix the two methods disproportionately. In one research activity 70/80/90% used quantitative methods and 30/20/10% used qualitative methods or vice versa. The above method is used at the same time, but independently to answer similar problem formulations. In this research, the stages to be carried out are starting from the preparation stage, the implementation stage and finally the completion stage with the report preparation stage.

The main qualitative instrument is the researcher himself as an observer and researcher. So starting from planning, collecting and analyzing data as well as writing research reports, all of this was done by researchers using checklist tools, observation guidelines, interview guidelines, documentation sheets, photo or video cameras and recording devices. While the quantitative research instrument used is using a questionnaire via google form.

Data analysis uses qualitative data analysis proposed by Miles and Huberman

(Sugiyono, 2015) which consists of stages of data reduction, data presentation, and data verification. Quantitative data analysis, namely data management, is an activity of analyzing data after the sources have been collected, consisting of questionnaire verification, questionnaire data tabulation and questionnaire data percentage.

The validity/validity of the data in this study focuses more on the credibility test. Credibility testing in qualitative research can be done through extended observations, increased persistence, triangulation, discussions with colleagues, negative case analysis and member checks. The validity of the data in this study, the researchers only used source triangulation and method triangulation by considering time, effort, cost and access. While the data obtained quantitatively, in conducting the validity test. Validity test to measure whether or not a questionnaire is valid to measure what you want to measure accurately.

## DISCUSSION

### Teacher's Perception of the Online Learning Process at SD Inpres Tinggimae

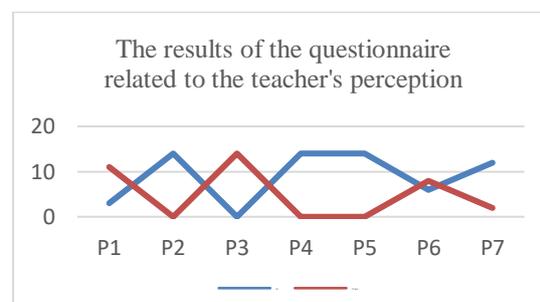


Figure 4.1 The results of the questionnaire related to the teacher's perception

Based on the results of the questionnaire related to teacher perceptions that have been filled out by 14 teachers, it shows that 78.6% or 11 of the 14 respondents answered that online learning did not go well, 100% or 14 of the 14 respondents answered that online learning had problems, 100% or 14 people from 14 respondents answered that online learning was not effective. Although not effective, the applications used by teachers such as whatsapp, classroom, and zoom are very helpful because they are online learning media, 100% or 14 of the 14 teacher respondents prefer face-to-face learning compared to online learning, this online learning has a positive impact of 42,9% or 6 people from 14 respondents and a negative impact of 85.7% or 12 people from 14 respondents.

Online learning that was carried out during this pandemic did not go well because learning was not optimal so that the learning objectives could not be conveyed properly. In addition, during online learning, student learning is also decreasing. Agree with the results of research (Putria et al., 2020) which says online learning is not going well, especially for elementary school age children because learning is carried out online, the teacher also does not feel optimal in providing learning materials so that the material is incomplete and the use of learning media in online learning is also not optimal. The results of the study (Kristina et al., 2020) also

revealed that students' enthusiasm for learning during the online learning process decreased compared to face-to-face learning. The results of research (Anggianita et al., 2020) which say that online learning is not suitable for use at the elementary school level because basically the learning of elementary school children is still teacher-centered.

Online learning conducted at SD Inpres Tinggimae did not run effectively because students did not understand the learning material presented. In addition, children are lazy in doing assignments, sometimes parents do their work. The results of the study (Khotijah et al., 2021) that online learning is not effective because it makes it difficult for students to understand the material taught by the teacher during online learning. The results of the study (Fadhilaturrehmi et al., 2021) that distance learning carried out is not effective because with distance learning the teacher cannot know the extent of the students' abilities in learning. Every task given by the teacher does not know who is doing the task. Students are more often lazy in learning and doing the assigned tasks. The results of the study (Sutarna et al., 2021) that it is not uncommon for parents to do their children's tasks for the sake of completing their child's assignments. The results of the study (Astuti, 2021) which show that the level of effectiveness of online learning during the COVID-19 pandemic is 39.6%, meaning that it is in the low category.

