



IMPLEMENTATION OF ONLINE LEARNING ON PAI SUBJECTS DURING THE COVID-19 PANDEMIC

Ananiah

Universitas Islam Negeri Sultan Aji Mubammad Idris Samarinda, Indonesia

Email: Ananiah1208@gmail.com

Amalia Miftakhurrohmah

Universitas Islam Negeri Sultan Aji Mubammad Idris Samarinda, Indonesia

Email: amaliamifta17@gmail.com

Abstract

The purpose of this study was to find out how the implementation of online learning was and the supporting and inhibiting factors in the implementation of online learning in PAI Subjects in the middle of the Covid-19 Pandemic eleventh (XI) grade science students. This study used a qualitative method. Sources of data used were primary data in interviews with school principals, PAI teachers, and students of class XI science and secondary data in the form of books, journals, scientific articles, the internet, and other scientific works. Data collection techniques were in the form of observation, interviews, and documentation. The data analysis technique used the model of Milles and Huberman, including data collection, data reduction, data presentation, and concluding the data obtained. The results showed that the implementation of online learning on PAI subjects in the middle of the covid-19 pandemic in class XI IPA started from government policy through SE Kemendikbud No. 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of the Corona Virus. The implementation of this learning is based on the 2013 curriculum syllabus and uses online lesson plans (RPP). In the learning process, used Whatsapp, Youtube, and Schoology applications. The teacher also made various learning materials and media such as PowerPoint and videos related to the material. The process of learning evaluation was conducted by giving assignments or practice questions. The supporting and inhibiting factors for the implementation of online learning were able to be seen from three aspects, namely: (1) Human Resources (HR), (2) Materials or teaching materials, and (3) Supporting facilities.

Keywords: *Online Learning, PAI, Covid-19*

A. Introduction

Almost all the world community is still alarmed by the outbreak of a disease known as Covid-19 (Corona Virus Disease 2019) caused by a virus called Corona Virus that began to appear in Wuhan, China, and is suspected of having plagued since December 31, 2019, which then spread very rapidly throughout the world, so on March 11, 2020, the World Health Organization designated this outbreak as a global pandemic.

This led some countries to set policies to impose lockdowns in order to prevent the spread of the coronavirus. In Indonesia itself, a large-scale social restriction (PSBB) policy was enacted to suppress the reach of this virus. Because Indonesia is conducting PSBB, all activities carried out outside the home must be stopped until this pandemic subsides. Some local governments decided to implement policies to eliminate students and began to implement learning methods with online (online) or online systems. This government policy began to be effective in several provinces of Indonesia on Monday, March 16, 2020, which was also followed by other provincial areas.

Online learning is the application of online distance education. Cavanaugh, Barbour, and Clark define online learning as learning that occurs through digital rather than analog. Kramer defines distance learning as a system and process that connects students with learning resources in the same electronic space at the same time. Based on the opinions of these experts, the online teaching method is a teaching method that uses networks to communicate, read, and write that is done at the same time but not in the same space using various technologies and multimedia (computer, video, audio, smartphone, and so on).¹ This learning aims to increase access for students to obtain better and quality learning. Because with online learning, it will provide opportunities for students to be able to take a specific lesson. During the outbreak of the Coronavirus (Covid-19) that occurred today, it turned out to have its own impact on the education sector in Indonesia. The rapid spread of Covid-19 has created concern for the government, especially the Ministry of Education and Culture, as well as among parents and students. This fact eventually made a number of educational institutions or schools forced temporarily stop teaching and learning activities. This is clearly to prevent the spread and transmission of Covid-19 to students.

Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 119 of 2014 concerning the implementation of Distance Education at the level of Primary and Secondary Education. Chapter I Article 1 paragraph 1 reads Distance Education which is hereinafter called PJJ, is an educator whose students are separated from teachers and learn using various learning resources through the application of the principles of educational/learning technology.² Although it has been agreed, this learning caused controversy. For teachers, online learning is only effective for

¹ Ridwan Sanjaya, *21 Refleksi Pembelajaran Daring di Masa Darurat*, (Semarang: Unika Soegijapranata, 2020), h. 71-72.

