

THE PROBLEMS OF IMPLEMENTATION OF DIGITAL MEDIA-BASED HISTORY LEARNING CURRICULUM IN THE NETWORKED TECHNOLOGY ERA

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INTRODUCTION

As an attempt to explore a number of problems and describe the interrelationships between these problems, this paper is a systematic-critical effort to explore the root cause of the problem and analyze potential opportunities in the development of higher quality teaching materials. The scope of this study is of course limited to the problems of implementing the history learning curriculum, which currently must be contextual in nature; This means following technological developments in the field of education itself, namely digital-based learning. Historical learning is important in the formation of character values, including forming the spirit of patriotism and the spirit of nationalism. A historical knowledge that is supported by the practical experience of a good citizen at school helps strengthen citizen loyalty and help future generations of children find themselves with a broad historical background (Yuliani SW., 2020). The multi-perspectives of research and academic studies regarding the implementation of an ideal education color the socio-pedagogic discourse on the current stage of policy change for the provision of formal education. The

front arena of the national education stage is enlivened by dramatic plays on the search for strategies, approaches, methods, models and technical variations in finding breakthrough solutions to the complexity of the problems that are currently afflicting the formal education process.

The contestation of thoughts, ideas, and perceptions of a number of special education and learning experts in the field of history tried to dissect, identify and examine the core of the problem in order to obtain a comprehensive and integral problem solving. At this point, scientific research becomes very important and complementary in order to obtain an ideal solution to the facts of complex problems in the world of social science education. Humanizing humans through formal educational processes, including through historical education, is an important task area of formal education actors in schools. To achieve this goal, it is very important for every effort to adapt in responding to the demands of the situation, among others, by changing the system and learning approach. Although in practice the change effort is not an easy matter. It is therefore well understood that the problematic faces

of post-pandemic history learning and in the context of the post-truth era are still coloring the backstage of online learning curriculum policies within the framework of today's national education system. On that basis, it is very important to find solutions, both through research and other conceptual efforts so that learning outcomes can be realized optimally. At the same time, according to the theme of this paper, a number of theoretical frameworks and a number of field test results show that the appearance of the social education curriculum, especially from the perspective of learning history, still leaves many problems that must be managed and efforts to solve them continuously in a comprehensive manner.

State intervention through the policy of the Ministry of Education and Culture after the implementation of social restrictions in the era of the COVID-19 pandemic became the starting point for massive networked digital-based education praxis. The threat to the value of human life has been appropriately taken to break the chain of the spread of this virus. The policy provides impact on education nationally, especially on the formal learning process of students at all levels. The implementation of physical distancing at all levels, from PAUD, Elementary and Secondary Education to Higher Education from the beginning has been strictly implemented through the health protocol flow until the conditions are truly declared conducive. However, the dynamics of the learning process during the pandemic are not all quite ready. Many complaints, many obstacles and many problems haunt

education people. The implementation of the obligation to study from home with an online mechanism has encountered many problems. During the pandemic, online learning has been carried out in almost all parts of the world (Goldschmidt, 2020). In the implementation of online learning, all elements of education are required to be able to facilitate learning so that they remain active even without face-to-face meetings. Teachers as the main element in formal education are encouraged to adapt to the implementation of learning which, in many research literatures, is actually not ready, especially in rural areas.

On the other hand, the online learning mechanism brings its own difficulties for students. Constraints in online learning are usually due to limited facilities and infrastructure, lack of mastery in using communication or technology, internet network/difficulty signaling, quota fees, difficulty understanding the material provided by teachers and lecturers and a series of other problems. The loss of direct interaction with teachers and lecturers makes the learning interaction process less effective, in addition to the problem of teachers and lecturers being less adaptive in concocting or modifying teaching materials to digital displays. This situation of course has an impact on the quality of learning, students or students and teachers and lecturers who previously interacted directly in the classroom now have to interact in a limited virtual space.

