

The Impact of Online Learning on Student Learning Outcomes in the Digital Era

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Abstrak

Perkembangan pesat teknologi informasi dan komunikasi di era digital telah mengubah cara kita belajar, salah satunya memunculkan Pembelajaran Online sebagai alternatif signifikan dalam metode pembelajaran. Penelitian ini bertujuan untuk memahami secara mendalam bagaimana dampak Pembelajaran Online memengaruhi hasil belajar mahasiswa. Menggunakan pendekatan kuantitatif, data primer dikumpulkan melalui kuesioner dengan sejumlah mahasiswa yang dipilih secara khusus berdasarkan pengalaman mereka dalam mengikuti beragam Pembelajaran Online. Analisis data difokuskan pada penggalan pengalaman, perspektif, dan pandangan informan terkait efektivitas, tantangan, dan kontribusi pembelajaran daring terhadap pemahaman akademis mereka. Hasil penelitian ini diharapkan memberikan wawasan komprehensif mengenai peran platform pembelajaran daring dalam konteks pendidikan tinggi di era digital saat ini.

Kata Kunci: Kursus Online, Era Digital, Pembelajaran

Abstract

The fast growth of information and communication technology in the digital age has changed how we learn. One change is the rise of Online Learning as a useful option for learning. This study aims to deeply understand how Online Learning affect students' learning results. Using a quantitative approach, we collected data through a questionnaire from students chosen based on their experiences with different Online Learning. The data analysis focused on exploring their experiences, views, and opinions about the effectiveness, challenges, and benefits of online learning for their academic understanding. The results are expected to give clear insights into the role of online learning platforms in higher education today.

Keywords: Online Course, Digital Era, Learning

INTRODUCTION

The introduction contains background and problems, a plan for solving, research/discussion objectives, a summary of theoretical studies relating to published issues. In this section, expectations can also be obtained from the research results. The length of the introduction is about 10-15% of the entire page. With the development of information and communication technology in the current digital era, there are many significant changes in various aspects of life, including in the world of education. One of the major changes that occurred was the recognition and development of online learning, as an alternative and complementary way of learning methods in general in class. An online learning is the delivery of a series of lessons on a web browser or mobile device, which can be accessed anytime and anyplace. It is designed as an online environment for convenient learning (Boettcher, 2009).

Online learning needs to be emphasized further. According to Arif S. Sadiman et al. (2003) in the journal written by (Aisyah et al., 2021), media serves as a vital channel through which individuals can convey messages and share information effectively. This understanding highlights the significant role that various forms of media play in the educational landscape.

Online learning offers several advantages that ensure the effectiveness of technology use in the educational process. According to the theory presented by Munir (Putranti, 2013), the benefits of using educational media as tools for implementing online learning can be categorized into several aspects.

First, there is an increase in interaction that facilitates the learning process. Online learning enhances the interaction between students and instructors, as well as among students themselves. Through digital platforms, students can actively participate in discussions, provide feedback, and collaborate on projects. Features like discussion forums, video conferencing, and chat rooms enable a more dynamic exchange of ideas and opinions, creating an engaging learning environment.

Second, learning becomes more integrated because it allows students to study anytime and anywhere. This flexibility is especially beneficial for those with other commitments, such as jobs or family responsibilities, as they can tailor their study schedules to fit their personal lives. This adaptability makes it easier for learners to manage their time effectively.

Third, the scope of learning is significantly expanded, allowing education to take place both locally and globally. Students from remote areas or even different countries can access the same learning materials as those in urban centers. This accessibility opens up opportunities for many individuals to pursue education that may not be available in their local environments, thus promoting educational equity.

Finally, the use of online media simplifies the storage of materials provided by educators. Students can easily access their notes, videos, and important documents in digital formats whenever needed. This digital storage alleviates concerns about losing or damaging physical materials, and it enables students to review and revisit content more conveniently, ultimately enhancing their understanding and retention of information.

