

Variations in Assignments and Learning Activities in Elementary Schools During the Corona Pandemic

Kanzunnudin, Mohammad^{1*}, Hidayati, Nur Alfin², Nugraheni, Luthfa³,
Setiawan, Arif⁴, & Fitri, Laila⁵

¹Universitas Muria Kudus, 59327, Indonesia

⁴Universitas Muhammadiyah Malang, Indonesia

*Corresponding Author: moh.kanzunnudin@umk.ac.id

Received 31 May 2022, Revised 14 June 2022, Accepted 28 June 2022, Available online 30 June 2022

To link to this article: <https://doi.org/10.53797/ujssh.v1i1.17.2022>

Abstract: This research aims to (1) identify variations in assignments in elementary schools during the Corona pandemic and (2) identify learning activities in elementary schools during the Corona pandemic. This research approach is descriptive and qualitative. This research data is forms of assignments and learning activities during the Corona pandemic. The data source comes from 22 elementary school teachers in Kudus Regency. Data collection in this research used a questionnaire in the form of a Google Form. Data analysis in this research uses interactive methods. The research results show (1) variations in assignments in elementary schools during the Corona pandemic in the form of portfolios, practicals, and practice questions. The applications or media that are widely used by elementary school teachers in giving assignments during the Corona pandemic are WhatsApp; and (2) learning activities in elementary schools during the Corona pandemic include providing learning videos from YouTube, question and answer discussions via the WhatsApp application, and working on practice questions.

Keywords: Assignments Variation, Learning Activities, Corona, Online Learning

1. Introduction

The Corona pandemic that has hit the world since 2019 has significantly changed the way people do their activities, including in the world of education. Elementary schools, as basic educational institutions, must also adapt to this unstable situation. One way to adapt is to develop a variety of tasks and learning activities that are more flexible and effective, Kara, et. al (2020); Lestari, et. al (2020); Nisa, et. al (2020); Nugraheni, et. al (2020); Nugraheni, et. al (2020).

Online learning, which has become the main alternative during the pandemic, requires teachers and students to adapt to information technology and digital media, Nurhadi, et. al (2020); Prayogo, et. al (2020); Purnaningtyas, et. al (2020); Purnaningtyas, et. al (2020); Rodli, et. al (2019). In this context, variety of learning tasks and activities becomes very important to maintain the quality of education and reduce educational gaps that may arise.

In recent years, research has shown that varying learning tasks and activities can improve the quality of education and increase student participation, Ahsin, et. al (2020); Ahsin, et. al (2020); Al Mabruroh, et. al (2020); Angelia, et. al (2020); Arukah, et. al (2020). However, during the Corona pandemic, variations in learning assignments and activities must be more flexible and accessible to students anywhere and at any time, Sulistyowati, et. al (2020); Tamarudin, et. al (2020); Umah, et. al (2020); Widiyanto, et. al (2019); Ahsin, et. al (2019).

In several studies, variations in assignments and learning activities carried out by elementary school teachers during the Corona pandemic included portfolios, practicals and practice questions, Arukah, et. al (2020); Devi, et. al (2020); Fathurohman, et. al (2020); Fathurohman, et. al (2020); Kara, et. al (2020). Teachers also use various applications and digital media such as WhatsApp, YouTube, dan Google Classroom to provide assignments and conduct discussions with students.

Apart from that, research also shows that the learning activities carried out by students and teachers are very diverse, Roysa, et. al (2020); Satria, et. al (2020); Sofia, et. al (2020). Students carry out activities such as looking for poetry related to the Corona pandemic on the internet, reading poetry, looking for dramas on the internet, and watching dramas

on YouTube. Teachers also use various applications and digital media to give assignments and hold discussions with students.

In several studies, limited technology and internet access are one of the main obstacles in implementing online learning. However, with the existence of various applications and digital media, elementary school teachers can overcome this obstacle and provide more flexible and effective assignments, Ahsin, et. al (2019); Cahyono, et. al (2020); Kurniasih, et. al (2020); Ristiyan, et. al (2019); Wanabuliandari, et. al (2019); Wanabuliandari, et. al (2019).