² Muhammad Yaumi, *Media dan Teknologi Pembelajaran*, (Jakarta: Prenadamedia Group, 2018), h. 225.

assignments, while making students understand online learning materials is considered problematic.³

Based on the Circular Letter (SE) issued by the government on March 18, 2020, all indoor and outdoor activities in all sectors are temporarily postponed in order to reduce the spread of corona, especially in the field of education. It is stated in the Circular Letter of the Secretary-General (Sesjen) of the Ministry of Education and Culture Number 15 of 2020 concerning Guidelines for the Implementation of Learning from Home in the Emergency Period of the Spread of Corona Virus Disease 2019 (Covid-19) that to fulfill the right of students to get educational services listed in Law Number 20 of 2003 concerning National Education, the Minister of Education and Culture of the Republic of Indonesia issued Circular Letter Number 4 of 2020 concerning the Implementation of Education Policy in the Period Emergency spread of Covid-19. The circular explains that the learning process is carried out at home through online / distance learning is carried out to provide a meaningful learning experience for students. Learning at home can be focused on life skills education, among others, regarding the Covid-19 pandemic.

Although it has been agreed, this learning caused controversy. For teachers, online learning is only effective for assignments, while making students understand online learning materials is considered difficult. In addition, each student's technological and economic abilities are different. Not all students have facilities that support online learning activities. Inadequate internet connections, unsupportive devices, and expensive internet quotas are barriers to online learning. However, learning must continue. Each education provider has its own policies in responding to this rule. Some schools to universities provide internet quota subsidies to students for the implementation of online learning.

Learning can be interpreted as the activity of conveying information from teachers to students.⁴ At the same time, online is an abbreviation of the word "in the network," meaning connected through computer networks, the internet, and so on.⁵ So, online learning is learning that takes place in a network where teachers and those who are taught do not meet face to face. In its activities, this learning uses the internet network, so it can be done from anywhere and anytime, depending on the availability of supporting tools used.⁶ In comparison, PAI is physical and spiritual guidance based on Islamic religious laws that lead to the formation of the main personality according to Islamic measures.⁷

³ Ali Sadikin & Afreni Hamidah, Pembelajaran Daring di Tengah Wabah Covid- 19, *BIODIK: Jurnal Ilmiah Pendidikan Biologi*, Vol. 6 No. 02 2020.

⁴ Albert Efendi Pohan, S. Pd., M. Pd, Konsep Pembelajaran Daring Berbasis Pendekatan Ilmiah, (Purwodadi: CV Sarnu Untung, 2020), h. 1.

⁵ Kamus Besar Bahasa Indonesia, *Pengertian Daring*, diakses melalui <http://Kbbi.web.id>, pada tanggal 17 Juli 2020.

⁶ Albert Efendi Pohan, S. Pd., M. Pd, *Konsep...*, h. 2.

⁷ Imam Mohtar, *Problematika Pembinaan Pendidikan Agama Islam Pada Masyarakat*, (Sidoarjo: Uwais Inspirasi Indonesia, 2017), h. 13.

Learning objectives are abilities (competencies) or skills that students are expected to have after they carry out a certain learning process. Furthermore, Wina sanjaya suggests that the formulation of learning goals must contain elements of ABCD, namely Audience (who should have the ability), behavior (behavior that is expected to be owned), Condition (in conditions and situations where the subject can show ability as a learning outcome that has been obtained), and Degree (quality or quantity of behavior that is expected to be achieved as a minimum limit).⁸

Although there are several educational institutions or schools that are ready to do online learning, in fact, there are still many schools that are not ready to implement an online learning system. Not a few teachers and students still have difficulty using online learning technology, such as the use of Google Classroom, Zoom, CloudX, and other similar applications. Of course, it is necessary to provide for teachers and students in the use of IT to be better prepared to implement an online learning system.

The application of online learning is related to the word of God in Q.S Saba' (34): 53. *"And indeed, they had disavowed God before that, and they deny the unseen from a distant place."*⁹

The above verse explains that it has happened in the present. A time when we can see and listen to broadcasts from various countries with sophisticated communication tools. A sophisticated communication tool is a tool that uses the E-Learning base, which is a tool that allows students to learn independently using an internet connection.

Starting from the researcher hearing information that there is a government policy that stipulates that the implementation of learning must be done online to reduce the curve of the spread of the coronavirus itself, then the researcher chose the location of SMA Negeri 6 Samarinda, where previous researchers had made observations and information that researchers had obtained that the implementation of learning there followed government policies that were applied online.