In summary, the integration of technology in online learning not only enhances interactivity but also provides flexibility, expands educational access, and ensures efficient material management. These factors collectively contribute to a more effective and inclusive learning experience.

Online learning offer flexibility in time, place, distance, and access to learning resources. Students today can learn independently through digital platforms such as Google Classroom, Coursera, Ruangguru, Myskill, Growth with Goggle and others, both synchronous (direct) and



asynchronous (indirect). This can certainly open up opportunities for students to hone their skills and independent learning processes.

However, the use of online learning must also pose its own challenges. It is impossible for all students to have good time management skills, adequate availability of devices and internet connection, or strong learning motivation without direct supervision from the teacher. Therefore, it is important to evaluate or analyze the impact of online learning on the effectiveness of student learning in this digital era, both from the academic aspect, learning engagement, and soft skills development.

The issue addressed in this article focuses on the impact of online learning that has been implemented for some time, as well as how this form of learning affects the individual learning outcomes of students. Understanding the learning progress of each student is crucial for teachers to assess the extent of their students' success in the educational process.

According to (Nitko & Brookhart, 2011), success in learning is determined by the achievement of clearly defined learning objectives. This involves not only the final results obtained by students but also the processes they undergo throughout their learning journey. Effectiveness in education is thus defined by both the outcomes and the experiences that students encounter, ensuring that the learning process is not only successful but also meaningful.

By closely monitoring and evaluating these factors, educators can identify areas where students excel and where they may need additional support, ultimately enhancing the overall effectiveness of online learning. This focus on individual learning outcomes is essential in adapting teaching strategies to meet the diverse needs of students in an increasingly digital educational landscape.

The effectiveness of learning is a key factor in achieving progress and success in the educational process. According to (Dean, 2003), learning effectiveness can be defined as the success of the learning process, characterized by the motivation and desire of students to engage actively. Motivated students tend to be more enthusiastic about learning, which contributes to better outcomes. The grades obtained by students also play a crucial role in assessing the effectiveness of learning. Good results can reflect a deep understanding of the material and indicate that the methods used have been successful. However, it is important to note that grades are not the only indicators of effectiveness; the learning process itself, including student interaction and engagement, is equally significant.

Active participation in discussions and collaborative activities enhances the learning experience, fostering a more comprehensive understanding of the subject matter. Therefore, a holistic approach that considers both academic performance and the quality of the learning experience is essential for evaluating the true effectiveness of educational methods and practices.

On the other hand, the implementation of current learning systems often presents challenges that can hinder the achievement of educational goals. One of the primary causes of this issue is the use of inappropriate media and methods in the context of online learning. If the chosen media do not facilitate effective interaction or if the teaching methods do not align with students' needs, the learning outcomes may be negatively affected.

Therefore, it is crucial to evaluate and adjust the tools and methods used to match the characteristics and requirements of students, ensuring that the effectiveness of learning is maintained. By understanding the relationship between learning effectiveness, student motivation, and the selection of appropriate media, we can create a better learning environment, particularly in the increasingly popular context of online education.

Thus, to comprehend every aspect that serves as a guideline for the success of each student's learning process, it is essential to understand the impact of education. This understanding will demonstrate how technology can best support students in achieving their educational goals effectively. By addressing these challenges and leveraging technology appropriately, we can enhance the overall educational experience and outcomes for learners.

LITERATURE REVIEW

Learning is an activity where interactions occur among learners and between learners and their learning environment, aimed at achieving constructive behavioral changes in the learners. Based on this, learning management is defined as the activities of teaching and learning through the application of learning principles. The steps of learning include planning, implementation, and evaluation, so that the plans and objectives set can be achieved.

In the context of modern education, many experts provide diverse perspectives and definitions regarding the concept of online learning. Understanding these definitions is crucial because online learning plays a significant role in presenting more flexible and accessible learning methods that cater to a wide range of students. As educational institutions increasingly adopt digital platforms, the need to comprehend the essence of online learning becomes even more essential.