Technology acts as a medium in the interaction between educators and students in the implementation of online learning. In addition, technology also plays a role in facilitating educators to deliver learning materials so that learning continues even though it is not done face-to-face (Hanifah Salsabila et al., 2020). The online applications used by teachers are using whatsapp, google classroom, and zoom. This online learning application is very helpful in online learning. The results of the study (Anugrahana, 2020a) that online learning applications were the first choice, namely WhatsApp as much as 100%. The results of the study (Puspita et al., 2020) online learning carried out by teachers during covid 19 was by utilizing online applications such as whatsapp, google form, zoom, google meet and others. This application is very helpful for teachers during the online learning process. Agree with the results of research (Putri & Suyadi, 2021) which says online applications make learning easier. These applications include zoom, google meet, whatsapp, google form, youtube, and google classroom.

Face-to-face learning is more effective than online learning because online learning makes it difficult for teachers to explain the material and teachers find it difficult to monitor students. The results of the study (Fadhilaturrehmi et al., 2021) which said that distance learning was not satisfactory to do because distance learning was not face-to-face

with students. The results of the study (Widyaningsih, 2020) said that a lot of material could not be conveyed because it was more suitable to be delivered face-to-face. The results of the study (Rizal, RM, Sanapiah, S, 2020) which said that teachers prefer to agree (S) with the highest number of 42% because teachers are dissatisfied with online learning but teachers must carry out online learning. According to (Indraningtyas et al., 2021) students understand better when learning face-to-face in the classroom because students and teachers can interact more freely in the classroom than learning online.

This online learning has both positive and negative impacts. The results of the study (Anggianita et al., 2020) said that the positive impact of online learning was time and cost efficiency in online learning. Students do not need to spend hours studying in class. This is in accordance with the results of research (Stofiana, 2021) which states that there are negative and positive impacts with the application of online learning in schools. However, the negative impact of online learning is more. The results of the study (Sutarna et al., 2021) which show that the negative impact is more prominent than the positive impact when undergoing online learning. Agree with the results of research (Fadhilaturrehmi et al., 2021) which says that distance learning has no advantages but distance learning is detrimental to parents and students.

### Problems Faced by Teachers During the Online Learning Process

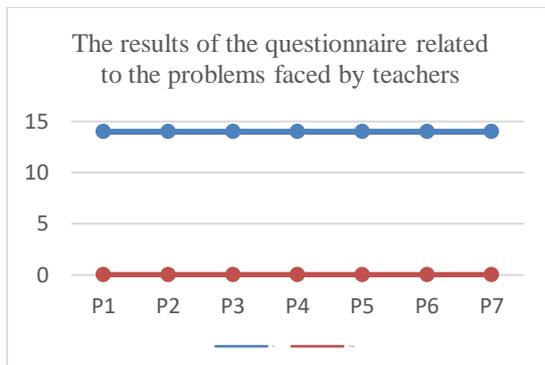


Figure 4.2 The results of the questionnaire related to the problems faced by teachers

Based on the results of a questionnaire related to the problems faced by teachers filled out by 14 teachers, it showed that 100% of respondents answered that students did not have mobile phones, internet quotas and internet networks were inhibiting factors in online learning. 100% of respondents answered that students' difficulties in understanding learning materials were also an inhibiting factor in online learning. 100% of respondents answered that students' learning conditions that were less conducive were also an inhibiting factor in online learning. 100% of respondents answered that students feel bored more quickly and are too late to be an inhibiting factor in online learning.

This online learning in its implementation experiences many obstacles that cause learning not to run optimally. The problem is that students do not have mobile phones, quotas and internet networks. The results of the study (Ayu et al., 2021) stated that the obstacles/lack in its implementation,

such as an unsupported network and limited facilities for online learning. The results of the study (Anggianita et al., 2020) stated that there was still a lack of supporting facilities and infrastructure such as android and quotas. (Rigianti, 2020) The obstacles experienced by teachers during online learning are learning applications, internet networks and devices. The results of the study (Putria et al., 2020) said that the problem was that not all students had cellphones.