Teachers play an important role in the process of implementing online learning, the importance of mastery of IT and supporting applications will make the implementation of learning can run well; when researchers conduct interviews with principals, researchers are directed to make observations in class XI IPA, according to the principal of PAI teachers who teach in the class more master it and support applications compared to PAI teachers in other classes. In the process of implementation, PAI teachers in class XI IPA use three kinds of online learning support applications, namely WhatsApp, YouTube, and Schoology. While other PAI teachers only use one type of application, namely WhatsApp. When delivering teacher materials, make various learning materials and media such as powerpoints and videos related to the subject matter so that students can

⁸ Moh Suardi, *Belajar dan Pembelajaran*, (Yogyakarta: Deepublish, 2018), h. 3.

⁹ Kementerian Agama RI, *Al-Qur'an Madina*, (Bandung: PT Madina Raihan Makmur, 2013), h. 434

more easily understand. However, there are still many obstacles that are felt when online learning is ongoing, such as internet access that is sometimes slow and consumes a lot of internet quota.

B. Method

This study uses a descriptive type of research because it aims to find out and describe the implementation of online learning in PAI Subjects in the midst of the Covid-19 Pandemic that is currently occurring at SMA Negeri 6 Samarinda. The study used two data sources, namely the primary data source and the secondary data source. Primary data, researchers use this data to get information directly about the focus of the research by conducting interviews with informants, while secondary data is taken from books, documentation, archives, and various literature related to the focus of research and discussion. All these data are expected to be able to provide a description of the implementation of online learning in PAI Subjects. Data collection techniques are observation, interview, and documentation. The data analysis technique is used by Miles and Huberman models, namely: data reduction, data display, data collection, and conclusion drawing/verification.¹⁰

C. Finding

1. Policies Behind the Implementation of Online Learning

Online learning at SMA Negeri 6 Samarinda has been implemented since the current Covid-19 pandemic. Teachers usually use supporting applications such as Schoology, Whatsapp, Youtube, Classroom, and Zoom. Online learning is applied because it is to reduce the curve of the spread of the coronavirus that is getting higher. The implementation of this online learning is due to the Circular Letter of the Ministry of Education and Culture No. 4 of 2020 concerning the Implementation of Education Policy in the Emergency Period of the Spread of the Corona Virus. The circular affirms that learning is done online from home. In fact, it is actually not just a learning activity, but other activities such as learning administration and learning evaluation are also carried out in a digital-based remote way.

The online learning policy in this school, in addition to referring to the Circular Letter of the Ministry of Education and Culture No. 4 of 2020 concerning the Implementation of Education Policy in the Emergency Period of the Spread of the Corona Virus, also refers to the Circular Letter of the Minister of Education and Culture No. 3 of 2020, concerning the Prevention of Covid-19 in the Education Unit. The principal has the right and authority to implement the policy because, in its application, the school also provides facilities, namely the introduction and training of IT and supporting applications that will be used in online learning, free internet quota distribution

¹⁰ Matthew B. Miles, A. Michael Huberman, dan Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook* (SAGE Publications, 2014).

to all teachers, and students, also participate in regulating the technical implementation of this online learning as well as the role of the principal who always provides direction and motivation both to teachers, or students to continue to be active and enthusiastic in the learning process even in the midst of the current Covid-19 pandemic.

This school's implementation of the policy is good. It can be seen from the readiness and technical implementation that has been arranged by the principal and facilities in the form of training using supporting applications and sharing internet quotas for free.

Based on the data findings that the online learning policy during the Covid-19 emergency is based on the rules of the Ministry of Education and Culture Circular Letter No. 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period of the Spread of the Corona Virus. The circular affirms that learning is done online from home. In fact, it is actually not just learning activities, but other activities such as learning administration and learning evaluation are also carried out in a digital-based remote way. Based on the letter, this school-issued rules to carry out online learning. However, the technical implementation is further regulated by the principal and deputy principal of the curriculum field. As stated by Mr. Idar as the principal to the following researchers:

"The technical implementation of learning in this school has been arranged by myself as the principal and deputy principal in the curriculum field. As for the technical implementation, of course, learning is done remotely (from home) using the internet. The learning method is done in two ways, namely one direction and two directions; one direction means that teachers only provide grades, while two directions mean teachers and students do learning through video calls, and there are several applications that we recommend for this online learning such as WhatsApp, Google Classroom, Schoology, Zoom."

The principal also provides facilities, namely training and the introduction of online learning support applications to teachers. As said by the principal in his interview that he conveyed to the following researchers:

"Training from the school has been carried out, such as IT introduction training has been done by the principal who served before me and this I just recommend what applications are used to support online learning and direct how to use it. Some teachers have difficulty understanding how to use the application because of the age factor, if that's usually the other teachers will help each other".