For instance, (Dona Fitriawan, 2022) describes online learning as "a program for implementing online teaching and learning so that it can reach a massive and broad target group." This definition highlights the programmatic approach that online learning embodies, emphasizing its ability to transcend geographical barriers and reach learners who may otherwise have limited access to traditional education. Similarly, (Magdalena et al., 2020) emphasize that the online learning process utilizes internet network facilities, which are integral to this modern educational approach.

This reliance on technology underscores the transformation of the learning experience, making it more interactive and engaging.

Moreover, online learning is fundamentally technology-based and has revolutionized teaching methodologies in profound ways. The emergence of Computer Assisted Language Learning (CALL) and Mobile Assisted Language Learning (MALL) are notable examples of this revolution, showcasing how technology can enhance language acquisition and other educational experience (Dantes et al., 2019) Such innovations not only improve the quality of learning but also cater to various learning styles, making education more inclusive.

The practical execution of online learning occurs through virtual platforms that rely on digital devices and stable internet connections (Amiti, 2020) This infrastructure allows students to engage with educational content in a flexible manner, adapting to their personal schedules and lifestyles. The use of gadgets such as computers and mobile phones empowers learners to access materials from various locations, whether at home, in cafes, or while commuting. This flexibility is particularly beneficial for non-traditional students, such as working professionals and parents, who may struggle to attend conventional classes.

However, despite the myriad benefits that online learning presents, it is important to recognize that not all students will succeed in this environment. Various factors influence the effectiveness of online education, including the learning environment and individual learner characteristics. For instance, students who lack a conducive study space may find it challenging to focus, while those with different learning styles may struggle with the predominantly visual and auditory nature of online content (Azaria, 2014)

Moreover, the effectiveness of education and learning resources within a learning environment is heavily dependent on educators' efforts to facilitate meaningful interactions. Educators play a critical role in creating an engaging online atmosphere that encourages collaboration and dialogue among students. By implementing innovative teaching strategies and utilizing diverse multimedia resources, educators can enhance the learning experience and help students acquire essential knowledge and skills (Siti Nurhasanah, 2020)

A recent study by (Sholikhah et al., 2022) in the article titled "Online Platforms in Mobile Learning as Online Learning Media during the COVID-19 Pandemic" highlights the importance of online learning platforms in supporting teaching and learning processes during the pandemic. The research shows that the COVID-19 pandemic forced education to adapt quickly, and the use of mobile-based learning media became an effective solution.

In the study, several identified platforms, such as Google Classroom, Zoom, and Microsoft Teams, proved capable of addressing various challenges faced by students and educators. The data presented indicates that over 60% of respondents considered the use of these platforms effective in supporting learning activities, meeting success criteria.

The research also emphasizes that online learning not only serves as an alternative when face-to-face learning is not possible but also acts as a medium that can enhance student engagement. By leveraging technology, students can learn flexibly and independently, which is crucial in the context of education in today's digital era.

This study underscores that despite the challenges in implementing online learning, these platforms have significant potential to create interactive and efficient learning experiences. Therefore, investment in digital infrastructure and training for educators is essential to maximize the benefits of online learning.

Constructivism theory focuses on how individuals build knowledge and understanding through experiences and social interactions. According to research by (Suparlan, 2019), constructivism emphasizes that learning is an active process where students do not merely receive information but also process and integrate it with their existing knowledge.

In the context of online learning, this theory indicates that platforms such as Google Classroom and Zoom can be used to create interactive and collaborative learning experiences. Through group discussions, collaborative projects, and direct feedback, students can actively engage in the learning process. Additionally, constructivism highlights the importance of a learning environment that supports exploration and reflection. The use of digital tools in online learning allows students to access various sources of information, collaborate with peers, and apply their knowledge in real-world situations, all of which align with the principles of constructivism.

By integrating constructivist theory into online learning, educators can design more effective and engaging learning experiences that not only enhance academic understanding but also develop critical thinking and collaborative skills among students. This demonstrates that online learning is not just an alternative but also an opportunity to apply deeper and more structured pedagogical approaches.