In this background, this research aims to identify variations in learning tasks and activities in elementary schools during the Corona pandemic and identify the applications and digital media used by teachers in giving assignments and holding discussions with students in elementary schools in Kudus Regency. Thus, it is hoped that this research can contribute to the development of more effective and flexible learning strategies during the Corona pandemic.

2. Structure of References

The development of the corona outbreak in Indonesia apparently does not only have an impact on the economic sector, namely the decline of the economy in Indonesia, the fall in the rupiah exchange rate, and the price of goods rising, including health equipment (Pratiwi, 2020). Online learning itself aims to meet educational standards by utilizing Information Technology using computer devices or gadgets that are interconnected between students and teachers or between students and lecturers so that the teaching and learning process can still be carried out well (Pakpahan & Fitriani, 2020). Learning is basically an educator's effort to help students carry out learning activities (Darmuki et al., 2017; Isjoni, 2009; Darmuki et al., 2019; Darmuki & Hidayati, 2019; Darmuki & Hariyadi, 2019). Suitable learning is through online media (Syarifudin, 2020). The material presented is in accordance with the Basic Competencies in the Syllabus. Online learning must be planned, implemented and evaluated the same as learning in the classroom (Syarifudin, 2020). Assignments are also a form of assessment for teachers to see how students understand the subject matter they have studied (Endriani & Syukur, 2015).

Studying at home can be focused on life skills education, including regarding the Covid-19 pandemic (Dewi, 2020). The results of previous research conducted by (Dewi, 2020), namely providing links containing lesson material as well as assignments and time limits for grading via Google Doc is considered easier in accommodating the needs of parents and students and can help teachers in terms of daily assessments because grades can be directly entered into the Google forms file. The results of previous research conducted by (Nahdi et al., 2020) show that many learning activities carried out during the corona pandemic at the PAUD level were assignments, Home Visits, reports on children's daily activities.

3. Research Methodology

This type of research is descriptive qualitative. Qualitative descriptives in this research were used to produce descriptive data in the form of variations in learning tasks and activities in elementary schools during the corona pandemic. The data in this research are forms of assignments and learning activities at Elementary Schools in Kudus during the corona pandemic. The data source comes from 22 elementary school teachers in Kudus Regency. Data collection in this research used a questionnaire in the form of Google Forms. Elementary teachers are asked to fill out the form according to what they have implemented during the corona pandemic. Data analysis in this research uses interactive methods. Data analysis using an interactive model is carried out in three stages, namely: data reduction, data presentation, and drawing conclusions. Data reduction was carried out by selecting data originating from variations in assignments and learning activities in elementary schools during the corona pandemic. The data presented in this research is a description of findings regarding the types of assignments given by elementary school teachers during the corona pandemic and learning activities in elementary schools during the corona pandemic. Furthermore, the data is presented in the form of data descriptions which are then analyzed and studied based on the underlying theory. Conclusions related to variations in tasks and learning activities in elementary schools during the corona pandemic were drawn after going through data reduction of the findings.

4. Result and Discussion

The results and discussion of this research focus on variations or forms of assignments in elementary schools during the corona pandemic and learning activities in elementary schools during the corona pandemic. The following are the results and discussion: Variations in Assignments in Elementary Schools during the Corona Pandemic. Variations in assignments are related to the types of assignments or forms of assignments given by teachers in the learning process. Based on survey results during the corona pandemic, elementary school teachers in Kudus Regency gave assignments to their students in the form of portfolios, practice, demonstrations, reading material in books, and practice questions. The practice questions given by the teacher are mostly in the form of multiple choices and descriptions. The tasks given by teachers also take various forms, such as the task of making a collage about corona, a poster about corona, making a video or collage of washing hands properly, giving questions that are still related to corona, making a video memorizing tahfid, making a video memorizing short letters, and send photos containing assignments.

The learning support applications or media used by elementary school teachers in giving assignments mostly use the Whatsapp and Google Forms applications. This is in line with what was stated by (Dewi, 2020) that in terms of

implementing home learning for elementary school students, teachers ask for help from the students' parents or family members as resource persons whose steps have been shared via the Whatsapp group. Home study implementation reports can be in the form of photos or videos which must be sent via the class group. As expressed by one elementary school teacher who teaches in the Karangduren area. He revealed that the forms of assignments given were in the form of practical assignments and assignments to work on practice questions. Explanation of the material is also done by downloading the material from the internet and then sharing it with students via the Whatsapp or Google Forms application. The tasks given are asking students to document the correct procedure for washing their hands in the form of videos or photos. The same thing was done by elementary school teachers from the Banyudono area.

