

Digital Literacy on Increasing the Pedagogical Competence for Teachers in Primary School

Nola Susilowati, Haryono*

Universitas Negeri Semarang, Indonesia

*Corresponding Author: fransharyono@mail.unnes.ac.id

Abstract

Increasing teacher pedagogical competence is one of the key factors in improving the quality of education in primary schools. In the current digital era, digital literacy is an important aspect that teachers must master to support a more effective and efficient learning process. This research aims to analyze the role of digital literacy in improving the pedagogical competence of teachers in elementary schools. This study uses a literature review method by analyzing various relevant literature sources. The findings of this study indicate that digital literacy has a significant impact on the improvement of pedagogical competence of elementary school teachers. Digital literacy can enhance teaching skills, curriculum development skills, classroom management skills, collaboration with other educators, and creativity and innovation of elementary school teachers. Therefore, this study can contribute to the development of digital literacy skills of elementary school teachers and improve the quality of education in Indonesia.

Keywords: digital literacy, pedagogical competence, teachers performance

INTRODUCTION

Since the early 21st century, the internet has become an essential element in the lives of the Indonesian people. According to a survey conducted by APJII, polling data shows that 171.17 million people, or 63.85% of Indonesia's total population, were internet users in 2018. The advancement of the internet in Indonesia has spread to various segments of society, including the general public, students, and business actors. Today, the internet is an important component of our daily lives, serving various functions such as online transactions, entertainment, information searches, and communication.

In terms of internet user demographics, the majority are individuals aged between 18 and 25, as at this age, they are entering young adulthood and require internet access for various purposes. Students represent the most dominant group of internet users (Rangkuti, 2021). This indicates that the internet has become a crucial tool for them in seeking information, conducting research, and communicating with peers and instructors. Thus, the internet has become an essential part of the educational process in Indonesia. Over the past few years, internet growth in Indonesia has experienced a significant surge, indicating that the internet has become an integral part of daily life in society and will continue to grow in the future.

Digital transformation has brought about significant changes in various aspects of life, including the education sector. Elementary schools, as the initial level of formal education, have also been affected by this change. Today, elementary school teachers are expected to possess adequate digital literacy skills, which include the ability to access, manage, integrate, evaluate, and create information using digital technology. In the 21st century, digital literacy has become a crucial skill for educators. According to Perdani & Andayani (2021), a teacher's ability in information technology is an important indicator of their readiness to provide quality education to students. Mastery of technology by teachers is vital because it enables the improvement of teaching quality and makes the learning process more efficient and effective. With adequate technological skills, teachers can more effectively motivate students and encourage their engagement in the learning process. Although teachers may face various challenges in the field, they must be ready to address them with professionalism and good skills (Iswatiningsih, 2021). Teachers need to master the skills to solve problems and challenges that arise during the learning process to improve the quality of education and the effectiveness of learning.

According to Budiana et al. (2021), in the 21st century, it is essential for teachers to continuously

update their competencies and keep up with the latest developments to remain relevant and not fall behind. Teachers need to stay current with technological advancements and integrate them into the learning process to improve the quality of education and learning effectiveness. As agents of change, teachers must start by updating themselves and disseminating technological knowledge to students, ensuring that students acquire adequate technological skills. Teachers should also continuously develop themselves and enhance their competencies to provide effective teaching.

Furthermore, character education and personality development are also important, as technological knowledge and skills alone are not enough to face the challenges of 21st-century education. Teachers must be able to shape students' character and personality so that they grow into good and responsible individuals. Teachers need to have broad knowledge, critical thinking skills, readiness to face various challenges, and wisdom in solving problems. In this digital era, teachers are expected to integrate technology into the learning process and continuously improve the quality of their teaching. The ability to evolve and enhance competencies is crucial for teachers to provide effective education.

