

THE INFLUENCE OF INTENSITY OF GADGET USE AND LEARNING MOTIVATION ON PAI LEARNING OUTCOMES THROUGH MENTAL HEALTH AS A MEDIATOR FOR BOGOR MUHAMMADIYAH MIDDLE SCHOOL STUDENTS

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ABSTRACT

This research aims to: (1) find out the significance of the influence of using gadgets as learning media on students' PAI learning outcomes (2) find out the significance of the influence of learning motivation on students' PAI learning outcomes (3) find out the significance of the influence of using gadgets as learning media and learning motivation on results learning PAI for class students. (4) the influence of mental health on the use of gadgets on learning motivation and PAI learning outcomes. Answering this question, this research was designed using a quantitative approach, where the data is in the form of numbers. The population in this study were 7th grade students, namely 160 children. To determine the sample size, researchers looked at the Morgan and Krecjie tables. So. According to the population size, the researcher took a sample of 160 students. The data collection instrument is by using questionnaires and documentation. Data analysis techniques use observation and tests. The analysis technique used is descriptive statistics using the SPSS computer program facilities. Based on data analysis, it was found that: (1) the use of gadgets as a learning medium had a significant effect on PAI learning outcomes in students' jurisprudence subjects, with a score of $0.008 p < 0.05$ (2) learning motivation had a significant influence on PAI learning outcomes for grade 7 students, an estimated value of 0.030 with $p < 0.05$ was obtained. (3) The use of gadgets as a learning medium for PAI learning outcomes with mental health as a mediator in grade 7 students was obtained an estimated value of 0.008 with $p < 0.05$, (4) Mental health had a significant effect. on pie learning outcomes, an estimated value of 0.240 was obtained with a p value of 0.001 maa $p < 0.05$

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1. INTRODUCTION

According to Ma'unah (2009) Education is a conscious effort carried out by the government, through guidance, teaching and training activities, which take place in school and outside school throughout life to prepare students to be able to play roles in various living environments appropriately in the future. will come. Education is a programmed learning experience in the form of formal, non-formal and informal education at school and outside school,

which lasts a lifetime with the aim of optimization, consideration of individual abilities so that in the future they can play appropriate roles in life. The educational process cannot be separated from learning activities which are a requirement for achieving educational goals. Learning activities are defined as interactions that occur between a person and their environment which will then result in changes in behavior. These changes can be in the form of

academic abilities or changes in attitudes in everyday life. Usually these changes occur gradually according to the learning activities carried out. The success or failure of learning activities is largely determined by the student's condition. To obtain maximum results, students must be serious about learning. The development of advances in communication technology in this era of globalization is taking place so rapidly that experts call this phenomenon a revolution in the field of technology. In Indonesia, the use of technology has become part of daily activities. Almost all activities are carried out with the help of technology. The existence of technology makes human life easier, faster and unlimited. The development of this technology has gone through quite significant changes from generation to generation. This is proven by the emergence of high-tech telecommunications devices such as *gadget*. According to Green Ferry Mandias (2017), *Gadget* is a device that allows communication and also includes a PDA function (*Personal Digital Assistant*) and capable like a computer. Types *gadget* there are various forms, according to Osland Effendi quoted by Nizar et al, (2017) in his journal stating that *gadget* it can be a computer or laptop, tablet PC, and also a cell phone or smartphone. So, *gadget* is an electronic device that has various special functions, is practical and designed with advanced technology. According to Irfan et al (2020) *Gadget* is a current technology development that targets all groups including pre-school age children. *Gadget* is a communication tool that has many functions, where these functions already use different features. There is *gadget* makes people very helpful because it can increase knowledge about technology, facilitate communication, and make it easy to access all information in any part of the world without any limitations of space and time. Starting from social media, news media, hobbies, entertainment and many other functions that can be accessed via *gadget*. Basically parents give *gadget* to children because there are many educational applications and games that can make children smarter, *gadget* It is also given so that children do not leave the house often. But on the other hand, the opposite happens, in the sense of less precise utilization *gadget* on the actual function. This will have an impact on students' learning motivation at school. The teaching and learning process is the main activity in schools. A teacher always wants and expects his students to always be successful in learning. The success of the teaching and learning process is always accompanied by maximum effort from the teacher and students themselves. Teachers must strive for methods and use interesting media in teaching.