The forms of assignments given include portfolios, practice, demonstrations, and practice questions in the form of multiple choices and descriptions. The tasks given by the teacher are making videos or posters about corona, making crafts, making collages of the correct order of washing hands, photos of students' work both from books and from Google Forms. Several teachers whose teaching areas are in the Banyudono area also carry out the same tasks. Several teachers who teach in the Babadan area, Sambu District, also give assignments in the form of portfolios and practice questions consisting of multiple choice and short descriptions. The portfolio assignment requires students to make a poster about corona which contains an appeal for frequent hand washing and measures to prevent transmission of corona. The assignments that students have completed or completed are then sent via the WhatsApp application. Teachers from other Kudus Regency also gave assignments by asking their students to do practice questions, practice and demonstrations via the Whatsapp application, Google Forms or the Quizizz application. The tasks given are also adjusted to the daily theme. Learning Activities in Elementary Schools during the Corona Pandemic Learning activities are related to the forms of teaching and learning processes carried out by teachers during the corona pandemic. Based on survey results, elementary school teachers in Kudus Regency during the corona pandemic of course implemented online learning. Online learning is a learning pattern chosen by teachers to plan an appropriate and efficient learning process to achieve learning goals by utilizing the internet network (Yanti et al., 2020). The learning activities in elementary schools during the corona pandemic include providing learning materials sourced from YouTube, question and answer discussions via Whatsapp, providing materials and questions via Whatsapp, and asking students to do Student Worksheets (LKS).

This shows that learning activities in elementary schools during the corona pandemic were mostly carried out via the WhatsApp application. Providing materials in the form of learning videos, lesson materials to be taught, collecting assignments, question and answer discussions, are all done in the Whatsapp group. As stated by one of the teachers who teaches in the Dersalam area, Bae District, learning activities are mostly carried out in Whatsapp groups by means of teachers sending learning materials sourced from YouTube or videos made by the teacher himself. The same thing is also done by teachers who teach in the Karang Bener area. He revealed that learning activities mostly took the form of question and answer discussions in the Whatsapp group. However, learning activities that are mostly carried out on the WhatsApp application do not always run smoothly. Based on the results of a survey of 22 elementary school teachers in Kudus Regency, many teachers revealed that there were students who did not submit assignments due to online learning. As stated by an elementary school teacher who teaches in the Ngembal Rejo area, Bae District. He revealed that not all students submitted assignments. The reasons why students don't submit assignments are varied, namely parents who don't have an Android cellphone, parents who don't pay enough attention to their children, limited internet quota and unsupportive signals. Parents who are busy working so they cannot accompany their children when studying is also the reason why some students do not submit school assignments. Alone. In the future, if the corona pandemic continues for a long time, e-learning based learning such as using the Zoom or Google Meet applications needs to be implemented by teachers so that learning does not seem monotonous. This needs to be done so that there is interaction between teachers and students in online learning.

5. Conclusion

Based on the results and discussion presented above, it can be concluded that the variety of tasks given by elementary school teachers during the corona pandemic is generally in the form of portfolios, practice and practice questions. The practice questions given are in the form of multiple choice and description. The application or media used by elementary school teachers in giving assignments during the corona pandemic is WhatsApp. Apart from the WhatsApp application, teachers also use Google Forms to give assignments. Then, learning activities in elementary schools during the corona pandemic were more in terms of providing learning videos from YouTube, question and answer discussions via the Whatsapp application, and finally, students were asked to work on practice questions on the LKS or questions created by the teacher himself. In the future, if the corona pandemic continues for a long time, e-learning based learning such as using the Zoom or Google Meet applications needs to be implemented by teachers so that learning does not seem monotonous. This needs to be done so that there is interaction between teachers and students in online learning.

Acknowledgement

The authors would like to express their gratitude to the Universitas Muria Kudus for their support in providing both facilities and financial assistance for this research.

Conflict of Interest

The authors declare no conflicts of interest.