METHOD

The adoption and application of digital technology into learning

approaches in Indonesia is an important issue and an important part of the study of the social sciences-humanities. Not to forget in relation to the method of approach and implementation of history learning. Because of the importance of this issue, there have been so many research results and scientific studies related to the implementation of character education in various perspectives, methods and approaches. In this paper, the method used is descriptive qualitative analysis method. Because it is relatively new, its assessment and disclosure requires accuracy and depth. This paper is constructed with a critical paradigm (postpositivistic perspective), designed qualitatively, approached with an exploratory method and analyzed descriptively, critically and dialectically. The data used consists of secondary data obtained through critical discussions, documentation studies and literature studies (Moleong, 2017). Because the research is designed qualitatively, the results are in the form of hypotheses that become the basic construction for positivistic evidence at the descriptive-analytical design stage. The critical discussion was built considering that the terminology used is relatively new, especially in adopting its relation to terms in the world of digital technology. Even more cones are the elaboration of how the problem of implementing the history learning curriculum can run effectively? This question is the starting point for the review elaborated in the discussion of this paper.

Findings and Discussion

The Importance of Adaptation in the Use of Digital Technology Media

In order to overcome the limited conditions of educators and students in utilizing increasingly sophisticated digital technology devices, teachers and lecturers are required to be literate in digital technology and adapt quickly to provide good and optimal teaching. Teachers / lecturers are also still required to create a conducive learning atmosphere. So there is no other choice, teachers/lecturers must be creative and innovative using interesting learning media so that students or students can understand the learning material and the learning objectives can be achieved. Moreover, teachers or lecturers and students and students must understand the use of technology. Because, the ability to use communication media and technology is an absolute requirement for carrying out online learning. However, with the proposed policy of Distance Learning (PJJ) or online learning, if applied continuously, it cannot be denied that it has its own problems that not all parties are able to adapt to this online learning mechanism (Asmuni, 2020). For this reason, the effort to find comprehensive and ideal problem solving through a number of studies and research is a very important demand in unraveling the tangled threads of this online learning problem, both now and in the future.

Long before it was implemented massively, in fact online mode learning was an educational innovation that involved elements of information technology in learning (Fitriani, Fauzi and Sari, 2020). This learning, in the history of its application to institutions

that have a learning management system (LMS), uses the internet network with accessibility, connectivity, flexibility and ability to bring up various types of learning interactions (Nabung, 2021). Online learning is the use of the internet to access materials, to interact with instructors and other learners, to get support during the learning process with the aim of acquiring knowledge, creating understanding and to develop in skills through specific learning experiences (Gusty Sri, et al., 2020) Online learning can be defined as an inter-subjective interaction between teachers and learners who are built in a network via smartphones, laptops, or other electronic devices.

In the institutional segment, the application of this online learning system requires the availability of adequate network infrastructure and a choice of digital platforms that support the online or online teaching and learning process, including the readiness of educators and learners (Andriani, 2020). Most educational institutions are poorly prepared to teach digital technology-based on a large scale. This has emerged in a number of studies from an institutional, cultural, structural, and administrative perspective (Xiau, 2018). The cause in this case is the lack of human resources, the process of technological transformation, telecommunication infrastructure, and other equipment. Apart from that, the lack of procurement of telecommunications, multimedia and information technology infrastructure which is a prerequisite for the implementation of online system education. In addition, the penetration

and availability of digital technology devices in Indonesia is still low. Some of the educational institutions do not yet have the right, effective and adequate platform to be used as a distance or online learning system. This is due to the availability of human resources who have not been able to create programs that are in accordance with the conditions of the institution. so it takes the ability and expertise of human resources in using IT. There are still many educational institutions that do not fully have communication technology infrastructure, especially educational institutions located in rural areas far from the center of the internet network. educational institutions require additional school budgets to implement online learning (Puji Lestari, 2020). Therefore, if you want the learning process to run optimally, then the infrastructure in the formal education unit must be available adequately.