The aim is so that students do not feel bored with the ongoing teaching and learning process. Meanwhile, students must also be enthusiastic and more active in the learning process in order to increase motivation and learning outcomes. One of the factors that influences student success in learning is motivation. With motivation, students will study harder, be tenacious, persistent and have full concentration in the learning process. Motivation is seen as a mental drive that drives and directs human behavior, including learning behavior. According to Clayton Alderfer in Nashar (2004), learning motivation is a student's tendency to carry out learning activities that are driven by the desire to achieve the best possible achievements or learning results. Learning outcomes are changes that occur in students, both regarding cognitive, affective and psychomotor aspects. According to Muntholi'ah (2002) Islamic Religious Education (PAI) is an effort that is more specifically emphasized to develop the nature of diverse student subjects so that they are better able to understand, appreciate and practice Islamic teachings. Apart from that, PAI is not just a process of transferring knowledge or religious norms but also trying to create physical and spiritual manifestations in students so that in the future they will become a generation that has noble character, manners and personality as well as a complete Muslim personality. So PAI learning is a process that aims to help students learn the Islamic religion. This learning will be more helpful in maximizing students' intelligence, enjoying life, and the ability to interact physically and socially with the environment.

2. LITERATURE REVIEW

In general, Abdurrahman (1999) explains that learning outcomes are the abilities that children gain after going through learning activities. According to him, children who are successful in learning are successful in achieving learning goals or instructional goals. Learning achievement is the result a person achieves when carrying out certain tasks or activities. According to Tu'u, academic achievement is a learning result obtained from learning activities at school or at college which is cognitive in nature and is usually determined through measurement or assessment. According to Chairul Anwar (2014) learning outcomes are changes obtained by students after experiencing learning activities. The changes obtained depend on what students learn. A person's success in the teaching and learning process is most often measured by measuring learning tests, which are given at the end of learning or at the end of the semester. The learning outcomes that students can produce depend on their learning process. Learning outcomes are students' abilities or achievements that students achieve after going through the teaching and learning process. To be able to see improvements in one's learning, educators must be able to measure students' mastery of the material concepts that have been given by looking at students' learning outcomes. The reason a child has to learn is that he is different from other living creatures. Humans learning means doing a series of activities towards maturation in order to lead a more meaningful life. According to Nana Sudjana (2013) learning outcomes are the abilities that students have after receiving their learning experience, such as skills, knowledge and attitudes. According to Agus Suprijono (2014), in his book, learning outcomes are

patterns of actions, values, understandings, attitudes.

attitudes, appreciation and skills. According to Hamdani (2011) in the book Teaching and Learning Strategies, the objectives of learning outcomes are (I) Objectives of assessing learning outcomes: (A) General Objectives are (1) assessing student competency achievement (2) improving the learning process, (B) Specific Objectives are (1) knowing students' progress and learning outcomes (2) providing feedback or improving the teaching and learning process (3) motivating students' learning by getting to know and understanding themselves and stimulating them to make improvement efforts. (II) Function of assessing learning outcomes (a) material for consideration in determining grade promotion (b) feedback in improving the teaching and learning process (c) self-evaluation of student performance. Student learning achievements are influenced by various factors, both originating from within themselves (Internal) or from outside himself (external). The learning achievements achieved by students are essentially the result of interactions between these various factors. Therefore, teachers' recognition of factors that can influence student learning achievements is very important in order to help students achieve optimal learning outcomes according to their respective abilities. Internal factors that influence learning achievement are factors that originate from within the student, physiological and psychological factors. Physiological factors, namely physical conditions,