References

- Ahsin, M. N., & Ristiyani, R. (2019). Penerapan model sinektik untuk meningkatkan kemampuan menulis cerpen bagi mahasiswa. *KREDO: Jurnal Ilmiah Bahasa dan Sastra*, 3(1), 148-156. <https://doi.org/10.24176/kredo.v3i1.4060>
- Ahsin, M., Ristiyani, R., & Lusianti, D. (2019, October). Making Speech Therapy Aids for Children with Special Needs. In *Proceeding of the 2nd International Conference Education Culture and Technology, ICONECT 2019*, 20-21 August 2019, Kudus, Indonesia. <http://dx.doi.org/10.4108/eai.20-8-2019.2288162>
- Ahsin, M. N., & Fathurohman, I. (2020). Penerapan Blended Learning dengan Moodle dan Media Website dalam Pembelajaran Jurnalistik Daring. *Sasando: Jurnal Bahasa, Sastra Indonesia, dan Pengajarannya Lembaga Penelitian dan Pengabdian Masyarakat Universitas Pancasakti Tegal*, 3(2), 33-46. <https://doi.org/10.24905/sasando.v3i2.126>
- Ahsin, M. N., & Roysa, M. (2020). Pendampingan Pembuatan Media Pembelajaran Dengan Aplikasi Video Scribe Untuk Guru Ma Nu Hasyim Asy' Ari 2. *Muria Jurnal Layanan Masyarakat*, 2(2). <https://doi.org/10.24176/mjlm.v2i2.4423>
- Al Mabruh, Z., Kanzunuddin, M., & Nugraheni, L. (2020, November). Penggunaan Bahasa Iklan Barang Dan Jasa Sebagai Bahan Ajar Jual Beli Dalam Mata Kuliah Bipa Di Universitas Muria Kudus. In *Prosiding Seminar Internasional Seminar Kepakaran Bahasa Indonesia Untuk Penutur Asing (SEMAR BIPA)* (Vol. 3, No. 1, pp. 157-161). <https://conference.umk.ac.id/index.php/semarbipa/article/view/285>
- Angelia, B., Widiyanto, E., & Fathurohman, I. (2020). Kohesi Dan Koherensi Pada Buku Pengajaran Bipa Tingkt C1. In *Prosiding Seminar Internasional Seminar Kepakaran Bahasa Indonesia Untuk Penutur Asing (SEMAR BIPA)* (Vol. 3, No. 1, pp. 31-37). <https://conference.umk.ac.id/index.php/semarbipa/article/view/269>
- Arukah, D. W., Fathurohman, I., & Kuryanto, M. S. (2020, October). Peningkatan Hasil Belajar Siswa dengan Menggunakan Media Ledu. In *Prosiding Seminar dan Diskusi Pendidikan Dasar*. <https://journal.unj.ac.id/unj/index.php/psdpd/article/view/17738>
- Arukah, D. W., Fathurohman, I., & Kuryanto, M. S. (2020). Peningkatan Hasil Belajar Siswa Kelas IV Sekolah Dasar Negeri 2 Karangbener Menggunakan Model Think Pairs Share. *EduBase: Journal of Basic Education*, 1(2), 127-135. <https://doi.org/10.47453/edubase.v1i2.141>
- Cahyono, T. A., Ulya, H., & Ristiyani, R. (2020). Media Konkret Sebagai Upaya Meningkatkan Kemampuan Mengungkapkan Kalimat Permintaan Maaf pada Kelas II SD. *Jurnal Prakarsa Paedagogia*, 3(2). <https://doi.org/10.24176/jpp.v3i2.5858>
- Devi, I., Fakhriyah, F., & Roysa, M. (2020). Implementasi model problem solving berbantuan media komik tematik untuk meningkatkan kemampuan berpikir kritis siswa. *Jurnal Kreatif: Jurnal Kependidikan Dasar*, 11(1), 9-16. <https://doi.org/10.15294/kreatif.v11i1.25956>
- Dewi, W. A. F. (2020). Dampak Covid-19 Terhadap Implementasi Pembelajaran Daring Di Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 2(1), 55-61. <https://doi.org/https://doi.org/10.31004/edukatif.v2i1.89>
- Darmuki, A., Andayani, Joko Nurkamto, Kundharu Saddhono. (2017). Cooperative, Synectics, and CTL Learning Models Toward Speaking Ability Viewd from Students Motivation. *Proceeding International Conference on Intellectuals' Global Responsibility (ASSEHR)*. Vol. 125, 75-79.
- Darmuki, A., Andayani, Joko Nurkamto, Kundharu Saddhono. (2017). Evaluating Information-Processing-Based Learning Cooperative Model on Speaking Skill Course. *Journal of Language Teaching and Reasearch*, 8(1), 44-51.
- Darmuki, A., Andayani, Joko Nurkamto, Kundharu Saddhono. (2018). The Development and Evaluation of Speaking Learning Model by Cooperative Approach. *International Journal of Instruction*, 11(2), 115-128.
- Darmuki, A. & Ahmad Hariyadi. (2019). Eksperimentasi Model Pembelajaran Jucama Ditinjau Dari Gaya Belajar Terhadap Prestasi Belajar Mahasiswa Mata Kuliah Berbicara Di Prodi PBSI IKIP PGRI Bojonegoro [*Experimental Research on Jucama Learning Model viewed from Students' Learning Styles towards Their Learning Achievement in the Subject of Speaking*]. *Kredo*, 3(1), 62-72.

