

# **SOCIAL SCIENCE LEARNING EFFECTIVITY IN A POST-PANDEMIC THROUGH ACTIVE LEARNING METHOD AT AL-MA'ARIF JUNIOR HIGH SCHOOL IN JOMBANG 2022**

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**Abstract:** Since Covid-19 was declared a pandemic by WHO, almost all activities from all aspects of life had problems, and so as in education, especially in the learning aspect. Indonesian learning process faces several changes that require educational institutions to be creative to minimize the impact of the Covid-19 pandemic. Many adjustments are learning carried out by educational institutions, which in its adjustment take into account the conditions and situations to be experienced. That is one of the effective methods is the implementation of active learning. This paper intends to know the kinds of active learning methods that can be implemented, the active learning process, and the results of active learning itself. The subject of this paper is Al-Ma'arif Junior High which is located in Jombang-Jember. This paper then concludes that: 1) the active learning methods that are implemented are group discussion, social observation, inductive learning, contextual, presentation, problem-solving, and demonstration; 2) the active learning process consists of three stages, namely planning, implementation and evaluation; 3) the results of this method is developing students' ability on cognitive, affective and psychomotor.

**Keywords:** Social Science Learning, Post-Pandemic, Active Learning Method.

## Introduction

Since the announcement of Covid-19 as a pandemic by WHO in May 2020,<sup>1</sup> many changes have occurred, namely a change in stability which generally has a bad impact, all aspects of world life have been neglected as a result of this pandemic, ranging from economic, social, cultural. Even education,<sup>2</sup> especially in education, Covid-19 has made education in the world worse, this is due to the limitation of direct interaction due to this pandemic, education which is generally and most effectively carried out by direct interaction, must be able to adapt to conditions that there is. starting from the impact of *learning loss* at the primary<sup>3</sup> and secondary education levels.<sup>4</sup> In fact, the Covid-19 pandemic has also affected the learning process at non-formal educational institutions such as TPA.<sup>5</sup>

One way to deal with this critical condition is the use of technology, the use of educational technology during this pandemic can minimize the impact of the pandemic on education, even though the educational process, especially the teaching and learning process is not as effective as face-to-face learning, but online learning can make students not stop completely to learn and develop themselves.<sup>6</sup> Digital learning habits make students' behavior, understanding, and abilities slightly change, this is because the study routines

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<sup>1</sup> Halodoc, "WHO Resmi Nyatakan Corona Sebagai Pandemi," 11 Maret, 2020.

<sup>2</sup> Rahmad Aminuddin, "Dampak-Dampak Dari Pandemi Covid" (Universitas Jember, n.d.).

<sup>3</sup> Cally Ardington, Gabrielle Wills, and Janeli Kotze, "COVID-19 Learning Losses: Early Grade Reading in South Africa," *International Journal of Educational Development* 86 (2021): 102480.

<sup>4</sup> Felipe J Hevia et al., "Estimation of the Fundamental Learning Loss and Learning Poverty Related to COVID-19 Pandemic in Mexico," *International Journal of Educational Development* 88 (2022): 102515.

<sup>5</sup> Sufirmansyah Sufirmansyah, Mohammad Abdul Aziz, and Nita Novita Sari, "Pendampingan Optimalisasi Pembelajaran Al-Qur'an Di TPA Al-Ichsan Burengan Kota Kediri Era Post-Covid-19," *Jurnal Pengabdian Masyarakat Dan Riset Pendidikan* 1, no. 2 (October 15, 2022): 69–76, <https://doi.org/10.31004/jerkin.v1i2.14>.

<sup>6</sup> Rafi Abdullah, *Dampak Pandemi Bagi Pendidikan Dan Cara Mengatasinya* (Banyuwangi: Blambangan Pers, n.d.).

are different from previous conditions, students learn a lot with screen beams, study while lying down, and often reduce concentration, so this can become a new habit that is not enough. positive.