Students have difficulty understanding the learning material is also an inhibiting factor in conducting online learning. Because the teacher only sends the material without explaining. The results of the study (Juliya & Herlambang, 2021) which said that students had difficulty in understanding the content of the material given by the teacher. This is in line with the results of research (Widyaningsih, 2020) which states that students have difficulty understanding learning materials because students' absorption of material is limited due to differences in students' intelligence levels. Also agree with the results of research (Fadhilaturrehmi et al., 2021) which says teachers have difficulty in conveying material to students because learning is not done face-to-face so that teachers do not know the extent of students' understanding.

A less conducive student learning environment is also an inhibiting factor in conducting online learning because of the lack of parental assistance during online learning.

(Fauzi, 2020) said that the surrounding environment can have an influence on online learning. (Fadhilaturrehmi et al., 2021) also said that not all students will be successful in online learning. This is due to the factors of the learning environment and the characteristics of students. Agree with the results of the study (Hanifah Salsabila et al., 2020) which said that the less conducive family social environment caused students to be unable to focus on learning. The results of the study (Anisa et al., 2021) stated that the learning environment was not conducive because not all parents of students accompanied their children in online learning at home because parents also had to work, so sometimes it was difficult to monitor students so that a less conducive learning atmosphere was created.

Students are bored and bored is also an obstacle when doing online learning. Because the duration of online learning is too long, it causes students to get bored quickly and experience fatigue. The results of the study (Juliya & Herlambang, 2021) which said that the duration of online learning that was too long could cause students to feel bored and experience physical burnout. (Anugrahana, 2020b) also revealed that many students experience boredom and boredom studying online, so that sometimes they answer questions carelessly. A number of students become bored, lazy and bored with online learning and vent by playing a lot and becoming addicted to gadgets (Arifin &

Sukati, 2020). In addition, (Ayu et al., 2021) said that students tend to feel bored quickly, because there are no peers who are invited to work together and play together at home.

### Solutions to Problems Faced by Teachers During the Online Learning Process

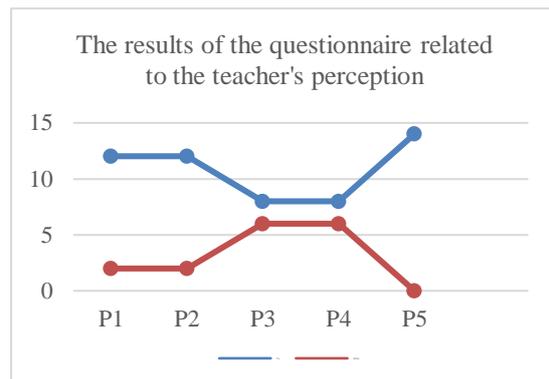


Figure 4.3 Solutions related to problems faced by teachers

Based on the results of the questionnaire related to problem solutions filled out by 14 teachers, it showed that 85.7% or 12 of the 14 respondents chose students to come to school to take learning books, teachers gave additional time, students came to school to collect assignments, which is one solution to these problems. Judging from the results of the questionnaire, it showed that 85.7% or 12 of the 14 respondents chose that students were told to come to school to study with the teacher as a solution to this problem. Judging from the results of the questionnaire, it showed that 57.1% or 8 of the 14 respondents chose students to learn through social media such as the internet and youtube as a solution to this problem. Judging from the results of the questionnaire, it showed that 57.1% or 8 of the

14 teachers chose teachers using appropriate learning methods during the online learning process to be a solution to these problems. Judging from the results of the questionnaire, it showed that 100% or 14 of the 14 respondents chose teachers to create a discussion forum for parents and teachers to be a solution to these problems.

Students who do not have supporting facilities, the teacher asks students to come to school to pick up learning books or learning materials. The results of the study (Purwasih & Elshap Safitri, 2021) which say that the solution given by the school or teacher is that the teacher provides assignments and printed materials for students to take to school. In line with the results of research (Puspita et al., 2020) which states that subject teachers are tasked with making modules (teaching materials) that are in accordance with the material to be studied by students, making worksheets that are easily understood by students in doing assignments. In addition, students are also expected to be able to find a good network place so that students can participate in learning well.