Besides the theory of constructivism there is also the theory of connectivism, introduced by George Siemens and Stephen Downes, emphasizes that learning occurs within interconnected networks in the digital age. According to research by (Cahyono et al., 2022), connectivism argues

that individuals do not need to remember all information but must have the ability to find and apply relevant knowledge when needed.

Connectivism states that knowledge is formed through interactions within information networks. The learning process focuses more on creating and maintaining connections between information sources rather than merely transferring knowledge. This supports the use of blended learning methods, where face-to-face and online learning are combined, allowing students to interact with various sources and peers.

By applying connectivism theory in online learning, students can access information continuously and adapt to rapid changes. Connectivism also emphasizes the importance of digital literacy, enabling students to evaluate the information they encounter and determine what is important.

Through this approach, educators can create more dynamic and responsive learning experiences, where students actively engage in the learning process and build their own networks of knowledge. This demonstrates that learning in the digital age is not just about accessing information, but also about building relationships and connections that support each other.

The social and emotional influence in the context of online learning is highly significant, especially among elementary school students. According to research by Nurmaya et al. (2022), students' socio-emotional development experiences changes that can affect their ability to adapt to a new learning environment. In online learning situations, students may face limitations in social interaction, which can hinder their emotional development. As a result of online learning, educators cannot directly observe the activities students engage in during online classes. Typically, students should receive more attention, but due to online learning, instructional hours are reduced (Anggraini et al., 2021).

Students with good socio-emotional development tend to be better at socializing and collaborating with their peers, nurturing self-confidence, and demonstrating empathy and sympathy. According to standards for child development achievement (Alfiyah et al., 2021), indicators of progress in children's socio-emotional behavior include: (a) self-awareness, showing self-ability, understanding and controlling oneself, and being able to relate to others; (b) awareness of specific expectations for others, including the ability to recognize their own freedoms, adhere to principles, manage themselves, and take responsibility for their actions to benefit others; (c) prosocial behavior, which is seen in the child's ability to play with peers, recognize feelings, react to emotions, and appreciate others' uniqueness and judgments; helping, tolerance, and readiness to act kindly. Being

ready to adapt and cooperate with the general environment, along with the importance of social skills, also encourages children to share, build relationships with others, and accept others' opinions (Nisa et al., 2021). However, during online learning, limited social interaction can lead to a decline in these aspects. For instance, students may feel less confident in asking questions or actively participating during virtual classes due to the lack of direct support from peers.

Socio-emotional development is also influenced by the social support they receive from teachers and parents (Psikologi & Pendidikan, 2020) Teachers who create a comfortable and supportive classroom environment, as well as use comprehensive teaching methods, can help students develop their social and emotional skills. Additionally, parental support in the form of good communication and attention to children's learning needs plays a crucial role in enhancing students' emotional development.

For example, students who feel supported by their parents and teachers are more likely to show a high level of curiosity and participate in class discussions. Therefore, it is essential for teachers and parents to work together to create a positive learning environment, even in an online format, so that students can continue to develop socially and emotionally during this pandemic.

Online learning has become an important phenomenon in modern education, especially amidst the challenges posed by the COVID-19 pandemic. This learning process involves interactions among students, teachers, and the learning environment, supported by digital technology, providing greater flexibility and accessibility for various student groups.

From the various perspectives discussed, it is clear that online learning not only serves as an alternative when face-to-face learning is not possible but also offers opportunities to enhance student engagement. Platforms such as Google Classroom and Zoom facilitate interactive and collaborative learning experiences, supporting the principles of constructivist and connectivist theories. Constructivism emphasizes the importance of experience and social interaction in building knowledge, while connectivism highlights the significance of information networks and the ability to access relevant knowledge.

However, challenges in online learning persist, including a decrease in social interaction that can affect students' emotional development. Students with good socio-emotional skills tend to adapt and collaborate more effectively, but they require support from teachers and parents to create a conducive learning environment. Therefore, it is crucial for educational institutions to invest in digital infrastructure and train educators to maximize the potential of online learning.