The application of various learning strategies is one solution to find the right ingredients in transforming knowledge to early childhood that are good for the development of the three aspects above. The role of teachers as educators must of course be able to work together with various parties, in particular being a bridge between parents and schools in implementing learning strategies while this pandemic is still happening. The use of relevant strategies in learning will greatly influence the intelligence possessed by each student (Ulfah, 2018: 32).

Towards Effective History Learning Strategy Innovation

History learning, even though it is reflective in nature, is very relevant to be adapted to various digital technologies to make it more interesting and loved by students. The literacy of ideas in this learning discourse should be aimed at producing an effective learning approach or strategy. An innovative touch in the preparation of online learning strategies is an important solution to the problems faced by teachers/lecturers in teaching history material. The learning strategy is the arrangement of possible patterns of variation in the meaning and kinds of the general sequence of teaching. In principle, the application of this learning strategy will differ from one another, including in its internet-based application. Online-based learning strategies are clearly very different from learning strategies in general (Suriansyah & Aslamiah, 2011:1). Thus, learning strategies during a pandemic are ways, steps, patterns used by early childhood teachers in implementing learning during a pandemic so that the objectives and aspects of learning can still be achieved properly and effectively.

There are many approaches, models, and strategic methods that can be used in delivering learning materials to students effectively. The key is in the introduction and understanding of the characteristics of students. Of course, the method must be adapted to the conditions and cultural backgrounds that shape the students. In this pandemic situation, it is the duty of an educator to be able to prepare an effective learning strategy formula so that the material can be

conveyed properly and students can understand it optimally. Experts argue, specifically related to learning strategies in early childhood, that the characteristics of movement that are usually carried out by early childhood in general are imitation, manipulation, and modesty (Aris, 2014, p. 59). In the context of learning practice in the pandemic era, learning methods are needed that can accommodate this so that the learning process can continue to run in order to educate the nation's children (Santika, 2020, p. 12).

It is the duty of the education component to prepare varied media such as learning resources, illustrations, instructional frameworks, pictures, videos and various interesting information that can inspire students in the learning process. This is one of the strategic solutions that teachers can do to support the ideal online learning process. With the right strategy and choice of approach, the teacher can accommodate the learning needs of students to be able to develop their potential according to their education level (Anhusadar, La Ode, 2021: 688). Because after all, the choice of creative learning strategies in a conducive atmosphere will build positive perceptions for students. The children's enthusiasm can be seen from the way they greet, respond to greetings, as well as their activeness during online interactions. The choice of the right strategy will be able to encourage students to complete tasks enthusiastically, including building interactive communication in discussions. In addition, this program provides significant benefits for teachers, students/students, and

parents. In order to complement the online learning strategy, schools also need to organize a home visit program, more specifically for students with problems. The home visit approach will provide added value and enthusiasm for students who may feel uncomfortable or less enthusiastic during online learning. The presence of teachers at home can trigger children's enthusiasm to keep learning (Mokoginta & Nurdiyani, 2020).

Awareness of the demands for changes in systemic learning patterns must encourage learners to be more proactive and innovative in finding and formulating appropriate learning strategies. The choice of a strategy used by an educator is not necessarily ideal for all students. Therefore, it takes flexibility and thoroughness of teachers in building learning communication. In this context, teachers need to build communication with parents. The task of parents in addition to helping their children learn at home is also to inform their children's learning difficulties while being proactive in thinking about a more appropriate approach to help their child's learning achievement grow and develop. That is why, in the implementation of online learning, coordination is needed between all parties so that learning activities run optimally. Through online learning, it is hoped that a quality virtual learning ecosystem environment will be created. Online learning should not only be an additional learning model, but also a choice of actual learning models and methods. In this understanding, while the pandemic storm is difficult to predict when it will end, the option of online learning is a real demand that

must be accustomed and continuously developed.

A number of research findings and digital technology innovation interventions have provided convenience in many ways related to the practice of online learning. All kinds of digital applications that are connected to the internet network provide many offers and conveniences for the world of education. Various platforms can be used to support online learning. Not only in the context of formal education, a number of informal learning features have also been widely circulated, including a number of course information and skills training based on digital technology. In the midst of the proliferation of existing learning applications, the subjective factor of educators remains a determinant as a user. Teachers must be tactical and strategic in determining digital platforms in their learning communication to students.