For students who have difficulty in understanding the learning material, students are asked to come to study with the teacher. The results of the study (Khotijah et al., 2021) which states that if there is still no change from the students, the teacher calls the students and parents to come to school to be given an explanation again and give the same task

related to material that they still do not understand. Students learn through social media, the internet and youtube, which is also one solution to this problem because it can help students learn during online learning. The research journal (Warista, 2011) states that students can use technology or the internet as a learning resource.

The use of appropriate learning methods can also be a solution to these problems. The results of the study (Juliya & Herlambang, 2021) stated that the importance of a teacher in choosing the right learning method during online learning. Although learning is carried out online, the learning process must still make students active objects during learning. Creating discussion forums and collaborating with parents is a solution to these problems because by having discussions with parents, parents can understand children's learning. The results of the study (Juliya & Herlambang, 2021) stated that it was important to maintain communication between teachers and parents in monitoring the student learning process. (Purwanto et al., 2020) communication between teachers and schools with parents must be established smoothly.

## CONCLUSION

Based on the research that has been done, it can be concluded that the teacher's perception of the online learning process at SD Inpres Tinggimae is not going well because it has many obstacles and is also ineffective.

Problems or obstacles faced by teachers during the online learning process are the absence of supporting facilities such as mobile phones, quotas, and internet networks. The solution to the problem is that students come to school to take assignments or learning materials, study with teachers, seek good network access, also use appropriate learning methods and create discussion forums for parents and teachers.

## REFERENCES

- [1] Andi Agustang. (2021). *FILOSOFI RESEARCH DALAM UPAYA PENGEMBANGAN ILMU No Title* (Vol. 2). Multi Global. <https://osf.io/preprints/9n6za/>
- [2] Anggianita, S., Yusnira, & Rizal, M. S. (2020). Persepsi Guru terhadap Pembelajaran Daring di Sekolah Dasar Negeri 013 Kumantan. *Journal of Education Research*, 1(2), 177–182. <https://doi.org/10.37985/joe.v1i2.18>