Entering the 2022/2023 school year, the teaching and learning process is getting looser to be carried out face to face, this is due to the discovery of a vaccine and the increasing ability of the community to respond to this pandemic, so that learning can be carried out in a hybrid learning, during this transition period there are several problems, which are generally related to the level of understanding and learning styles so that creativity and innovation in the learning process are very important to implement. One thing that can be done in this transition period is the use of active learning methods or in other terms called active learning, active learning methods that offer various methods that can be used according to needs and conditions will be a solution in learning in this transition period.

Educational institutions such as junior high schools are one of the educational institutions that apply active learning methods during this transition period, this method is carried out at Al-Ma'arif Junior High in Jombang on social science subjects in the second semester of the 2021/2022 academic year so that researchers chose this institution for research. This study aims to determine the various active learning methods used in learning, determine the active learning process, and determine the results of active learning in social science subjects. Thus, researchers hope that this research can be useful both theoretically and practically so that research can contribute to creating better education, especially in terms of social science learning methods in the post-pandemic period.<sup>7</sup>

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<sup>7</sup> Observation, January 2022.

The current state of the COVID-19 pandemic, which has entered the New Normal Era, has harmed education in the form of learning loss. This research examines e-learning implementation to deal with learning loss in Islamic Education (PAI) subjects at al Ma'arif Junior High in Jombang Jember. This research applies a qualitative approach to study case types and analyzes data through the interactive technique of Miles, Huberman, and Saldana. This research concludes some states that e-learning implementation at al Ma'arif Junior High in Jombang Jember to deal with learning loss focuses on two things. First, upgrading the learning technology of al Ma'arif Junior High in Jombang Jember is centered on maximizing the school's web role. Second, increasing students learning motivation to follow the e-learning process implemented by al Ma'arif Junior High in Jombang Jember. Efforts to implement e-learning can be considered as one of the solution options that can be carried out by educational institutions to deal with the phenomenon of learning loss during the New Normal Era.<sup>8</sup>

The problems of online-based learning have implications for the purity of Islamic religious education learning outcomes. There are still many problems in the online-based learning process. The problems in it involve the readiness of human resources for the use of technology that is still minimal (gaptek). However, I need online learning to provide a solution to keep the learning process going, amid the government's recommendation for distance learning. In the aspect of online learning readiness, teachers and students experience several obstacles, such as the readiness to start learning for students because there is no definite time when to enter and leave like

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<sup>8</sup> Sahlan, M. ., Mursalim, M., Umam, K. ., & Subakri, S. (2022). The Implementation Of E-Learning To Overcome Learning Loss In Covid-19 Post-Pandemic In Islamic Education At Al-Ma'arif Junior High Jombang-Jember. *International Journal of Educational Research & Social Sciences*, 3(3), 1138–1144. <https://doi.org/10.51601/ijersc.v3i3.388>

normal school time. Low specifications for mobile phones, economic problems due to this process during the pandemic which has an impact on the community's economy, limited data packages, and other technical problems.<sup>9</sup>

The urgency of this research is expected to be able to provide a real picture of how to plan, implement and evaluate basic social science learning in high school learning. In this research, three things will be revealed, namely (1) how is the planning of social science learning effectivity in a post-pandemic through active learning method in junior high school? (2) how is the implementation of social science learning effectivity in a post-pandemic through active learning method in junior high school? (3) how to evaluate social science learning effectiveness in a post-pandemic through active learning methods in junior high school?

This research uses a descriptive qualitative approach, which is a research approach that describes the condition of the object of research through translation in words, while this form of research uses a case study form, which is a form of research that uses events in the field as the basis for research to be described in a comprehensive and detailed manner.<sup>10</sup> Data collection techniques in this study used three techniques, namely interviews, observation, and documentation. The data analysis technique in this study uses the Miles and Huberman method, namely data analysis is carried out interactively and takes place continuously until complete,<sup>11</sup> the activities in

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<sup>9</sup> Eddy Saputra, Rayung wulan, *Problematika pembelajaran berbasis daring implikasinya terhadap kemurnian hasil belajar pendidikan agama islam, Teknik Informatika Universitas Indraprasta PGRI Jakarta, 2022*

<sup>10</sup> Abdul Wahab and Lies Amin Lestari, *"Menulis Karya Ilmiah"* (Surabaya: Airlangga University Press, 1999).