The school has provided training related to the implementation of online learning during the current Covid-19 Pandemic. The principal also provides other facilities such as the distribution of free internet quotas as a

support for the implementation of online learning for teachers and students. He (the principal) said that:

"The school also distributes internet quotas for free to teachers and students to support online learning. Thank God for teachers, it has been spread evenly, but for students, it has not been evenly distributed because many mobile numbers are invalid, and we still record numbers that have not received the free internet quota."

Policies related to the implementation of online learning supported by field data from interviews, observations, and documentation can be concluded that according to the analysis of researchers see, the readiness of the school to implement the policy is good, it can be seen from the technical implementation that has been arranged by the principal and facilities in the form of training using supporting applications and sharing internet quotas for free.

2. PAI Subject Online Learning Planning

Everything in life should certainly be planned in advance so that we have a benchmark or backrest as a reference and direction for us in doing and doing things and can lead us to the target to be achieved. Online learning planning in the midst of the Covid-19 pandemic in Islamic Religious Education (PAI) subjects was carried out suddenly because the change in the learning system that had been planned face-to-face directly turned into a distance learning system (PJJ) and learning from home (BDR) online, in accordance with the statement expressed by Mr. Rizki as the Islamic Religious Teacher:

"This online learning planning can be said to be sudden because what was originally planned face-to-face directly turned into a distance learning system, but that's okay because, for the common good, it is important that the learning process continues even in the special circumstances of the current Covid-19 pandemic."

Currently, the learning process uses a special system for the Covid-19 pandemic, although students can still learn and are not left behind in their learning materials and are expected not to spend their learning time with things that are not useful.

The syllabus used in the online learning process still refers to the normal condition syllabus, but in its application, it is adjusted to the curriculum of the special conditions of the Covid-19 pandemic. The Learning Program Plan on Islamic Religious Education subjects because there are several changes contained in the special curriculum of the Covid-19 pandemic. As said by Mr. Rizki as the Teacher of Islam:

"Regarding the syllabus we use, it still refers to the syllabus when learning is normal, but in the process of implementing it is adjusted to the pandemic-specific curriculum because there are some changes such as the number of PAI subject KD, especially class XI which was previously 12 KDs downsized to 10 KD only. This certainly requires us to automatically change our Learning Program Plan including media, tools, sources, time and materials and forms of assessment during online learning that is applied today."

Learning under any circumstances always requires careful planning because through planning will be drawn the methods that will be used in learning, will be seen the media used and also show the material taught. Given the urgency of learning planning during the Covid-19 pandemic with a different learning model, it usually requires the seriousness of teachers to make learning planning specifically.

Subject teachers are given the widest freedom in choosing and using the learning model to be used, and the most important thing is to master the learning model. As Mr. Rizki said here:

"We are given the widest freedom to use the learning model to be used, and the most important thing is that we master the learning model so that it is easy for students to understand and do so that they do not feel disadvantaged. The learning models I use such as discovery-inquiry, projects, soles, and other models adjust to the learning material."

Online learning planning specifically for Islamic Religious Education class XI IPA subjects supported by field data from interviews, observations, and documentation can be concluded that according to the analysis of researchers see that teachers planning this online learning can be said suddenly, but still refers to previous planning although some components must be adjusted to the current conditions of the Covid-19 pandemic.

3. Implementation of PAI Subject Online Learning

The implementation of online learning conducted by students, specifically the subjects of Islamic Religious Education Class XI IPA supported by field data interview results, observations, and documentation can be concluded that according to the analysis of researchers, the students welcome this online learning because to reduce the curve of the spread of Covid-19, but consider it still less effective if to understand the learning material even though in fact the teacher has used various ways such as using videos or youtube, powerpoints and assigning tasks.