Literacy is a basic skill that needs to be mastered from an early age, as reading and writing skills are crucial aspects for achieving academic success. Julfiani (2020) emphasizes that literacy is a fundamental skill that children must possess from a young age, as reading and writing skills are the foundation for success in education. Entering the 19th century, the term literacy began to gain wider attention with the spread of the printing press due to the Gutenberg Revolution, which influenced colonial countries. However, over time, the term expanded beyond just reading and writing skills, and is now often understood in the context of "knowledge" and "skills" in various aspects of life. According to Lukman S. et al. (2019), literacy is not limited to reading and writing skills but also includes knowledge and skills in various fields such as science, technology, and the arts.

Literacy plays a highly significant role in improving the quality of learning. Children with good literacy skills are more effective at understanding and interpreting information, which contributes to better academic achievement. Additionally, literacy helps children develop critical thinking, creativity, and analytical skills that are necessary to face challenges in the era of globalization. However, many children, especially in remote and underdeveloped areas, still lack adequate literacy skills.

In the long term, improving children's literacy skills can have a significant positive impact on the quality of education and the progress of a nation. Children with strong literacy skills have the potential to become intelligent, creative, and innovative individuals who can bring progress and success to their country. In today's digital era, literacy also includes the ability to use digital technology effectively. Digital literacy not only involves technical skills in operating technology but also an understanding of how technology can be utilized to enhance the quality of learning.

Elementary school teachers with strong digital literacy skills can leverage technology to create a more interactive, engaging, and efficient learning environment. They can make use of various online resources to search for information, prepare presentations, and communicate with students and parents. However, many elementary school teachers still lack adequate digital literacy, often due to insufficient training and support, as well as limited access to technology. In the long run, improving digital literacy skills among elementary school teachers can have a significant positive impact on the quality of education in Indonesia. With these skills, teachers can create more effective learning experiences, increase student motivation, and improve learning outcomes. Teachers skilled in digital literacy can use technology to make the learning process more interactive, engaging, and tailored to students' need. One of the most widely recognized teacher competencies is pedagogical competence, which now needs to adapt to technological advancements in the field of education. According to Law No. 14/2005 on Teachers, pedagogical competence includes the development of students' potential, understanding of students, designing and implementing the learning process, and assessing learning outcomes. To maintain the effectiveness of the learning process in the era of technology, digital literacy components must be added to these competencies within the context of contemporary education. Ensuring that elementary school teachers possess adequate digital literacy is crucial, given the importance of digital competence in achieving academic and professional success.

METHOD

This research applies the literature review method to analyze and synthesize existing research on a particular topic. Literature review is a research design that focuses on collecting data related to research topics by reading, analyzing, recording, and processing library sources (Syofian & Gazali, 2021; Pilendia, 2020). This method was chosen for its ability to integrate and evaluate information from various sources, thus providing a thorough understanding of the latest developments in the field under study. This research uses a qualitative approach in presenting data. By presenting descriptive data from things seen as written words, qualitative techniques seek to provide a comprehensive picture of the research findings. This

approach is used to highlight social and environmental phenomena. The use of qualitative methods in this research can produce data that is appropriate and consistent with the research objectives.

The literature review procedure in this study included several stages, namely planning, selection, extraction, and execution. In the planning stage, clear inclusion and exclusion criteria were established, including publication timeframe, publication type, and relevance to the research topic. Literature searches were conducted using electronic databases such as Scopus, Web of Science, and Google Scholar. The article selection process was carried out in two stages: first, title and abstract screening, followed by full-text review.

RESULT AND DISCUSSION

The results of data collection from the literature review were grouped into three main categories to facilitate analysis and synthesis. First, the category of digital literacy urgency in the contemporary education era, which discusses the importance of digital literacy skills for students and teachers in the modern education environment. This category highlights how digital literacy skills are crucial in today's education. The second category is the dimensions of pedagogical competence of elementary school teachers in the digital age, which explores various aspects of pedagogical competence needed by elementary school teachers to teach effectively in the digital age. This includes mastery of technology as well as the ability to adapt to new learning methods. The third category is optimizing primary school teachers' performance through digital literacy integration, which examines how digital literacy can be used to improve teachers' performance in planning, implementing and evaluating the learning process. This category also addresses how technology can support teachers' professional development and improve student learning outcomes.