<sup>11</sup> P Dr, *"Sugiyono, Metode Penelitian Kuantitatif Kualitatif Dan R&D," CV. Alfabeta, Bandung, 2008, 25.*

the analysis include data reduction, data presentation, and conclusion drawing and verification.

### **Social Science Learning in the Post-Pandemic**

Online learning is known as PJJ (Distance Learning/ *Pembelajaran Jarak Jauh*) which is a teaching and learning process that is carried out remotely through the use of various communication media.<sup>12</sup> Online learning is defined as a learning process that is carried out without a face-to-face process where students and their instructors (teachers) are in different places so an interactive telecommunication system is needed to become a liaison between teachers and students and requires complementary media. meet educational standards by utilizing information technology by using computer devices or gadgets that are interconnected between students and teachers as well as between students and lecturers so that through the use of technology the learning process will continue to be carried out properly during the Covid-19 pandemic.<sup>13</sup>

According to Sunendar, et al in the Indonesian Dictionary it is stated that the term offline is an acronym for outside the network, disconnected from the computer network.<sup>14</sup> Offline learning takes place traditionally without using the internet network and using media outside the internet such as radio, television, books, and well-organized face-to-face learning activities. Offline or face-to-face learning is more likely to allow teachers to supervise students, besides that offline learning is more likely to trigger children to play

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<sup>12</sup> Kemendikbud, "Peraturan Menteri Pendidikan Dan Kebudayaan RI No. 109," 2013.

<sup>13</sup> Nur Harizah Zain, Ika Candra Sayekti, and Rita Eryani, "Problematika Pembelajaran Daring Pada Peserta Didik Di Sekolah Dasar," *Jurnal Basicedu* 5, no. 4 (2021): 1840–46.

<sup>14</sup> Dadang Sunendar, "Kamus Besar Bahasa Indonesia," in *KBBI* (Jakarta: Badan Pengembangan dan Pembinaan Bahasa: Kementerian Pendidikan dan Kebudayaan, 2021).

an active role during the learning process so that learning becomes multidirectional and there is feedback generated for teachers as evaluation material.

Hybrid learning is learning that is applied face-to-face and online learning. Hybrid learning proposes to carry out 50% face-to-face learning and 50% online classes.<sup>15</sup> Hybrid learning is considered an important learning method after the COVID-19 pandemic. The benefits of implementing hybrid learning are to make the learning process effective, especially in the current situation, have a good effect on student learning abilities, improve learning outcomes, and keep up with the times.<sup>16</sup>

The post-pandemic learning process has three stages to succeed in the active learning method by doing those stages systematically, they are:

#### 1. Planning

Planning is a rational document compiled based on the results of a systematic analysis of the development of students to make learning more effective and efficient following the demands of the needs of students and the community. The implementation of good learning activities requires good program planning, which means that the success of students is largely determined by the plans made by the teacher. For this reason, the preparation of learning plans is carried out by the teacher when carrying out his duties in teaching students.<sup>17</sup>

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<sup>15</sup> Helleni Febnesia et al., "Pengaruh Model Pembelajaran Hybrid Learning Dengan Metode Tutor Sebaya Terhadap Hasil Pengelasan Pada Siswa SMKS Yabhinka," *Research and Development Journal of Education* 7, no. 2 (2021): 532–43.

<sup>16</sup> Suwarna Dwijonagoro and Suparno Suparno, "Pranatacara Learning: Modeling, Mind Mapping, E-Learning, Or Hybrid Learning?," *Jurnal Cakrawala Pendidikan* 38, no. 1 (2019): 156–73.

<sup>17</sup> Hanun Asrohah and Ali Mustofa, "Perencanaan Pembelajaran" (Surabaya: Kopertais IV Press, 2013).

## 2. Implementation

The implementation of learning is a process of efforts made by external factors so that the learning process can occur in individuals.<sup>18</sup> This means that the implementation of learning can be interpreted as the core process of learning activities.