- Darmuki, A. & Hidayati N.A. (2019). An Investigation of The Cooperative Learning Using Audio Visual Media in Speaking Skill Subject. *ICSTI*, 121-126.
- Darmuki, A. & Hidayati, N.A. (2019). Peningkatan Kemampuan Berbicara Menggunakan Model Kooperatif Tipe NHT pada Mahasiswa Tingkat I-A Prodi PBSI IKIP PGRI Bojonegoro Tahun Akademik 2018/2019 [The Improvement of Speaking Skill using NHT Cooperative Model at First Year Students of Indonesian Language and Literature Department]. *Jurnal Pendidikan Edutama*, 6(2), 9-18.
- Darmuki, A., Ahmad H. (2019). Peningkatan Keterampilan Berbicara Menggunakan Model Kooperatif Tipe Jigsaw pada Mahasiswa PBSI Tingkat IB IKIP PGRI Bojonegoro Tahun Akademik 2018/2019 [The Improvement of Speaking Ability using Jigsaw Cooperative Model at First Year Studetns of Indonesian Language and Literature Department. *Kredo*, 2(2), 256-267.
- Endriani, N., & Syukur, Y. (2015). Kesiapan Siswa dalam Menyelesaikan Tugas Sekolah. *Konselor*, 4(4), 185–190. <https://doi.org/10.24036/02015436465-0-00>
- Fathurohman, I., & Setiawan, D. (2020). The Utilization Of Culture Map Board Media To Improve Teachers' Skills In Elementary School. *Journal of Education Technology*, 4(3), 279-284. <https://doi.org/10.23887/jet.v4i3.28456>
- Fathurohman, I., & Purbasari, I. (2020). Peningkatan Hasil Belajar Siswa SDN 5 Gondoharum Kudus Melalui Model TGT dan Media DaperR. *Jurnal Ilmiah Wahana Pendidikan*, 6(3), 264-274. <https://doi.org/10.5281/zenodo.3960155>
- Kara, R. B., Fathurohman, I., & Fajrie, N. (2020). Improving Poem Writing Skill Through Smart Ludo Media For Grade IV Students. *Jurnal Ilmiah Sekolah Dasar*, 4(3), 496-504. <https://doi.org/10.23887/jisd.v4i3.27538>
- Kara, R. B., Fathurohman, I., & Fajrie, N. (2020). Upaya Meningkatkan Keterampilan Menulis Puisi melalui Media Ludo Pintar. *Journal of Education Action Research*, 4(3), 363-370. <https://doi.org/10.23887/jear.v4i3.27231>
- Kurniasih, N., Wanabuliandari, S., & Ristiyani, R. (2020). Bibliometrics analysis in articles of verbal bullying in schools. *Library Philosophy and Practice*, 2020, 1-10.
- Lestari, E. E., Roysa, M., & Purbasari, I. (2020). Implementasi Media Permainan Codaka dalam Meningkatkan Hasil Belajar Ranah Keterampilan Siswa di Kelas IV SDN Sambung. *Trihayu: Jurnal Pendidikan Ke-SD-an*, 7(1). <https://doi.org/10.30738/trihayu.v7i1.8394>