The Urgency of Digital Literacy in the Contemporary Education Era.

Almost everyone in the modern digital era is expected to understand the five digital literacy competencies, especially in education. Identifying, searching, retrieving, storing, finding, organizing and analyzing digital information are among these competencies, as is determining the relevance of information and its intended use. In this situation, students are required to investigate the materials they find online, sort through them, assess them and then share them with others. To turn information into valid knowledge, students need to be able to distinguish between accurate and inaccurate information, a skill that becomes increasingly important as access to new information increases. In addition, learners are expected to be able to discuss the material online, both in groups and individually. In this aspect of communication, they must be able to communicate effectively and efficiently and cooperate with others. In the digital era, communication skills are crucial as learners interact with individuals from different parts of the world. Learners must also adhere to good ethics in the use of digital devices. In terms of security, they need to have the skills to use digital devices safely and responsibly and protect themselves from potential threats. As digital devices are used for various purposes, security is very important. In addition, learners need to be able to solve problems related to learning materials and daily life through digital platforms, as well as resolve the various challenges they face. This dimension aims to enable learners to utilize the digital world wisely and creatively, and complete their tasks more effectively. To improve students' digital literacy, all educational institutions must create an efficient curriculum to teach these skills. To introduce and improve the five components of digital literacy-identifying, searching, retrieving, storing, discovering, organizing and analyzing digital information, and evaluating its relevance and purpose-requires technology-based learning and specialized training. A well-structured program can develop learners' solid digital literacy skills and make more effective and efficient use of digital technology. In today's educational context, digital literacy is essential, especially at the elementary school level where it serves as the foundation for students' basic skills and character development. Digital technology has influenced almost all aspects of life today, including education, so the ability to understand, use and apply it effectively is crucial for educators to have. In addition to being able to use technology, digital literacy requires a thorough understanding of the production, distribution and interpretation of digital information.

Learners who have digital literacy are better equipped to communicate and cooperate through technology, as well as search, assess and utilize digital information. In addition, digitally literate students can solve problems and make decisions based on correct and relevant digital information. Gaining proficiency in digital literacy helps primary school teachers to create more engaging and interactive lessons that meet the demands of 21st century students. This includes developing students' critical thinking skills in assessing digital information, facilitating collaborative learning through online platforms and integrating digital resources into the curriculum. Digital literacy allows teachers to bridge the gap between learning experiences in school and the realities of the digital world that students face outside the classroom. With strong digital literacy skills, teachers can guide students to become responsible and critical users of technology, facing modern educational challenges such as misinformation, online safety and the rapid development of learning

technologies. Digital literacy also facilitates the design and implementation of relevant and effective learning strategies in the digital age. These skills enable teachers to integrate various digital tools and resources into the curriculum, create interactive and engaging learning environments, and utilize technology to support collaborative learning and critical thinking skills. These skills not only improve teaching effectiveness, but also help teachers deal with challenges such as misinformation and online safety that are increasingly common in the digital world. Students who possess these abilities will be better equipped to function in today's highly digitally connected environment. Students who have strong digital literacy skills can find, assess and apply information effectively; they can also connect and cooperate through digital platforms; and they can use technology to solve problems. These skills help students to succeed academically and prepare them for success in various areas of their future lives - both personally and professionally.

Dimensions of Pedagogical Competence of Elementary Teachers in the Digital Era

The rapid development of technology in recent years has changed the paradigm of education, especially in relation to the skills required by educators. Teachers are required to master four main competencies namely Pedagogic Competence, Personality Competence, Professional Competence, and Social Competence, as stipulated in Government Regulation No. 74/2008. The effectiveness of the learning process is highly dependent on the pedagogical competence of these four qualities. Pedagogic competence is defined as the teacher's ability to transfer knowledge to students including a range of complex skills. These competencies include the ability to design effective lesson plans, implement interactive and meaningful learning processes, and assess student learning outcomes using appropriate methods and in accordance with their developmental stages (Adrian and Agustina, 2019).