## 3. Evaluation

Evaluation according to Carl H. Witherington is “*an evaluation is a declaration that something has or does not have value*” same thing was also stated by Wand and Brown that evaluation means “*refer to the act or process to determine the value of something*”. Both of these opinions emphasize the importance of value in evaluation. So evaluation is a process to describe students and weigh them in terms of value and meaning.<sup>19</sup>

## **Active Learning Method on Social Science Learning in the Post-Pandemic**

The active learning method is a term in education, namely as a teaching and learning strategy that aims to improve the quality of education and to achieve student involvement so that it is effective and efficient in learning<sup>20</sup>. According to Melvin L. Silberman, active learning is a unified

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<sup>18</sup> Heni Mularsih Karwono and Heni Mularsih, “Belajar Dan Pembelajaran Serta Pemanfaatan Sumber Belajar,” Depok: Raja Grafindo Persada, 2017.

<sup>19</sup> Zainal Arifin, “Evaluasi Pembelajaran: Prinsip Teknik Prosedur, Cetakan Ke-10,” Bandung: PT. Remaja Rosdakarya, 2017.

<sup>20</sup> Hamdani, *Strategi Pembelajaran* (Surabaya: Apollo, 2019).

source of a comprehensive collection of learning strategies that includes various ways to make students active.<sup>21</sup>

Active learning approach components consist of the following items, they are<sup>22</sup>:

### 1. Experience

Students will learn a lot through the act of direct experience activating more senses than just hearing. To recognize the existence of sinking and floating objects in the water, students will feel more confident if they try it themselves rather than just accepting the teacher's explanation.

### 2. Interaction

Learning will take place well and increase in quality when discussing, asking each other, and questioning and or explaining to each other. When students are asked what they are doing, they are motivated to think and explain more clearly so that the quality of their opinion becomes better.

### 3. Communication

Disclosure of thoughts and feelings both orally and in writing is a need for students to express themselves to achieve satisfaction. Expressing thoughts both in expressing their ideas and assessing the ideas of others will strengthen students' understanding of something that is being thought about or studied.

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<sup>21</sup> Siti Aisah, "Penerapan Active Learning Strategi Konstruktivisme Pada Pembelajaran Alqur'an Hadis Di Madrasah Tsanawiyah Negeri 2 Labuhan Batu" (Universitas Islam Negeri Sumatera Utara, 2019).

<sup>22</sup> Atep Sujana and Wahyu Supandi, *Pembelajaran Inovatif* (Depok: Raja Grafindo Persada, 2020).

#### 4. Reflection

If students express their ideas to other people and get a response, they will reflect on their ideas, then make improvements so that they have more solid ideas. Reflection can occur as a result of interaction and communication. Feedback from teachers or other students on the work of a student, in the form of mature questions (which makes students think), can be a trigger for students to reflect on what is being thought or learned.

In the context of the effectiveness of post-pandemic social science learning, institutions make efforts to make learning as effective as possible, one form of effort is to apply active learning methods, which consist of several effective teaching methods, active learning methods used by educational institutions can be explained as follows:

##### **1. Active Learning in 7<sup>th</sup> Grade**

In the seventh-grade social science lesson in the second semester of the 2021/ 2022 academic year, there are two chapters studied, namely chapter three which discusses human activities in meeting needs, and chapter four which discusses Indonesian society in the pre-literate, Hindu-Buddhist, and Islamic eras.

In chapter three which discusses human activities in meeting needs, the teacher uses lecture learning methods, group discussions, and social learning. The lecture method is used to explain the basic concepts and understanding of the material, which will then become the basis for thinking in the development of the material, while the social learning method is used for the development and deepening of this material,

social learning is carried out by students observing the social conditions in the environment they live in. Next, students will write about community activities in meeting needs, such as economic activities, social interaction, and collaboration, after students get data regarding the material students are asked to discuss in groups the data that has been found which will then be refined by the teacher in the process of making wisdom.

In chapter four which discusses Indonesian society in pre-literate, Hindu-Buddhist, and Islamic times, the methods used are lectures, inductive learning, and group discussions, lectures are used to provide an introduction and basic understanding of the material, while inductive learning is used in the process of deepening the material and strengthening insight, in the process students are given an introduction and a general understanding of the material, and for further students are asked to look for material from various sources related to the material, the sources referred to in this case are books obtained in school libraries, mass media, and other sources. . After all students get all the students are asked to form groups and discuss to find conclusions from the material.