which in general physical conditions affect a person's life. Meanwhile, disturbed psychological factors will greatly influence student learning achievement, those that influence this factor are: Intelligence is the ability to adapt to new needs, by using thinking tools that are appropriate to the goal. Interest, is a tendency and high enthusiasm or a great desire for something. Therefore, interest can influence the achievement of learning outcomes in certain subjects. External factors that influence learning achievement are those that come from outside the student, including: Social environmental factors. Social factors concern relationships between humans that occur in various social situations. The social environment of the school such as teachers, administrative staff, and classmates can influence a student's enthusiasm for learning. Non-social environmental factors Non-social environmental factors such as non-social environments such as buildings, schools and their location, the house where the student's family lives and its location, learning tools, conditions and learning time used by students. Learning approach factors A learning approach can be understood as all the methods or strategies used by students to support the effectiveness and efficiency of learning certain material. Strategy in this case means a set of operations that are engineered in such a way as to solve problems or achieve certain learning goals. Several things that need to be considered in efforts to improve learning outcomes include: (a) Physical Condition. To achieve good learning outcomes, a healthy body is needed, because learning requires energy, if you are physically ill, malnourished, lack of rest then you will not be able to learn effectively. (b) Social Emotional Condition. (c) Students who experience strong emotional shock, or are under mental pressure, as well as children who are not liked by their friends, are not can learn effectively, because this condition greatly affects the concentration of thoughts, will and feelings, (d) Environmental conditions: the place to study should be calm, not disturbed by external stimuli, because to study requires concentration of the mind. Before studying there must be enough materials and tools available -tools and everything needed. (e) Starting lessons, that is, starting lessons should be on time. If you feel reluctant, overcome it with an order to yourself to start lessons on time, (f) Dividing work while studying with all your attention and Devote energy to a specific task, do not take on tasks that are too difficult to complete, it is better to start the lesson first to determine what can be completed in a certain time. (g) Have control, namely investigating at the end of the lesson to what extent the material has been mastered. Good results are encouraging, but if they are not good, you will torture yourself and require special training. (h) Cultivate an optimistic attitude. By competing with yourself, your performance will definitely increase and therefore you will develop an optimistic attitude. Do everything as perfectly as possible, because good work fosters an atmosphere work that is enjoyable, (i). Using time, namely making something lawful, is only possible if we use time efficiently. Using time does not mean working for a long time until you run out of energy, but rather working seriously with all your energy and attention to complete a specific task. (j) The way to study books is that before we read a book, we first try to get an overview of the book in general. ., (k) Increasing reading speed, that is, a student must be able to deal with as much content as possible in reading in the shortest possible time. Therefore, efforts must be made to increase reading efficiency until college. According to Ahmad Tafsir, Islamic Religious Education (PAI) means the field of Islamic religious studies. Islamic Religious Education (PAI) is an effort that is more specifically emphasized to develop the nature of diverse student subjects so that they are better able to understand, appreciate and practice Islamic teachings. Apart from that, PAI is not just a process of transferring knowledge or religious norms but also trying to create physical and spiritual manifestations in students so that in the future they will become a generation that has noble character, manners and personality as well as a complete Muslim personality. According to Muchtar (2003) PAI learning is a process that aims to help students learn the Islamic religion. This learning will be more helpful in maximizing students' intelligence, enjoying life, and the ability to interact physically and socially with the environment. As one of the subjects that contains Islamic teachings and Islamic life values, PAI learning needs to be pursued through good

planning so that it can influence participants' choices, decisions and life development.