Overall, online learning presents both challenges and opportunities. With the right approach, education can become more inclusive, interactive, and capable of meeting the needs of students in this digital age

METHOD

This research uses a quantitative approach to explore the impact of online learning on students' learning outcomes in the digital era. Quantitative methods are related to numbers or nominal data that are often used in survey or polling research (Charismana et al., 2022).

In this study, data is collected through surveys or questionnaires designed to capture specific information about students' experiences with online learning. These instruments are structured to include closed-ended questions, enabling respondents to indicate their level of agreement or satisfaction using predefined scales. For example, a Likert scale may be used, where responses range from "very dissatisfied" to "very satisfied." This structured format simplifies the quantification of responses, making it easier to analyze patterns and trends.

The sample for this research is selected using purposive sampling, targeting students who have participated in online learning programs at Universitas PGRI Pontianak. This method ensures that the sample is relevant to the research questions, allowing for in-depth insights into the specific experiences and challenges faced by these students.

Data analysis in this study involves statistical techniques, which may include descriptive statistics to summarize the data and inferential statistics to draw broader conclusions about the population based on the sample. The researchers plan to use bar chart analysis to visually represent the data, facilitating easy comparisons among various categories within the questionnaire.

Overall, the quantitative research methodology enables the study to provide empirical evidence regarding the effects of online learning on students. By focusing on measurable outcomes, the research aims to contribute valuable insights into the evolving landscape of education in the digital age, ultimately facilitating data-driven conclusions and recommendations.

The population in this study consists of students participating in online learning programs at Universitas PGRI Pontianak. The sample is taken using purposive sampling, selecting students with diverse experiences in online learning.

Primary data is collected through a questionnaire designed to measure:

- Positive impacts of online learning on academic understanding
- Negative impacts of online learning on academic understanding
- Challenges faced by participants during online learning

The collected data will be analyzed using bar chart analysis techniques to compare the number or frequency of various categories in the questionnaire. In this study, the analysis focuses on three main aspects: the negative impacts of online learning, the positive impacts of online learning, and the challenges faced by students during the learning process.

The results from the questionnaire, which consists of 15 questions, will be processed to provide a clear picture of students' perceptions regarding online learning. For each aspect, the data will be organized based on the average scores obtained, indicating the level of agreement or dissatisfaction among students with the questions posed.

For instance, regarding negative impacts, the questionnaire evaluates students' feelings about distractions, loneliness, and technical issues. The average scores will help identify the proportion of students experiencing these challenges. Furthermore, for positive impacts, the analysis will highlight improvements in technological skills and ease of access to learning materials.

By using bar charts, the analysis results can be effectively visualized, facilitating an understanding of the data and allowing for clear comparisons between different categories. This analysis aims to provide deeper insights into the effectiveness of online learning and how it affects students' learning outcomes at Universitas PGRI Pontianak.

FINDINGS AND DISCUSSION

In today's digital era, online learning has become an increasingly popular method among students. This research aims to understand the impact of online learning on students' learning outcomes at Universitas PGRI Pontianak. Through the analysis of a questionnaire distributed to 30 students, we were able to identify various aspects that influence their learning experiences. The results indicate that while online learning offers several benefits, there are also challenges and negative impacts that need to be addressed. Below is a summary of the findings obtained from the questionnaire analysis.

A. Methos

The questionnaire consists of 15 questions divided into three sections:

- Negative impacts of online learning (5 questions)
- Positive impacts of online learning (5 questions)
- Challenges of online learning (5 questions)

The questionnaire was distributed to 30 students randomly within the scope of Universitas PGRI Pontianak. Respondents were asked to provide ratings in checkboxes, where a checkbox marked 1 means "Very Satisfied" and 5 means "Very Dissatisfied," on a rating scale of 1–30,

where a value of 1 indicates very low assessment, and a value of 30 indicates very high assessment.