In today's digital era, pedagogical competence is not only limited to mastering conventional teaching methods, but also includes the ability to integrate technology into the learning process effectively and innovatively. In designing and implementing learning, teachers are not only required to apply relevant learning theories, but also to adapt them to the times and technological advancements. This includes the ability to utilize various digital learning platforms, integrate multimedia in material delivery, and facilitate collaborative learning through technology. Despite facing digitalization, teachers must still maintain the character values that are the foundation of education, so that the learning process does not only focus on technical aspects, but also on building students' character and integrity. This concept is in line with Ki Hajar Dewantara's educational philosophy known as "Momong, Among, and Ngemong." This philosophy emphasizes that education is not just a transfer of knowledge, but also involves the role of guiding and nurturing learners in aspects of life values. In the context of modern education, this principle means that teachers must be able to guide students to not only become skilled users of technology, but also individuals who have integrity and strong character. Pedagogical competence is evident in teachers' skills and creativity in managing learning. In the digital era, this includes the ability to design interactive and engaging learning experiences, utilize various digital resources to enrich learning materials, and use innovative and technology-based assessment methods. Creativity in the integration of technology into the learning process can significantly increase student engagement, deepen their understanding and prepare them to face challenges in an increasingly digitalized world. Given the important role pedagogical competence plays in successful learning, developing these skills is a must. It is not just about improving technical skills in the use of technology, but also about understanding deeply how technology can be used to improve learning processes and outcomes. In addition, the development of pedagogical competence in the digital era must also include an understanding of digital ethics and safety. Teachers need to have adequate knowledge on issues such as data privacy, digital copyright and online safety, to guide students in using technology responsibly. Modern pedagogical competencies focus not only on teaching effectiveness but also on building ethical and responsible digital citizens.

The dimensions of primary school teachers' pedagogical competence in the digital era have undergone major changes, along with the demands and opportunities offered by technological advances. The pedagogical competencies of today's primary school teachers include not only traditional skills, but also a new set of skills and knowledge that are critical to support learning in the digital era.

Today, primary school teachers are expected to have a deep understanding of various digital technologies and the ability to integrate them effectively in the learning process. This includes the use of educational software, online learning platforms and other digital tools. The ability to design learning by optimally utilizing digital technology is essential, including in creating interactive digital content and using multimedia to enrich subject matter. In addition, primary school teachers need to have the skills to facilitate collaborative learning through digital platforms. This means they need to be able to encourage interaction between students in virtual environments as well as using online collaboration tools in learning projects. These skills include the ability to facilitate discussions, group work and projects that involve the use of technology. Other important aspects of pedagogical competence in the digital era include data-driven

personalization of learning, digital classroom management, and digital communication. Teachers must be able to analyze and utilize digital learning data to tailor teaching to students' individual needs. In addition, they must be able to effectively manage virtual classrooms, as well as communicate with students, parents and colleagues through various digital platforms.

Optimizing Elementary Teacher Performance Through Digital Literacy Integration

Optimizing primary school teachers' performance through digital literacy integration can be achieved by implementing various planned programs and strategies. Based on the analysis of existing literature, it is evident that digital literacy integration can improve primary school teachers' performance in several key areas, namely teaching skills, curriculum development and classroom management. In terms of teaching skills, the application of digital literacy enables primary school teachers to utilize information and communication technology (ICT) in the teaching process. This utilization of ICT can improve the quality of learning by making the delivery of material more interesting and interactive. As a result, student engagement and their understanding of the subject matter can be significantly improved. In the area of curriculum development, the integration of digital literacy contributes to the creation of an information technology-based curriculum. This not only improves the quality of the curriculum but also emphasizes the importance of digital literacy in education. By utilizing ICT, teachers can design a curriculum that is more relevant and in line with the latest technological developments, which in turn improves the quality of learning. The implementation of digital literacy by primary school teachers includes several aspects designed to improve various dimensions of teaching. First, in the teaching and learning process, teachers can utilize online learning applications, educational videos and other digital resources to enrich the material delivered and improve the quality of teaching. Second, in curriculum development, teachers can use online curriculum development applications, data analysis tools and other digital resources to update and refine existing curricula. Third, in classroom management, teachers can use online classroom management apps, student information systems and other digital tools to improve efficiency and effectiveness in managing the classroom and to better monitor student progress.