educate. According to Muhaimin (2020), there are several things that need to be considered in PAI learning, namely: Islamic religious education as a conscious effort, namely a guidance, teaching and/or training activity that is carried out in a planned and conscious manner regarding the goals to be achieved. Students are prepared to achieve the goals, in the sense of being guided, taught or trained in increasing belief, understanding, appreciation and practice of Islamic religious teachings. Educators carry out conscious guidance and training activities for students to achieve the goals of Islamic religious education. PAI activities (learning) are directed at increasing belief, understanding, students' appreciation and practice of Islamic teachings. Meanwhile, according to A.Nasir's research, Islamic religious education is a systematic and pragmatic effort to guide students who are Muslim in such a way that Islamic teachings can truly become spiritual and meaningful. an integral part of him. Namely, the teachings of Islam are truly understood and believed to be true, practiced as a guide to life and to control thought actions and mental attitudes. According to Abdul Aziz (2018) Mental health is a healthy mental state which is characterized by the development of all aspects according to their function and being able to develop their potential, so that they are able to interact with the surrounding environment and obtain happiness in their life. The term "mental health" is taken from the concept of mental health *hygiene*. The word "mental" is taken from Greek, the meaning is the same as *psyche* in Latin which means psychic, soul or spiritual. According to Zakiah Derajat in research by Junaedi et al (2019) Mental health includes the emotional, psychological and social well-being of each person. Emotions are experiences that can be experienced by the body. Emotions are a form of indication/signal that acts as an alarm in the form of necessary data/information and leads to various solutions, actions or changes. (*transition*) at a certain moment. This influences the way we think, feel and act. Mental health also helps determine how to handle stress, relate to other people, and make choices. There are several aspects related to mental health, namely biology, environmental psychology and socio-culture. These four aspects influence each other because they are characteristic *interdependent* According to Moeljono (2014), these factors are divided into several dimensions as follows: The dimensions of mental health are: (1) **Biological Dimensions of Mental Health.** There are several biological dimensions related to mental health, namely, the brain, the endocrine system, genetics (nature, character), sensory (five senses), the mother's condition during pregnancy. The six dimensions provide a very important contribution or role in shaping a person's mental health from an early age. Where the brain is the control center for every activity that takes place in the human body. These activities include learning and interacting with the surrounding environment and so on. (2) **Psychological Dimensions of Mental Health** The human psychic aspect is basically an integral part of the biological system. As a subsystem of human existence, the psychic aspect always interacts with all aspects humanity. That's why the psychological aspect cannot be separated from other aspects in seeing humans. According to Klemens in Agusli's (2008) research, cellphones are one of the highly capable gadgets that have been discovered and widely accepted by various countries around the world. Apart from functioning to make and receive calls, cellphones function to send and receive short messages (*Short Message Service*). *Gadget* has relative functions and benefits according to its use. Functions and benefits *gadget* in general include: (a) Communication: Human knowledge is increasingly extensive and advanced. If in ancient times humans communicated through the mind, then it developed through writing sent by post. Now in the era of globalization, humans can communicate easily, quickly, practically and more efficiently by using *cellphone*. (b) Social *Gadget* has many features and the right application for the word can share news, updates and stories. So with this use you can add friends and build relationships with distant relatives without having to spend a relatively long time sharing. (c) Education As time goes by, now learning is not only focused on books, but also through learning *gadget* We can access various knowledge that we need about education, politics, general science, religion without having to bother going to the library which may be far to reach. In learning activities, motivation is very necessary. Basically, motivation is a conscious effort to move, direct and maintain a person's behavior so that he or she is encouraged to take action to do something so as to achieve certain results or goals. Motivation to learn is a change in energy within a person that gives rise to feelings and reactions to achieve goals. According to Sardiman (2018:25), there are 3 functions of motivation, namely: (1) Encouraging people to act, acting as a driver or motor that releases energy. Motivation in this case is the driving force of every activity that will be carried out. (2) Determining the direction of action, namely towards the goal to be achieved. In this way, motivation can provide direction and activities that must be carried out in accordance with the formulated goals. (3) Selecting actions, namely determining what actions must be done in harmony to achieve the goal, by setting aside actions that are not useful for the goal.