D. Discussion

The term pandemic is an outbreak that spreads throughout the world. In other words, this outbreak is a problem for the citizens of the world.¹¹ Sri Gusty et al. revealed that there are positive and negative impacts of the Covid-19 pandemic.¹² Among them is the impact of the pandemic, namely on the field of education and learning, so that the learning process that was originally only done face-to-face is currently done online. Compiling a learning curriculum during a pandemic.¹³

Albert Efendi Pohan argues that online learning can be done from anywhere and anytime, depending on the availability of supporting tools used.¹⁴ Ghirardini stated that online learning also provides effective learning methods, such as practicing with related feedback, combining activity collaboration with self-study, and personalizing learning based on the needs of students using simulations and games.¹⁵ Online learning tasks given to students should be towards 21st-century proficiency. Mobile phone applications such as WhatsApp are no longer just a means of providing unidirectional information. But the target is a means of building various skills in 4C.¹⁶

In online learning systems, learning burdens can be distributed by distributing appropriate materials and scheduling to follow the educational calendar.¹⁷ The role of educators is certainly not replaced by machines (technology), but the ability of educators to touch on aspects of taste, language, and character formation makes their presence always awaited by students, anytime and anywhere.¹⁸ Through the online-offline combination model, a learning model that applies internet computer networks and other devices to the learning process starting from the delivery of learning materials or learning interaction tasks and learning evaluation.¹⁹

It is undeniable that there are several teachers in the learning process who have not completed delivering learning materials, and then the teacher replaces them with other tasks. This is a complaint about students because the tasks given

¹¹ F.G. Winarno, *COVID-19: Pelajaran Berharga Dari Sebuah Pandemi*, (Jakarta: PT Gramedia Pustaka Utama, 2020), h.3.

¹² Sri Gusty, dkk, *Belajar Mandiri: Pembelajaran Daring di Tengah Pandemi Covid-19*, (Medan: Yayasan Kita Menulis, 2020), h. 2.

¹³ Agus Setiawan, et al. Strategy of Online-Based Learning in Overcoming Facing the COVID-19 Pandemic, *ITALIENISCH*, Vol 11, No 2, 2021, 639-647.

¹⁴ Albert Efendi Pohan, *Konsep Pembelajaran Daring Berbasis Pendekatan Ilmiah*, (Purwodadi: CV Sarnu Untung, 2020), h. 2.

¹⁵ Albert Efendi Pohan, *Konsep...*, h. 8.

¹⁶ Aris Priyanto, *Efektifitas Pembelajaran Daring Dalam Kegiatan Belajar Dan Mengajar Untuk Mencapai Tujuan Keterampilan Abad 21*, (BDK Jakarta Kementerian Agama RI), diakses melalui <https://bdkjakarta.kemenag.go.id>, pada tanggal 15 Desember 2020.

¹⁷ Yusuf Bilfaqih & M. Nur Qomarudin, *Esensi Penyusunan Materi Pembelajaran Daring*, (Yogyakarta: Deepublish, 2015), h. 14.

¹⁸ Rifa Afiva Firyal, *Pembelajaran Daring dan Kebijakan New Normal Pemerintah*, (Universitas Lambung Mangkurat, 2020), diakses melalui <https://osf.io.co.id>, pada tanggal 16 Desember 2020.

¹⁹ Zulkifli, dkk, Strategi Penerapan Sistem Pembelajaran Jarak Jauh Pada Masa Pandemi Covid-19 Bagi Guru Madrasah Aliyah DDI Bontang, *Southeast Asian Journal of Islamic Education*, Vol 4, No 1, 2021, 43-53.

by the teacher are more.²⁰ Speed in operating technology to find information can be done instantly; without the need to be taught, they can learn it themselves.²¹ The development of science and technology also requires Islamic education learning media to be able to follow it, so that the development of science and technology can also be implemented in Islamic education learning.²² Teachers must be able to operate online learning technology tools, especially those who are new to computers or laptops.

E. Conclusion

The implementation of online learning in PAI Subjects in the midst of the Covid-19 pandemic in class XI IPA students at SMA Negeri 6 Samarinda is said to be quite successful, and this is based on government policies through the Ministry of Education and Culture No. 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period of the Spread of the Corona Virus. The implementation of this learning refers to the 2013 curriculum syllabus and uses online RPP in the implementation of its learning using several supporting applications such as WhatsApp, YouTube, and Schoology. In Islamic learning, teachers use various ways of presenting learning materials, such as creating PowerPoints related to materials and sending via WhatsApp to each class group specifically for Islamic subjects, and there are times when they also provide youtube links related to materials to watch and then understood by students. Then in the evasion process, namely by giving assignments or training questions to find out the extent to which students can achieve success during the learning process. The results of the researcher's analysis showed that the three application systems used by PAI teachers in accordance with Munawar's theory, namely online learning systems, must be simple, personal, and fast.

²⁰ Sri Gusty, dkk, Belajar Mandiri: Pembelajaran Daring di Tengah Pandemi Covid-19, (Medan: Yayasan Kita Menulis, 2020), h. 108.