Digital literacy integration can be expanded through collaboration with various parties, including education personnel, parents and communities. In this context, primary school teachers have the opportunity to work with education personnel to improve the quality of education and strengthen understanding of the importance of digital literacy. Through this collaboration, education personnel can provide additional support and resources that assist teachers in implementing digital literacy effectively. Furthermore, primary school teachers can collaborate with parents to raise awareness about digital literacy and improve the quality of education in the home environment. This collaboration is important as parents can support digital learning at home and help create an environment that supports the appropriate use of technology. Collaboration with the community also plays an important role in education about digital literacy and in improving the quality of education in general. Involving the community in digital literacy efforts can expand the reach and impact of education programs and create a broader awareness of the importance of digital skills. To ensure that digital literacy integration improves the performance of primary school teachers, the competency standards set by schools and the Ministry of Education and Culture need to be considered. These competency standards provide clear guidelines for primary school teachers in their efforts to improve their teaching and curriculum development skills. By following these standards, digital literacy integration can be an effective strategy to improve primary school teachers' performance. Research by Sari (2020) indicates that strategies to improve teacher performance can be achieved through the integration of digital literacy, both individually and in teams, and through the implementation of cross-curricular practices and projects. This strategy involves the application of information and communication technology (ICT) in various aspects, such as the learning process, curriculum development and classroom management, to improve the overall effectiveness and efficiency of education. Teachers at the primary school level can improve their performance by utilizing various digital tools such as online learning applications, educational videos and other digital resources to enrich the learning process. By utilizing these technologies, teachers can provide more varied and interesting materials and increase student engagement in the learning process. In addition, teachers can also utilize applications for online curriculum development, data analysis tools and various other digital resources to improve the quality of the curriculum they teach. This allows them to update and refine the curriculum according to their needs and the latest developments in education. In classroom management, primary school teachers can improve efficiency and effectiveness by using online classroom management applications, student information systems and various other digital tools. By doing so, they monitor student progress, manage classroom administration, and simplify various processes that may have previously required a lot of time and effort. Collaboration with fellow teachers is also an important strategy to improve performance. Primary school teachers can exchange experiences, knowledge and resources with fellow educators to improve teaching methods and curriculum development. This collaboration helps in sharing best

practices and innovations that can improve teaching quality. In addition, collaborating with other education personnel, such as principals, vice-principals and administrative staff, can improve the overall efficiency of school management. Primary school teachers can also improve their performance through innovative and creative practices in teaching and curriculum development. By utilizing information and communication technology (ICT), they can design more innovative and relevant learning methods and curricula, which in turn can improve the quality of education. Conducting research and development to explore new solutions and ideas in education is also an effective strategy. Teachers can create cross-subject projects designed to bring innovation and solutions to educational challenges. These projects can be done both individually and in teams, involving students, parents and the community, thus creating a wider impact in education.

Improving the pedagogical skills of primary school teachers is a key goal in the effort to improve education standards in Indonesia. In today's digital era, digital literacy has emerged as an essential competency for educators who want to improve their performance in curriculum development and teaching. Teachers can use information and communication technology (ICT) more productively in the classroom by becoming proficient in digital literacy. Utilizing online learning apps, educational videos and other digital resources allows teachers to enrich students' learning experience. It also helps to improve the quality of teaching and instill a deeper understanding of the importance of digital literacy. Digital literacy also plays an important role in developing a more effective and efficient curriculum. Teachers can utilize online curriculum development apps, data analysis tools and various other digital resources to improve the existing curriculum. This not only helps in creating a more relevant curriculum but also increases understanding of the importance of digital literacy in the curriculum design process. Digital literacy also supports teachers' improved ability to manage the classroom. By using online classroom management applications, student information systems and other digital tools, teachers can improve the efficiency and effectiveness of classroom management and the overall quality of education. Collaboration between teachers and other education personnel such as principals, administrative staff and vice-principals can be improved through digital literacy. With digital literacy skills, teachers can share experiences, knowledge and resources with their colleagues, ultimately improving the quality of education. Digital literacy also encourages creativity and innovation in teaching methods and curriculum development. Utilizing information and communication technology (ICT) allows teachers to design more creative methods and curricula, contributing to improving the overall quality of education.