- [3] Anisa, R. J., Jana, P., & Marsiyam. (2021). Persepsi Guru Matematika Terhadap Pembelajaran Dalam Jaringan (Daring). *Jurnal Program Studi Pendidikan Matematika Volume 10, No. 4, 2021*, 2119–2128, 10(4), 2119–2128.
- [4] Anugrahana, A. (2020a). Hambatan, Solusi dan Harapan: Pembelajaran Daring Selama Masa Pandemi Covid-19 Oleh Guru Sekolah Dasar. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 10(3), 282–289. <https://doi.org/10.24246/j.js.2020.v10.i3.p282-289>
- [5] Anugrahana, A. (2020b). Hambatan , Solusi dan Harapan : Pembelajaran Daring Selama Masa Pandemi Covid-19 Oleh Guru Sekolah Dasar. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 10(3), 282–289.
- [6] Arifin, A. S., & Sukati. (2020). Persepsi Guru Madrasah Ibtidaiyah Terhadap Pembelajaran Daring Selama Program Belajar Dari Rumah (BDR) di Masa Pandemi Covid-19. *LITERASI (Jurnal Ilmu Pendidikan)*, 11(2), 150. [https://doi.org/10.21927/literasi.2020.11\(2\).150-158](https://doi.org/10.21927/literasi.2020.11(2).150-158)
- [7] Asridayanti, & Sari, R. (2021). Problematika Pembelajaran Daring Masa Pandemi Covid-19. *At-Tarbawi: Jurnal Pendidikan, Sosial Dan Kebudayaan*, 8(2), 146–151. <https://doi.org/10.32505/tarbawi.v8i2.2527>
- [8] Astuti, M. (2021). Analisis Efektifitas Pembelajaran Daring di Sekolah Dasar Pada Abstrak Analysis of The Effectiveness of Online Learning At Elementary Schools During Pandemic Covid-19 Abstract. *Journal of Integrated Elementary Education*, 1(1), 49–58.
- [9] Ayu, S., Rukayah, & Rachman, S. A. (2021). Persepsi Guru Kelas Terhadap Pembelajaran Daring di SD Negeri 100 Melle. *Jurnal Pendidikan & Pembelajaran Sekolah Dasar*, 1(2).
- [10] Creswell, J. W. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage publication. <http://en.bookfi.net/book/1119284>
- [11] Creswell, W. J. (2013). *Research Design Pendekatan Kualitatif, Kuantitatif dan Mixed*. Pustaka Pelajar.
- [12] Dewi, T. M., Dirneti, & Yuliandari, R. S. N. (2021). Persepsi Guru Terhadap Pelaksanaan Pembelajaran Secara Daring ( Online ) Di SDN 003 Karimun Ta. 2020 / 2021. *Jurnal Pendidikan MINDA*, 3(1), 19–31.
- [13] Fadhilaturrahmi, Ananda, R., & Yolanda, S. (2021). Persepsi Guru Sekolah Dasar terhadap Pembelajaran Jarak Jauh di Masa Pandemi Covid 19. *Jurnal Basicedu*, 5(3), 1683–1688. <https://doi.org/10.31004/basicedu.v5i3.1187>
- [14] Fauzi, M. (2020). Strategi Pembelajaran Masa Pandemi Covid-19. *Al-Ibrah*, 2(2), 121–145.
- [15] Hanifah Salsabila, U., Irna Sari, L., Haibati Lathif, K., Puji Lestari, A., & Ayuning, A. (2020). Peran Teknologi Dalam Pembelajaran Di Masa Pandemi Covid-19. *Al-Mutharahah: Jurnal Penelitian Dan Kajian Sosial Keagamaan*, 17(2), 188–198. <https://doi.org/10.46781/al-mutharahah.v17i2.138>
- [16] Indraningtyas, S., Dharmayanti, W., &