B. Results

From the 30 questionnaires distributed, all 30 were successfully collected and analyzed. Below is a summary of the results:

a) The Negative Impact of Online Learning

No	Question	Scale	Avarage Score	Category
1	I feel that online learning is much more distracting for me than face-to-face learning.	13	(43.3%)	Agree
2	Online learning makes me feel lonelier and less interactive with friends.	18	(60%)	Agree
3	I frequently struggle with technical troubles such as access to the internet or device problems while studying online.	19	(63.3%)	Agree
4	I feel that my motivation has decreased while taking online classes	17	(56.7%)	Agree
5	The material presented through the online platform is very difficult for me to understand.	18	(60%)	Agree

The results of the questionnaires above indicate that most students feel that online learning has significant negative impacts. A total of 63.3% of respondents experience technical difficulties, and 60% feel lonelier and less interactive with friends. Additionally, 56.7% of students reported a decrease in motivation during online

classes. This highlights the need for more attention to social and technical aspects of online learning to enhance students' learning experiences.

No	Question	Scale	Avarage Score	Category
1	I feel that during online learning, I find it easier to manage my time.	16	(53.3%)	Agree
2	Online learning makes it easy for me to access study materials anytime.	20	(66.7%)	Agree
3	I feel more independent in the learning process since taking online classes.	17	(56.7%)	Agree
4	I feel more comfortable studying from home compared to in the classroom.	17	(56.7%)	Disagree
5	Online learning has made me proficient in accessing technology and digital tools.	22	(73.3%)	Agree

Conclusion: Despite the negative impacts, the results also show that students experience several positive impacts from online learning. A total of 73.3% of respondents agree that online learning has improved their skills in accessing technology and digital tools. Additionally, 66.7% of students find it easier to access study materials anytime. However, 56.7% of students feel less comfortable studying from home compared to in the classroom, indicating that there are aspects that need improvement to enhance learning comfort.

b) Challenges of Online Learning

No	Question	Scale	Avarage Score	Category

1	I have trouble managing my time during online learning.	16	(53.3%)	Disagree
2	I find it difficult to maintain focus during online learning.	17	(26.7%)	Disagree
3	I feel like I'm not getting enough attention or direct guidance from the teacher.	17	(56.7%)	Agree
4	I need more direct interaction to understand the material well.	22	(73.3%)	Agree
5	I have challenges motivating myself to stay active in online learning.	20	(66.7%)	Agree

Conclusion: The results of the questionnaire indicate that students face several challenges in online learning. Although 53.3% of respondents do not experience difficulties in managing time, 73.3% feel they need more direct interaction to understand the material better. Additionally, 66.7% of students have difficulties motivating themselves to stay active in online learning. This indicates that additional support and better interaction between students and teachers are essential to overcome these challenges.

Overall, the results of the questionnaire show that online learning has both positive and negative impacts on the learning process of students around Universitas PGRI Pontianak. On one hand, students appreciate the flexibility and ease of access to materials. On the other hand, they face technical challenges, decreased motivation, and difficulties in understanding material without direct interaction. Therefore, improving the quality of online learning should focus on strengthening interaction, providing learning support, and ensuring adequate technical infrastructure so that online learning can be more optimal and support better learning outcomes.



In today's digital era, online learning has become an increasingly popular method among students. This research aims to understand the impact of online learning on students' learning outcomes at Universitas PGRI Pontianak. Through the analysis of a questionnaire distributed to 30 students, we were able to identify various aspects that influence their learning experiences. The results indicate that while online learning offers several benefits, there are also challenges and negative impacts that need to be addressed. Below is a summary of the findings obtained from the questionnaire analysis.

CONCLUSION

In summary, while online learning offers significant advantages such as flexibility, accessibility, and the development of digital skills, it also presents challenges that can hinder student success. The findings underscore the importance of addressing the social and emotional needs of students, ensuring adequate technical support, and enhancing interaction between students and instructors. By focusing on these areas, educational institutions can optimize the potential of online learning, ultimately fostering a more inclusive and effective educational experience for all students in the digital era.

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