Alternative Learning History with Collaborative Approach

Modern learning approaches are actually still relevant to be applied during online learning. The demands of digital-based learning must be immediately responded to by all educational institutions by implementing collaborative and creative learning models. The collaborative learning model can prevent students from being passive and dependent on the teacher in the learning process. Collaborative learning is defined as a learning process that provides opportunities for students to be active in the learning process. The teacher is only a facilitator and companion in the

learning process. Collaborative learning maximizes a good collaborative process between students and teachers in the learning process, so as to create a learning environment, student-centered, integrated and cooperative atmosphere and make students active in the learning process. Therefore, the learning model needed during the pandemic and to answer the challenges of the current industrial revolution is a learning model that provides training for students to think critically, creatively and innovatively (Tapung & Payong, 2018). Where learning does not only emphasize the transfer of knowledge but the learning process that produces students who are creative, critical in solving a problem (Koko Adya Winata, 2020).

Thus, the stakeholders in the practice of online learning must also be carried out with many strategies and innovations which in turn are aimed at increasing effectiveness and optimizing the quality of processes and outcomes in learning. Learning innovation essentially aims to be able to solve problems in education and to be able to produce graduates or students who are able to compete with the times (Alif Achadah, 2020). The practice of online learning clearly has demands for achievement of results as does face-to-face conventional learning. In many aspects, online learning can be even more effective and efficient in its impact on optimizing the quality of learning outcomes.

The creative and innovative dimensions of collaborative learning, especially at the higher education level, open up a wider space for self-development for students. By collaborating with their learning

partners, learning content information obtained from lecturers can be easily shared and discussed more deeply. A number of studies related to collaborative approaches in online-based learning report that students have a positive attitude towards online learning compared to face-to-face lectures. It is stated that online learning is an alternative curriculum for all levels of formal education. Several studies have shown that online learning evaluation produces significant effectiveness (Zamzami, 2021:987). As an illustration, the lecturer gives structured assignments to students to be discussed online. The results of the discussion are then formulated collaboratively in written form. Writing can represent the group, or in the form of personal conclusions from each student regarding the results of the discussion. That is, every student is within the limits of his understanding of the discussion material, elaborating it in the form of papers or papers or notes according to the standards set by the lecturer. In this case, the lecturer plays a role in reviewing student writings by first conveying the writing procedure. In the context of implementing the student-centered educational paradigm, corrections are made through a peer review process before being reviewed by the lecturer. Evaluation of writing quality improvement is done by comparing the first and last texts. It was emphasized that students were satisfied with the implementation of this kind of collaborative online learning (Darmalaksana et al., 2020).

In this context, collaborative learning model can be an option in communicating and building positive

interactions. In a number of literature studies related to the collaborative online learning approach, there are a number of important prerequisites as factors that influence learning outcomes (Dabbagh, 2007). First, the importance of the spirit of learning that is built through creative learning facilities and infrastructure. That is, students in learning must have a high spirit so that independent awareness is built in the development of learning materials. In online learning, it is the students themselves who determine the criteria for learning completeness and understanding the material. Lecturers/teachers can determine exploratory material that can be independently developed by students. Independent learning of students / students can directly or indirectly cause differences in results through a number of assessment instruments that have been prepared in a measurable manner.

Second, the importance of the digital technology media literacy aspect as a reference for the development of independent learning. The issue of digital operational competence is important for learning stakeholders to understand. Students' understanding of the use of digital technology media in online learning is also the key to the success of online learning. Mastery and understanding of the technology that will be used for online learning is something that students must do before online learning is applied. Tools that are often used for online learning are laptops and smartphones or other gadgets. With the development of the 4.0 era, more and more features or applications are used as a means of online learning. Therefore, in terms of

the availability of adequate digital technology devices for all learning participants, lecturers/teachers must immediately provide solutions, for example preparing audio-visual recordings that can be accessed at any time by students.