3. RESEARCH METHODS

What is meant by sample here is a portion of the population whose characteristics are to be studied. The research sample size using the Slovin formula is determined by the error rate value. Where the greater the error rate used, the smaller the number of samples taken. The Slovin formula for determining samples is as follows:

$$n = \frac{N}{1 + Ne^2}$$

Table 1. Blue Print for Gadget Use

VARIABLES	ASPECT	INDICATOR	No AITEM		Total
			F	UF	
Time Use of gadgets	Intensity of Use	Intensity of Use Time Use of gadgets	2,11, 4,18	3,25,12	7
		Duration of gadget use	23	14,10	3
	Positive Use of Gadgets	Gadgets as a learning medium	13	17	2
		Adding scientific insight	22	-	1
		Enterpreneur	30	24	2
		Inovator	29	16	2
	Negative use of gadgets	Habit wasting time on useless activities	21,5	15,20	4
		Neglecting one's duties	26	-	1
		Bother Health	1,6,7,28,	8,9	6
		Usage Too many gadgets	27	19	2
Total			17	13	30

Table 2. Blue Print Motivation for Learning

No	Variabel	Dimension	Indicator	No item		Total
				F	UF	
1	Learning Motivation	Perseverance in learnin	Presence At school	1	2	2
			Follow teaching and learning	3,4	5,6	4
			Study outside school hour	7	8,9	3
2		Tenacious in facing difficulty	Attitude towards difficulties	10,11	12,13	4
			Efforts to overcome difficulties	14	15	2
3		Interest and sharpness attention in learning Attitude towards	Habits in attending lessons	16	17,18	3
			Enthusiasm in following KBM	19	20,21	3
4		Learning Achievement	Desire for achievement	22	23,24	3
			Kualitas hasil	25	26	2
5		Independent in learning	Completing assignments or homework	27	28	2

		Making use waktu of free time outside of hours Lesson	29	30	2
Total			13	17	30

Table 3. Blue Print Mental Health before the trial

No	Indicator	No Item		Amount Item
		Favorable	Unfavorabel	
1	Free from mental illness	1,2,3,4	5,6,7	7
2	Able to adapt	8,9,10,11	12,13,14	7
3	Capable Develop Potency	15,16,17	18,19	5
4	Having a relationship with God and relationship with man	20,21,22	23,24,25	6
Amount		14	11	25

Table 4. Data Based on Gender

No	Gender	Total	Percentage
1	Male	75	65,8%
2	Female	39	34,2%
Total		114	100%

Source: Research Data 2023).

Tabel 6. Path coefficients

Path coefficients

					95% Confidence Interval	
	Estimate	Std. Error	z-value	P	Lower	Upper
Z → Y	0.240	0.065	3.677	< .001	0.112	0.368
X1 → Y	0.008	0.002	3.330	< .001	0.003	0.012
X2 → Y	0.030	0.003	8.991	< .001	0.024	0.037
X1 → Z	0.008	0.003	2.561	0.010	0.002	0.014
X2 → Z	0.025	0.004	6.044	< .001	0.017	0.034

Note. Delta method standard errors, normal theory confidence intervals, ML estimator.

Tabel 5. P State Estimation Path

Significant Significant

	Jalur	Estimasi	P	Status
Direct	X1 → Y	0,008	< 0,001	Significant
	X1 → Y	0,030	< 0,001	Significant
Indirect	X1 → Z → Y	0,002	0,036	Significant
	X2 → Z → Y	0,006	0,002	Significant
T	X1 → Y	0,010	< 0,001	Significant
	X3 → Y	0,036	< 0,001	Significant