²¹ Muhammad Rizka Saomi & Muhammad Basyrul Muvid, *Islam dan Corona (Upaya Mengkaji Covid-19 dengan Pendekatan Islam)*, (Jawa Barat: Goresan Pena, 2020), h. 115.

²² Agus Setiawan, Merancang Media Pembelajaran PAI di Sekolah (Analisis Implementasi Media Pembelajaran Berbasis PAI), *Darul Ulum: Jurnal Ilmiah Keagamaan, Pendidikan dan Masyarakat*, Vol 10, No. 2 (2019), 223-240

BIBLIOGRAPHY

- Albert Efendi Pohan, *Konsep Pembelajaran Daring Berbasis Pendekatan Ilmiah*, (Purwodadi: CV Sarnu Untung, 2020).
- Aris Priyanto, *Efektifitas Pembelajaran Daring Dalam Kegiatan Belajar Dan Mengajar Untuk Mencapai Tujuan Keterampilan Abad 21*, (BDK Jakarta Kementerian Agama RI), diakses melalui <https://bdkjakarta.kemenag.go.id>, pada tanggal 15 Desember 2020.
- Ali Sadikin & Afreni Hamidah, Pembelajaran Daring di Tengah Wabah Covid- 19, *BIODIK: Jurnal Ilmiah Pendidikan Biologi*, Vol. 6 No. 02 2020.
- Albert Efendi Pohan, *Konsep Pembelajaran Daring Berbasis Pendekatan Ilmiah*, (Purwodadi: CV Sarnu Untung, 2020).
- F.G. Winarno, *COVID-19: Pelajaran Berharga Dari Sebuah Pandemi*, (Jakarta: PT Gramedia Pustaka Utama, 2020).
- Imam Mohtar, *Problematika Pembinaan Pendidikan Agama Islam Pada Masyarakat*, (Sidoarjo: Uwais Inspirasi Indonesia, 2017).
- Kamus Besar Bahasa Indonesia, Pengertian Daring, diakses melalui <http://Kbbi.web.id>, pada tanggal 17 Juli 2020.
- Kementerian Agama RI, *Al-Qur'an Madina*, (Bandung: PT Madina Raihan Makmur, 2013).
- Muhammad Rizka Saomi & Muhammad Basyrul Muvid, *Islam dan Corona (Upaya Mengkaji Covid-19 dengan Pendekatan Islam)*, (Jawa Barat: Goresan Pena, 2020).
- Muhammad Yaumi, *Media dan Teknologi Pembelajaran*, (Jakarta: Prenadamedia Group, 2018).
- Moh Suardi, *Belajar dan Pembelajaran*, (Yogyakarta: Deepublish, 2018).
- Matthew B. Miles, A. Michael Huberman, dan Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook* (SAGE Publications, 2014).
- Rifa Afiva Firyal, *Pembelajaran Daring dan Kebijakan New Normal Pemerintah*, (Universitas Lambung Mangkurat, 2020), diakses melalui <https://osf.io.co.id>, pada tanggal 16 Desember 2020.
- Ridwan Sanjaya, *21 Refleksi Pembelajaran Daring di Masa Darurat*, (Semarang: Unika Soegijapranata, 2020).
- Sri Gusty, dkk, *Belajar Mandiri: Pembelajaran Daring di Tengah Pandemi Covid-19*, (Medan: Yayasan Kita Menulis, 2020).
- Setiawan, Agus, et al. Strategy of Online-Based Learning in Overcoming Facing the COVID-19 Pandemic, *ITALIENISCH*, Vol 11, No 2, 2021, 639-647.

Setiawan, Agus, Merancang Media Pembelajaran PAI di Sekolah (Analisis Implementasi Media Pembelajaran Berbasis PAI), *Darul Ulum: Jurnal Ilmiah Keagamaan, Pendidikan dan Kemasyarakatan*, Vol 10, No. 2 (2019), 223-240

Yusuf Bilfaqih & M. Nur Qomarudin, *Esensi Penyusunan Materi Pembelajaran Daring*, (Yogyakarta: Deepublish, 2015).

Zulkifli, dkk, Strategi Penerapan Sistem Pembelajaran Jarak Jauh Pada Masa Pandemi Covid-19 Bagi Guru Madrasah Aliyah DDI Bontang, *Southeast Asian Journal of Islamic Education*, Vol 4, No 1, 2021, 43-53.