Third, the importance of building interpersonal communication skills online. With interactive praxis in the process, learning is an art of communication that encourages positive intersubjectivity relations between instructors and learning participants and between participants learning each other. Targeted directives from teachers/lecturers can directly or indirectly encourage the growth of communicative soft skills for students. It must be emphasized that the ability to communicate is something that must be mastered by students in order to be successful in online learning. Interpersonal skills are needed for positive interactions in learning. Even though it is mediated by technological devices, every learner as a social being still needs interaction with other people. Aspects of interpersonal communication can continue to be developed even though in different space and time. Collaboration in developing learning materials presupposes interpersonal communication for participants so that the results are more optimal, especially in understanding learning content.

Fourth, the importance of the element of surprise (surprise) in creating an attractive learning atmosphere so that students do not get bored. Collaborative learning requires an element of surprise in order to live. In order not to be boring, learning should be interspersed with illustrative

activities or a kind of icebreaking to attract the attention of students. Elements of surprise can be in the form of entertainment or story illustrations to build student curiosity. Surprise techniques can come from teachers/lecturers but also from students. The point lies in the technical competence of teachers in managing online teaching materials. The more attractive it will certainly be more alive and the learning atmosphere will be missed by students.

Fifth, the importance of motivation to boost self-study skills. The ability to learn independently is a characteristic of online learning. In online learning, it is very necessary to be skilled at learning independently. Because during the learning process, students will seek, find and conclude the essence of knowledge content that can be studied or concluded independently. In this online learning situation, educators can take advantage of an appropriate application or digital platform, for example with Google Classroom. Google classroom is a virtual class that is formed to resemble a physical class. The characteristics of the Google Classroom service which is integrated with the Google Docs service, Google Drive, really helps make it easier for users to get the benefits of the service (Tipton and Rich, 2015).

According to Setyosari (2015) online learning has potentials, including: meaningful learning, easy access, and improving learning outcomes. In the context of online learning, students can connect quickly and directly with text, images, sound, data, and two-way video, with teacher

guidance. The face-to-face tutorial is replaced with a technological intermediary called Tuweb. It is hoped that student learning outcomes will be good in the midst of the Covid-19 virus outbreak. The process of learning and teaching with the help of technology is expected to result in increased achievement, because not only mastery of the material but also mastery of the technology. On the one hand, innovation in the form of methods can have an impact on improvement, improving the quality of education and as a new tool or way of solving problems encountered in educational activities. Thus, new methods or ways of implementing existing methods such as in carrying out the learning process can be an effort to increase the effectiveness of learning. And the support of information technology in a learning innovation needs to be considered because it can be used to further improve the quality of education itself (Lahinta, 2012).

The problems that often arise in the implementation of digital media-based history learning today are the difficulties and obstacles in managing large classes. Many of today's classes are in the form of parallel classes, taught by groups of lecturers together. Among the lecturers in one group there must be those whose mastery of technology is more advanced than the others (Suganda, 2021). Learning from colleagues who have mastered it is the best way to improve abilities and skills in using technology, there is no need for special training organized by institutions, either departments, faculties, let alone by universities. However, mastery of technology is very

important in the implementation of digital media-based learning. However, it must be remembered that skills in using technology should not be secondary to the psychological and pedagogical aspects which are the essence of teaching and learning in schools. This is for example indicated by Poritz & Rees (2017) in their book entitled "Education is not an App" (Routledge London & New York) which firmly states that technology must support pedagogy and not vice versa. This means that digital media-based learning relies heavily on technology, but the pedagogical and psychological aspects must take precedence and become the main guide in assessing learning outcomes.