Test the first Hypothesis There is influence *Mental health* on the learning outcomes of class VII students at SMP Muhammadiyah 1 Cileungsi. In accordance with research by researcher Ulfah, (2013), the academic achievement of final year students is influenced by various factors, one of which is mental health. Mental health is a person's psychological and emotional condition that allows them to live well. This research aims to determine the effect of mental health on the academic achievement of final year students in various study programs at the Faculty of Religion Islam Nusantara Islamic University. The research method used is descriptive quantitative using a mental health scale and cumulative achievement index (GPA) as data collection instruments. The results of simple linear regression analysis show that there is a positive and significant influence between mental health on student academic achievement with an R2 value of 0.021. This means that the better a student's mental health, the higher their academic achievement will be. These findings indicate that mental health is an important aspect that must be paid attention to by students, lecturers, campuses and the community to improve the quality of education. The second hypothesis test is that the intensity of gadget use has an influence on the learning outcomes of class VII students at SMP Muhammadiyah 1 Cileungsi. Relevant research that can support the intensity of gadget users on learning achievement was carried out by Dian Kurniawati, (2020), with the following research results. This research uses a meta-analysis design. In this research, data collection was obtained from articles in online journals. The criteria for the selected articles were a discussion of gadgets and student achievement, in addition to a score obtained from the influence of gadget use on student achievement. From the 10 articles obtained, the most relevant ones were then selected and 6 articles were selected. The results of the research show that using gadgets can influence student achievement. This can be seen from the lowest percentage value, namely 5.5% and the highest 97.7%. And it was found that the average value was 56%. The limitations of the research experienced by the researcher were that because the research subject was in a private educational institution, there were many procedures that had to be passed at SMP Muhammadiyah 1 Cileungsi. Organizing the phenomenon is a bit difficult because students don't want to make it public, so researchers are looking for a way out. Based on the results of the discussion above, it can be concluded that: (1) There is a significant direct influence and a positive direction *Mental health* on the learning outcomes of class VII students at Muhammadiyah Middle School (2) There is a significant direct influence and a positive direction between the intensity of gadget users on the learning outcomes of class VII students at SMP Muhammadiyah 1 Cileungsi (3) There is a direct influence in a positive direction of learning motivation on the learning outcomes of class VII students at SMP Muhammadiyah

CONCLUSION

The conclusions and suggestions will be related to the research results.

1. There is a significant direct influence and positive direction *Mental health* on the learning outcomes of class VII students at SMP Muhammadiyah 1 Bogor
2. There is a significant direct influence and positive direction between the intensity of gadget users on the learning outcomes of class VII students in junior high school Muhammadiyah 1 Bogor
3. There is a direct, positive influence on the use of gadgets on the mental health of class VII students at SMP Muhammadiyah Bogor
4. There is a direct influence in the positive direction of learning motivation on the mental health of class VII students at SMP Muhammadiyah 1 Bogor (5) There is an influence of the intensity of gadget users on learning outcomes with mental health as a mediator in class VII students at SMP Muhammadiyah 1 Bogor (6) There is an influence The intensity of gadget users on learning achievement as a mediator of mental health in class VII students at SMP Muhammadiyah 1 Bogor

Implications

The results of this research can easily be valuable for class VII students and become a recommendation for class VII students at SMP Muhammadiyah 1 Bogor that learning outcomes will be a positive action for students if gadget users

are used for school needs. To increase high learning motivation so that learning outcomes in class VII increase.

Suggestion

Theoretical

The author suggests that for further research, use other variables such as school environment, social support, etc. and add other factors that influence students at Muhammadiyah 1 Middle School, Bogor. This aims to enrich knowledge in the field of psychology, especially in the field of practical industrial and organizational psychology

a. Student

Students who use gadgets are expected to adapt them to school conditions so that they support successful learning. To increase the learning motivation of class VII students, it is hoped that students will be motivated by the success of their friends who ranked first in class. The use of gadgets is encouraged for learning purposes, for example looking for answers or learning materials in class so that students' mental health is well maintained and becomes stable. His mental health

b. School

In the current situation, schools have to work extra hard to reduce students' dependence on playing with gadgets, especially online games, which can also result in students being lazy about doing teacher assignments. Teachers and guardians of students must be diligent in raiding bad gadget users such as watching YouTube, playing online games so that students do not focus on lessons. And also add extracurricular hours so that students get used to doing assignments from teachers.

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