## **2. Active Learning in 8<sup>th</sup> Grade**

In the eighth-grade social science lesson in the second semester of the 2021/ 2022 academic year, there are two chapters to be studied, namely chapter three which discusses the advantages and limitations between spaces and their effects on socio-cultural-economic activities in Indonesia and ASEAN, and chapter four which discusses changes in Indonesian society during the colonial period.

In chapter three, social science teachers at institutions use lecture and contextual learning methods, at first the teacher will provide basic concepts and a general understanding of the advantages and limitations between spaces and their effects on socio-cultural-economic activities in Indonesia and ASEAN, then students will be asked to learn and do the description contextually, and in the end, can be found the conclusion.

In chapter four which discusses the changes in Indonesian society during the colonial period, the method used is group discussion and presentation, in which the teacher forms a group and then provides complete material in the form of books and several other references which will then be discussed by the student group, the results of the group discussion then presented and explored through question and answer between groups of students.

### **3. Active Learning in 9<sup>th</sup> Grade**

In the ninth-grade social science lesson in the second semester of the 2021/2022 academic year, there are two chapters to be studied, namely chapter three which discusses international trade, and chapter four which discusses Indonesia during the period of independence to reformation.

In chapter three on international trade the method used is problem solving and demonstration, at first students will be asked to learn what already exists, then the teacher gives problems about trade, and through student groups, students ask to solve problems and then do demonstrations in the trade process.

In chapter four which discusses Indonesia from the time of independence to reformation, the method used is group discussions and

presentations, in which the teacher forms groups and then provides complete material in the form of books and several other references which will then be discussed by student groups.

## **Lesson Plans of Active Learning on Social Science in School**

Learning planning is the process of preparing for learning. This activity is carried out so that active learning can run more neatly and make it easier to achieve the goals to be achieved, thus creating a good learning plan according to this institution is very necessary. There are two models of active learning lesson plans implemented in schools, the two models are program planning and administrative planning, program planning is a plan that expresses ideas or thoughts regarding Active learning lesson plans so that they run well. In program planning, the Social science teacher has six points that must be carried out at least to develop good learning, the six points are:

1. Analysis of student abilities

Analysis of students' initial abilities is an activity to observe and identify student conditions, social science teachers carry out this activity so that the social science teacher knows the condition of each student, because the social science teacher realizes that each student has different conditions so knowing each individual student will make it easier to determine other plans.

2. Mapping of core competency (*Kompetensi Dasar*) and Basic Competency (*Kompetensi Dasar*)

This stage is the process of mapping core competencies and basic competencies, so the social science teacher maps competency values according to existing conditions and situations, while the core

competencies in question are spiritual competence, affective competence, cognitive competence and psychomotor competence.

3. Material planning as a process of planning learning materials to be used.

Social science teachers find and map out the right material plans to fit the existing situation and conditions.

4. Strategic plan

Strategic plan, is the process of social science teacher planning learning strategies by looking at existing situations and conditions.

5. Media plan

Media plan, is planning for the use of media in learning so that it is suitable and effective for learning, while the social science teacher has three learning media that are used as needed, namely audio media, visual media and audio-visual media.

6. Assessment plan

Assessment plan, is a plan to measure student learning outcomes. At this stage, the social science teacher prepares an assessment that would fit the existing conditions.<sup>23</sup>

### **Active Learning Implementation on Social Science in School**

The implementation of learning is a core activity of learning, the success of learning can be said to be unsuccessful if the implementation of this learning is not carried out properly. Schools as educational institutions

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<sup>23</sup> Interview with Miskat Widodo, February 2022.

that organize IPS active learning are very concerned about the implementation of active learning, through the social science teacher, explains that in the implementation of learning there are at least three components that must be carried out, the three components in question are the principle of implementing learning, conformity of learning with lesson plans and order of implementation of learning.<sup>24</sup>