- Sastrosupadi, A. (2021). Pengaruh Model Pembelajaran Luring dan Daring Terhadap Prestasi Belajar Siswa Metta School. *PERSPEKTIF Ilmu Pendidikan*, 35(2), 105–113.
- [17] Israpil, & Suardi. (2021). The Innovation and Creativity of Religious Moderation Learning Through Sociology Learning and Pancasila and Citizenship Education in Public Schools and Madrasas Gorontalo City. *JED (Jurnal Etika Demokrasi)*, 6(2), 232–242. <https://doi.org/https://doi.org/10.26618/jed.v6i1.4692>
- [18] Juliya, M., & Herlambang, Y. T. (2021). Analisis Problematika Pembelajaran Daring dan Pengaruhnya Terhadap Motivasi Belajar Siswa. *Genta Mulia*, XII(1), 281–294.
- [19] Kanji, H., Amin, B., Syakur, A., & Suardi, S. (2018). PENINGKATAN HASILBELAJAR BAHASA INDONESIA MELALUI MODEL PEMBELAJARAN KOOPERATIF TIPE NUMBERED HEADS TOGETHER. *JRPD (Jurnal Riset Pendidikan Dasar)*, 1(1), 25–33. <https://doi.org/10.26618/jrpd.v1i1.1236>
- [20] Kanji, H., Nursalam, N., Nawir, M., & Suardi. (2020a). INTEGRATION OF SOCIAL CARE CHARACTERS AND MORAL INTEGRATIF ON SOCIAL SCIENCE LESSONS IN ELEMENTARY SCHOOL. *AL-ISHLAH: Jurnal Pendidikan*, 12(2), 413–427. <https://doi.org/10.35445/alishlah.v12i2.260>
- [21] Kanji, H., Nursalam, Nawir, M., & Suardi. (2019). Model Integrasi Pendidikan Karakter dalam Pembelajaran Ilmu Pengetahuan Sosial di Sekolah Dasar. *Jurnal Pendidikan Dasar Perkhasa*, 5(2), 104–115. <https://doi.org/10.31932/jpdp.v5i2.458>
- [22] Kanji, H., Nursalam, Nawir, M., & Suardi. (2020b). Supporting and Inhibiting Factors of Character Education in Learning Social Studies at Primary Schools. *JED (Journal of Etika Demokrasi)*, 5(1), 1–14. <https://doi.org/10.26618/JED.V5I1.2966>
- [23] Kemendikbud. (2013). Permendikbud RI Nomor 109 Tahun 2013. *Permendikbud Nomor 109 Tahun 2013*, 1–8.
- [24] Khotijah, S., Rahayu, D. W., Nafiah, N., & Hartatik, S. (2021). Analisis Persepsi Guru dalam Pelaksanaan Pembelajaran Daring Di Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 3(5), 2834–2846.
- [25] Kristina, M., Sari, R. N., & Nagara, E. S. (2020). Model pelaksanaan pembelajaran daring pada masa pandemi covid 19 di provinsi lampung. *JURNAL IDAARAH*, IV(2), 200–209.
- [26] Manda, D., & Suardi, S. (2017). Status Sosial Orang Tua dan Prestasi Akademik Siswa. *Equilibrium: Jurnal Pendidikan*, 4(2), 194–202. <https://doi.org/10.26618/equilibrium.v4i2.501>
- [27] Nur, R., Suardi, Nursalam, & Kanji, H. (2021). Integrated Model of Character Education Development Based on Moral Integrative to Prevent Character Value Breaches. *AL-ISHLAH: Jurnal Pendidikan*, 13(1), 107–116. <https://doi.org/10.35445/alishlah.v13i1.272>
- [28] Nursalam, Nawir, M., Suardi, & Kanji, H. (2020). *MODEL PENDIDIKAN KARAKTER PADA MATA PELAJARAN ILMU PENGETAHUAN SOSIAL DI SEKOLAH DASAR* (Vol. 1). CV. AA. RIZKY. [https://books.google.co.id/books?hl=id&lr=&id=8tUKEAAAQBAJ&oi=fnd&pg=PA63&dq=buku+suardi+nursalam+pendidikan+karakter&ots=1A--g2fQs4&sig=zVhj4kYePdGJVf09G4I9nxFs-H4&redir\\_esc=y#v=onepage&q=buku+suardi+nursalam+pendidikan+karakter&f=false](https://books.google.co.id/books?hl=id&lr=&id=8tUKEAAAQBAJ&oi=fnd&pg=PA63&dq=buku+suardi+nursalam+pendidikan+karakter&ots=1A--g2fQs4&sig=zVhj4kYePdGJVf09G4I9nxFs-H4&redir_esc=y#v=onepage&q=buku+suardi+nursalam+pendidikan+karakter&f=false)
- [29] Nursalam, Suardi, & Syarifuddin. (2016). *Teori Sosiologi Klasik, Modern, Posmodern, Saintifik, Hermeneutik, Kritis, Evaluatif dan Integratif* (Muhammad A). Writing Revolution.
- [30] Purwanto, A., Pramono, R., Asbari, M., Santoso, P. B., Wijayanti, L. M., Choi, C. H., & Putri, R. S. (2020). Studi Eksploratif Dampak Pandemi COVID-19 Terhadap Proses Pembelajaran Online di Sekolah Dasar. *EduPsyCouns: Journal of Education, Psychology and Counseling*, 2(1), 1–12.
- [31] Purwasih, R., & Elshap Safitri, D. (2021). Belajar Bersama Covid-19: Rievew Impelentasi, Tantangan, dan Solusi