One of the alternative solutions in dealing with a number of problems that surfaced above is positive efforts to improve the creative abilities of educators and students. The ability to think creatively is an important thing that everyone should have. Someone who has the ability to think creatively will find it easier to deal with a problem that he faces correctly and correctly. In addition, the ability to think creatively is also able to create something new such as ideas, ideas, and products, not only in learning but also in society. According to Johnson, creative thinking is thinking that implies perseverance, personal discipline and attention involving mental activities such as asking questions, considering new information and unusual ideas, making connections, especially between something similar, relating one to another. others freely, applying imagination to every situation that generates new and different ideas, and paying attention to intuition (Siswono,

2008). Olson said that the product of creative thinking consists of two elements, namely fluency and flexibility (Siswono, 2008). Munandar (1999) characterizes students' creative thinking as divided into four namely and Parnes mentions that the creative process spurs on five kinds of creative behavior, namely: (Rahmawati and Kurniati, 2010) According to Haylock, there are three criteria for creative thinking, namely, fluency, flexibility, and originality (Siswono , 2008). Silver assesses the ability to think creatively is divided into three, namely and novelty (Siswono, 2008). In the context of implementing the history learning curriculum at every level of the education unit, learning can be defined as a system or process of student learning that is planned or designed, implemented, and systematically evaluated so that students can achieve learning goals effectively and efficiently. two angles, namely as a system and as a process (Kokom, 2013). With that understanding, the context of learning history also requires a good and sustainable pattern and system.

Digital media is also a very important educational infrastructure and is an inseparable part of the teaching and learning process in order to achieve educational goals in general and learning goals in schools in particular (Azhar, 2010) more creatively and effectively. The selection of the right media will attract students' interest and attention so that they can turn on student activities in the classroom (Febriana et al, 2016). Therefore, in the implementation of history learning, it is very important for every teacher to maximize the use of

digital media so that the learning material is easily captured by students. With that we need media that can attract students' attention and can turn on student activities more creatively.

The use of digital technology media and the internet in the implementation of history learning in schools offers an effective approach to education and learning (Sirakaya, et al, 2015). Learning resources that are stored and accessed online through the internet network can expand the information needed by teachers as the basis for developing knowledge and skills as well as increasing the efficiency of the learning process and with the internet can cultivate lifelong learning (Chuang, et al, 2015). Productivity of internet use in education is reflected in the fact that students can learn easily and they are willing to accept assignments with new technologies (Mura & Diamantini, 2014). The internet in education is used with the aim of improving the quality of teachers, especially in providing teaching resources, sharing ideas and opinions, working on projects and enabling teacher or group collaboration (Zhang, et al, 2013).

In addition, the use of the internet in education is considered an efficient teaching process and is followed by interactions such as presentations, demonstrations, practice, and collaboration (Marinagi, et al, 2013). In studies that have been conducted regarding internet use, teachers rarely or never use the internet related to applications such as online discussions, voice chats, and video conferencing (Subekti, et al, 2015). Some teachers with low self-

efficacy do not have sufficient ability to search for information, causing limited use of internet resources (Karaseva, 2016). In this kind of issue, it is also very important for education actors to be literate in digital technology. In order to be literate in digital technology, especially those based on internet networks, efforts are needed to promote digital literacy for all education stakeholders. Adequate understanding of the use and utilization of digital technology is very helpful and facilitates the implementation of learning in order to achieve adequate learning objectives and quality as well.

CONCLUSION

Various problems related to learning curriculum policies and their implementation in the learning process require adequate approaches and strategies in order to achieve their goals effectively. Digital technology-based learning as the most actual approach today certainly requires an adequate amount of understanding, especially in learning praxis. The relationship between educators and students mediated by digital devices presupposes that both have an adequate understanding of the technical skills of their use. In the context of learning history, as reviewed in the entire material of this paper, adequate competence is needed specifically for educators, to maximize the use of digital technology tools in daily learning practice. Digital technology tools will be optimally useful in achieving quality learning only if the user correctly understands the technical use of the media. Therefore, it is important for educators

to be technology literate, especially those based on internet networks. Adequate mastery of the use of digital technology in learning is an important requirement for achieving optimal learning objectives. This challenge is clearly a separate problem that requires further study. A number of solutions presented in this review may be an important starting point for further efforts regarding digital technology-based learning in existing learning practices, especially history learning.**

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