The principle of implementing learning is a foundation and mindset of the Social Science subject teacher in carrying out learning, the Social Science teacher explains that there are three principles in carrying out Active learning in this Social science subject, the three principles are:

1. Process

The first principle is to assume that learning is a process, the social science teacher considers that this learning is a step to mature students so that by applying this principle, social science teachers are not easy to justify students and can teach students to be more patient and more optimal

2. Behavior

Behavior principle is a principle that held by social science subject teachers. This principle is used because learning aims to strengthen knowledge, deepen students' beliefs, and improve student behavior so that in the implementation of learning, it is very important to uphold behavior as a benchmark

3. Interaction

Social science teachers hold that with a good interaction pattern, whether social science teachers with students or students with students, will be able to increase the success of active learning in schools.

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<sup>24</sup> Interview with school headmaster, Abd. Rohim, January 2022.

## Learning Evaluation of Social Science in School

Learning evaluation is a reflection activity, and identification of the shortcomings and advantages of learning that runs in schools is considered important because, with a correct evaluation, Active learning in schools will run even better in the future. After all, the shortcomings have been corrected and the advantages have been perfected. As for this evaluation process, the school has two guidelines as a basis for evaluation, the first is the evaluation procedure and the second is the evaluation instrument.<sup>25</sup>

The evaluation procedure is a step that is used so that the evaluation carried out can run well and be structured so that by doing so, the success rate of the evaluation will increase. As for schools, there are 5 evaluation procedures carried out, namely:

1. Plans.

Plans are a stage of preparing evaluations at this stage social science teachers make what needs to be prepared in the evaluation

2. Implementation.

This stage is the execution stage where the evaluation is carried out, here the evaluation is carried out according to the plan and consequently

3. Data processing.

After the data is obtained through implementation, the social science teacher processes this data into data that is ready to be used

4. Reports.

Reports are a process in which the results of this evaluation are reported to the rightful person which in this case is school leaders, homeroom teachers, and homeroom teachers.

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<sup>25</sup> Interview with Muslim, January 2022.

5. The use/utilization.

Use and utilization is a stage where the Social science teacher utilizes the evaluation results to develop active learning in the future.

While the evaluation instrument is a benchmark for how an evaluation can run successfully or not, for schools, there are two evaluation instruments used, namely: tests, as assessment instruments are questions that are given to get answers in oral form (oral test), in written form (written test), and the form of action (action test). Tests are generally used to assess and measure. There are two types of tests, namely: description tests (subjective) and objective tests. The description test consists of free descriptions, limited descriptions, and structured descriptions. The objective test consists of several forms, namely the form of true and false choice, multiple choice with many variations, matchmaking, and short or complete entries. The non-test instrument is very important in evaluating the affective and psychomotor domains, in contrast to the test instrument which emphasizes the cognitive aspects. There are several kinds of non-test instruments, namely: observation, interviews, or questionnaires.

## **Conclusion**

Based on the results of research that has been carried out, it can be concluded that to streamline social science learning in the post-pandemic period, schools apply active learning methods consisting of lecture methods, group discussions, social observations, inductive learning, contextual, presentations, problem-solving, and demonstrations. Meanwhile, in the process, active learning in schools consists of three stages, namely planning, implementation, and evaluation. Learning planning consists of two plans,

namely program plans which include student ability analysis, Core Competency (*Kompetensi Inti*). Basic Competency (*Kompetensi Dasar*) mapping, material plans, strategic plans, media plans, assessment plans, and administrative plans which include educational calendars, effective lesson plans weekly, annual programs, a semester program, and syllabus. and lesson plan.

The implementation of learning consists of principles and stages, the principles in question are the principles of process, behavior, and interaction, while the stages in question are the opening of the content and closing. Learning evaluation consists of evaluation procedures and evaluation instruments, evaluation procedures begin with plans, implementation, data processing, reports, and utilization, while evaluation instruments consist of tests and non-tests. For the results of this learning method in social science subjects, there is an increase both in terms of cognitive, affective, and psychomotor, in terms of cognitive students' scores increase, affective behavior students increase and psychomotor students are more creative and active in moving.

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