- Pembelajaran Daring pada Guru-Guru SMP. *AKSIOMA: Jurnal Program Studi Matematika*, 10(2), 940–950.
- [32] Puspita, D., Putri, E., & Tarbiyah, F. (2020). Implementasi Pembelajaran Daring dan Luring Saat Pandemi Covid 19. *EDUGAMA: Jurnal Kependidikan Dan Sosial Keagamaan Vol.6*, 6(01), 111–120. <https://doi.org/10.32923/edugama.v6i1.1326>
- [33] Putri, R. D. P., & Suyadi. (2021). Problematika Pembelajaran Daring dalam Penerapan Kurikulum 2013 Tingkat Sekolah Dasar. *Jurnal Basicedu*, 5(5), 3912–3919. <https://doi.org/10.31004/basicedu.v5i5.1442>
- [34] Putria, H., Maula, L. H., & Uswatun, D. A. (2020). Analisis Proses Pembelajaran dalam Jaringan (DARING) Masa Pandemi Covid-19 Pada Guru Sekolah Dasar. *Jurnal Basicedu*, 4(4), 861–870. <https://doi.org/10.31004/basicedu.v4i4.460>
- [35] Rigianti, H. A. (2020). Kendala Pembelajaran Daring Guru Sekolah Dasar di Kabupaten Banjarnegara. *Elementary School*, 7, 297–302.
- [36] Rizal, R M, Sanapia, S, K. A. (2020). Persepsi Guru SDN 4 Teros Terhadap Pembelajaran Daring Di Masa Pandemi COVID-19. *JPIIn: Jurnal Pendidik Indonesia*, 3(2), 36–41.
- [37] Rohmat, D. R. S., Suryana, Y., & Respati, R. (2021). Persepsi Guru Sekolah Dasar Terhadap Pembelajaran Online di Kecamatan Bojongsambir. *Edukatif: Jurnal Ilmu Pendidikan*, 3(4), 1745–1756.
- [38] Safitri, R. A., Megantara, B. A., Saadah, A. M., Widyawati, I. O., Budiarto, K. D., & Darmadi. (2021). Analisis Problematika Pembelajaran Matematika di Sekolah Menengah Pertama dalam Pembelajaran Daring. *JPdK(Jurnal Pendidikan Dan Konseling)*, 3(2), 81–84. <https://doi.org/10.31004/jpdK.v3i2.1799>
- [39] Satrianingrum, A. P., & Prasetyo, I. (2020). Persepsi Guru Dampak Pandemi Covid-19 terhadap Pelaksanaan Pembelajaran Daring di PAUD. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 633. <https://doi.org/10.31004/obsesi.v5i1.574>
- [40] Stofiana, T. (2021). Persepsi Guru Bahasa Indonesia Tentang Belajar Daring Akibat Dampak Pandemi Covid-19 di SMP Negeri 12 Baubau. *JEC (Jurnal Edukasi Cendikia)*, 5(1), 44–54.
- [41] Suardi. (2017). Peningkatan Hasil Belajar Sosiologi Pokok Bahasan Interaksi Sosial Melalui Metode Diskusi pada Siswa Kelas X MA. Muhammadiyah Panaikang Kecamatan Bissappu Kabupten Bantaeng. *Jurnal Etika Demokrasi Pendidikan Pancasila Dan Kewarganegaraan*, II(1), 2339–2401. <https://doi.org/10.26618/JED.V2I1.1145>
- [42] Suardi, Agustang, A., & Sahabuddin, J. (2020). MODEL KOLABORASI SOSIAL PENDIDIKAN KARAKTER DI SEKOLAH SWASTA KECAMATAN BISSAPPU KABUPATEN BANTAENG. *PROSIDING SEMINAR DAN DISKUSI PENDIDIKAN DASAR*, 1–11. <http://journal.unj.ac.id/unj/index.php/psdpd/article/view/17769>
- [43] Suardi, & Nursalam. (2020). Penerapan Model Pembelajaran Saintifik Approach Berbasis Media Classroom. *Indonesian Journal of Sociology, Education, and Devolpment*, 2(2), 88–97. <https://doi.org/https://doi.org/10.52483/ijesd.v2i2.32>
- [44] Suardi, Nursalam, & Hasnah, K. (2021). The Integration Model of the Development of Student Religious Character Education Based on Integrative Morals in Higher Education. ... (*Journal of Etika Demokrasi*), 6(1), 149–162. <https://jurnal.unismuh.ac.id/index.php/jed/article/view/4692>
- [45] Suardi, Nursalam, & Kanji, H. (2020). *PENGUATAN PENDIDIKAN KARAKTER: BERBASIS INTEGRATIF MORAL DI PERGURUAN TINGGI* (Vol. 1). CV. AA. RIZKY. [https://books.google.co.id/books?hl=id&lr=&id=DOADEAAAQBAJ&oi=fnd&pg=PA1&dq=buku+suardi+nursalam+pendidikan+karakter&ots=aLlIdBe9Ue3&sig=oMu7hsupROIXcDncIso8Ldgl\\_Oc&redir\\_esc=y#v=onepage&q=buku+suardi+nursalam+pendidikan+karakter&f=false](https://books.google.co.id/books?hl=id&lr=&id=DOADEAAAQBAJ&oi=fnd&pg=PA1&dq=buku+suardi+nursalam+pendidikan+karakter&ots=aLlIdBe9Ue3&sig=oMu7hsupROIXcDncIso8Ldgl_Oc&redir_esc=y#v=onepage&q=buku+suardi+nursalam+pendidikan+karakter&f=false)
- [46] Suardi, S., Herdiansyah, H., Ramlan, H., & Mutiara, I. A. (2019). Implementasi