- Nisa, K., Kanzunnudin, M., & Nugraheni, L. (2020, November). Pengenalan Pembelajaran Sastra Melalui Novel Hujan Karya Tere Liye Bagi Mahasiswa Bipa Di Universitas Muria Kudus. In *Prosiding Seminar Internasional Seminar Kepakaran Bahasa Indonesia Untuk Penutur Asing (SEMAR BIPA)* (Vol. 3, No. 1, pp. 183-193). <https://conference.umk.ac.id/index.php/semarbipa/article/view/288>
- Nugraheni, L., & Ahsin, M. N. (2020). Pendidikan Karakter dalam Pementasan Drama “Pelayaran Menuju Ibu” Karya Ramli Prapanca sebagai Bahan Ajar Pengkajian Drama Mahasiswa PBSI. *Jurnal Educatio FKIP UNMA*, 6(2), 684-689. <https://doi.org/10.31949/educatio.v6i2.730>
- Nugraheni, L., Suyitno, Ekowardani, N., & Waluyo, H. J. (2020, September). Pictures Series As Learning Media Of Folklore At Elementary School. In *Proceedings of the 4th International Conference on Learning Innovation and Quality Education* (pp. 1-4). <https://doi.org/10.1145/3452144.3453760>
- Nurhadi, M., & Utaminingsih, S. (2020). Pengaruh Model Pembelajaran Inquiry terhadap Hasil Belajar Siswa Materi Operasi Hitung Bilangan Cacah di Kelas VI Sekolah Dasar. *VIVABIO: Jurnal Pengabdian Multidisiplin*, 2(1), 44-60. <https://doi.org/10.35799/vivabio.2.1.2020.28804>
- Nahdi, K., Ramdhani, S., Yuliatin, R. R., & Hadi, Y. A. (2020). Implementasi Pembelajaran pada Masa Lockdown bagi Lembaga PAUD di Kabupaten Lombok Timur. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 5(1), 177– 186. <https://doi.org/10.31004/obsesi.v5i1.529>
- Pakpahan, R., & Fitriani, Y. (2020). Analisa Pemanfaatan Teknologi Informasi dalam Pembelajaran Jarak Jauh di Tengah Pandemi Virus Corona Covid19. *Journal of Information System, Applied, Management, Accounting and Research*, 4(2), 30–36.
- Pratiwi, E. W. (2020). Dampak Covid-19 Terhadap Kegiatan Pembelajaran Online Di Perguruan Tinggi Kristen Di Indonesia. *Perspektif Ilmu Pendidikan*, 34(1), 1–8. <https://doi.org/10.21009/pip.341.1>
- Prayogo, W., Roysa, M., & Widiyanto, E. (2020). Alih kode dan campur kode dalam interaksi jual beli di pasar tradisional prawoto sukolilo pati. *ALFABETA: Jurnal Bahasa, Sastra, dan Pembelajarannya*, 3(2), 1-12. <https://doi.org/10.33503/alfabeta.v3i2.891>

- Purnaningtyas, A. R. I. D., Fathurohman, I., & Kuryanto, M. S. (2020, October). Pemanfaatan Media Unos dan Model Pembelajaran Teams Games Tournament untuk Peningkatan Keterampilan Mengajar Guru di Sd Negeri Geritan Pati. In Prosiding Seminar dan Diskusi Pendidikan Dasar. <https://journal.unj.ac.id/unj/index.php/psdspd/article/view/17737>
- Purnaningtyas, A. R. I. D., Fathurohman, I., & Kuryanto, M. S. (2020). Peningkatan Hasil Belajar melalui Model Teams Games Tournament Berbantuan Media Unos pada Siswa Kelas IV Sekolah Dasar. *Jurnal Pendidikan Dasar Borneo* (Judikdas Borneo), 2(2), 15-23. <https://doi.org/10.35334/judikdas%20borneo.v2i2.1479>
- Ristiyani, R., & Roysa, M. (2019). BULLYING VERBAL SEBAGAI BENTUK DISFEMISME TUTURAN DI SEKOLAH. *Jurnal Educatio FKIP UNMA*, 5(2), 174-181. <https://doi.org/10.31949/educatio.v5i2.276>
- Rodli, R., Nugraheni, L., & Ediyono, S. (2019). Pemikiran Filsafat dalam Novel “Gerak-Gerik” Karya AH. J. Khuzaeni. *Pentas: Jurnal Ilmiah Pendidikan Bahasa dan Sastra Indonesia*, 5(1), 15-23. <https://e-jurnal.unisda.ac.id/index.php/pentas/article/view/1515>
- Roysa, M., & Ahsin, M. N. (2020). Inovasi Pembelajaran Digital Menggunakan Model Poe pada Mata Kuliah Jurnalistik di Prodi PBSI Universitas Muria Kudus. *Sasando: Jurnal Bahasa, Sastra Indonesia, dan Pengajarannya Lembaga Penelitian dan Pengabdian Masyarakat Universitas Pancasakti Tegal*, 3(2), 99-107. <https://doi.org/10.24905/sasando.v3i2.133>
- Syarifudin, A. S. (2020). Impelementasi Pembelajaran Daring Untuk Meningkatkan Mutu Pendidikan Sebagai Dampak Diterapkannya Social Distancing. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia Metalingua*, 5(1), 31-34. <https://doi.org/10.21107/metalingua.v5 i1.7072>
- Satria, E. P., Fathurohman, I., & Ardianti, S. D. (2020). Meningkatkan hasil belajar siswa SD melalui model teams games tournament dan media scrapbook. *EduBasic Journal: Jurnal Pendidikan Dasar*, 2(1), 45-51. <https://doi.org/10.17509/ebj.v2i1.26954>
- Sofia, E. M., Fathurohman, I., & Purbasari, I. (2020). Penerapan Model Contextual Teaching And Learning Terhadap Peningkatan Keterampilan Menulis Pendapat Pribadi. *Kredo: Jurnal Ilmiah Bahasa dan Sastra*, 3(2), 249-262. <https://doi.org/10.24176/kredo.v3i2.4783>
- Sulistiyowati, T., & Surachmi, S. W. (2020). Introducing Local Wisdom through Narrative: Teaching English in Higher Education. *Indonesian EFL Journal*, 6(1), 81-88. <https://doi.org/10.25134/iefjl.v6i1.2641>
- Tamarudin, A. (2020). Analisis faktor otentik kesulitan belajar program linier berbasis problem-based learning. *ANARGYA: Jurnal Ilmiah Pendidikan Matematika*, 3(1), 8-14. <https://doi.org/10.24176/anargya.v3i1.4142>
- Umah, S. W., Suad, S., & Roysa, M. (2020). Model Group Investigation Berbantuan Media Diorama Peristiwa Untuk Meningkatkan Hasil Belajar Siswa. *DIDAKTIKA: Jurnal Pendidikan Sekolah Dasar*, 3(2), 89-100. <https://doi.org/10.21831/didaktika.v3i2.33744>
- Wanabuliandari, S., & Ristiyani, R. (2019). Program Hypnomathematics melalui Kata-Kata Positif untuk Guru SD 4 Bae, Kudus. *Jurnal Pengabdian Pada Masyarakat*, 4(3), 249-254. <https://doi.org/10.30653/002.201943.150>
- Wanabuliandari, S., Ardianti, S. D., Ristiyani, R., Bintoro, H. S., & Sutiksno, D. U. (2019, July). e-Jas module: effort to improvement the environmental care and responsibility character. In 1st International Conference on Life, Innovation, Change and Knowledge (ICLICK 2018) (pp. 118-123). Atlantis Press. <https://www.atlantispress.com/proceedings/iclick-18/125913282>
- Widianto, E., & Fathurohman, I. (2019). Variasi Tunggal Bahasa dalam Interaksi Penjual dan Pembeli di Kawasan Makam Sunan Muria. *KREDO: Jurnal Ilmiah Bahasa dan Sastra*, 3(1), 164-170. <https://doi.org/10.24176/kredo.v3i1.3403>
- Yanti, M. T., Kuntarto, E., & Kurniawan, A. R. (2020). Pemanfaatan Portal Rumah Belajar Kemendikbud Sebagai Model Pembelajaran Daring Di Sekolah Dasar. *Adi Widya Jurnal Pendidikan Dasar*, 5(1), 61-68. <https://doi.org/10.1017/CBO97811074 15324.004>