- Pendidikan Karakter Melalui Mata Pelajaran Pendidikan Kewarganegaraan di SMA Jaya Negara Makassar. *JED (Jurnal Etika Demokrasi)*, 4(1), 22–29. <https://doi.org/10.26618/jed.v4i1.1983>
- [57] Suardi, S., Megawati, M., & Kanji, H. (2018). Pendidikan Karakter di Sekolah (Studi Penyimpangan Siswa di Mts Muhammadiyah Tallo). *JED (Jurnal Etika Demokrasi)*, 3(1), 75–84. <https://doi.org/10.26618/jed.v3i1.1979>
- [48] Suardi, S., & Muhajir, M. (2022). Strengthening Character Through Character Habitus in Students of the Sociology Education Study Program and Pancasila and Citizenship Education. *JED (Jurnal Etika Demokrasi)*, 7(2), 319–327. <https://doi.org/10.26618/jed.v>
- [49] Suardi, S., & Nur, S. (2022). Strengthening Character In The Teaching Campus Program At The Jaya Negara Elementary School, City Of Makassar. *JED (Jurnal Etika Demokrasi)*, 7(1), 28–37. <https://doi.org/10.26618/jed.v7i1.6554>
- [50] Suardi, S., Ramlan, H., & Reskiana, K. (2022). Kondisi Sosial Ekonomi Masyarakat Buruh Industri Menghadapi Pandemi Covid-19 di Kota Makassar. *Aksiologi: Jurnal Pendidikan Dan Ilmu Sosial*, 2(2), 82–93. <https://doi.org/10.47134/aksiologi.v2i2.88>
- [51] Suardi, & Syarifuddin. (2018). Penerapan Model Pembelajaran Sainifik Approacd Berbasis Media Pembelajaran Kearifan Lokal pada Mata Kuliah Dasar-Dasar Sosiologi dalam Membangun Karakter dan Meningkatkan Hasil Belajar Mahasiswa Pendidikan Sosiologi Universitas Muhammadiyah Makassar. *JED (Jurnal Etika Demokrasi)*, 3(2), 75–85. <https://doi.org/10.26618/jed.v3i2.1627>
- [52] Suardi, S., & Muhajir, M. (2022). Strengthening Character Through Character Habitus in Students of the Sociology Education Study Program and Pancasila and Citizenship Education. *JED (Jurnal Etika Demokrasi)*, 7(2), 319–327.
- [53] Suardi, S., & Nur, S. (2022). Strengthening Character In The Teaching Campus Program At The Jaya Negara Elementary School, City Of Makassar. *JED (Jurnal Etika Demokrasi)*, 7(1), 28–37.
- [54] Sugiyono. (2011). *Metode penelitian kombinasi (mixed methods)*. Alfabeta.
- [55] Sugiyono. (2015). *METODE PENELITIAN KUANTITATIF, KUALITATIF DAN R & D*. Alfabeta.
- [56] Sutarna, N., Acesta, A., Cahyati, N., Giwangsa, S. F., Iskandar, D., & Harmawati, H. (2021). Dampak Pembelajaran Daring terhadap Siswa usia 5-8 tahun. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(1), 288–297. <https://doi.org/10.31004/obsesi.v6i1.1265>
- [57] Widyaningsih, O. (2020). Penerapan Pembelajaran Online ( Dalam Jaringan ) di Sekolah Dasar. *Trapsila: Jurnal Pendidikan Dasar*, 2(2), 50–60.