CONCLUSION

Digital literacy has led to a significant transformation in education, especially in improving the pedagogical skills of teachers in primary schools. Through the utilization of technology, teachers' ability to manage the classroom, design the curriculum and collaborate with peers has undergone profound changes. In classroom management, digital literacy gives teachers the ability to create a more engaging and active learning atmosphere. By utilizing various learning apps, teachers can assign tasks, collect student work and provide feedback in a more effective way. Technology also facilitates the monitoring of individual student learning progress, allowing teachers to provide more targeted support. Teachers can now access various online learning resources, such as scientific articles, educational videos and open learning platforms, to enrich their teaching materials. In addition, technology enables the integration of different types of media, such as videos, animations and simulations, in lesson materials, making them more engaging and easily understood by students. Collaboration between teachers is also getting easier thanks to digital literacy, which facilitates sharing learning materials, having discussions and developing joint projects through online platforms. This not only improves the quality of learning but also expands teachers' professional networks. In addition to improving learning efficiency and effectiveness, digital literacy encourages innovation in teaching practices. Teachers can create more creative and engaging teaching materials and implement new approaches such as project-based or student-focused learning. Thus, digital literacy serves not only as a tool to improve the quality of learning but also as a means to develop teachers' professionalism.

REFERENCES

- Asterina, F., & Sukoco. (2019). Pengaruh Kepemimpinan Kepala Sekolah, Motivasi Kerja, Dan Disiplin Guru Terhadap Kinerja Guru. *Jurnal Akuntabilitas Manajemen Pendidikan*, 7(2), 208-219. <https://Journal.Uny.Ac.Id/Index.Php/Jamp/Article/View/26743>
- Ghifari, Y., Amanda, D. A., & Hadiapurwa, A. (2022). Analysis Effectiveness of Online Learning During the Covid-19 Pandemic. *Curricula: Journal Of Curriculum Development*, 1(2), 115-128.
- Harjono, H. S. (2019). Literasi Digital: Prospek Dan Implikasinya Dalam Pembelajaran Bahasa.
- Hartanto, S., & Purwanto, S. (2019). Supervisi Dan Penilaian Kinerja Guru. Direktorat Jenderal Guru Dan

- Tenaga Kependidikan. [Http://Repositori.Kemdikbud.Go.Id/15035/1/08.-Supervisi-Dan-Pk-Guru_26042019.Pdf](http://Repositori.Kemdikbud.Go.Id/15035/1/08.-Supervisi-Dan-Pk-Guru_26042019.Pdf).
- Isawatiningsih, D., Fauzan, A., Dluhayati, & Lestari, Y. K. (2021). Efektivitas pembelajaran bahasa Indonesia daring di masa pandemi COVID-19 dalam meningkatkan kemampuan berbahasa siswa SMP. *Jurnal Pendidikan Diglosia Kebahasaan, dan Kesusastraan Indonesia*, 5(1), 141-156.
- Julfiani (2020) Keterampilan Literasi Dengan Menggunakan Metode Struktur Analitik Sintetik (Sas) Dalam Suatu Tinjauan Teoritis. Skripsi Thesis, Institut Agama Islam Muhammadiyah Sinjai.
- Lukman, S. (2019). Pentingnya-Literasi-Internet. Radar Bogor. <https://www.Radarbogor.Id/2019/07/25/Pentingnya-Literasi-Internet>.
- Musnaeni, M., Abidin, S., & Purnamawati, P. (2022). "Pentingnya Manajemen Strategi Dalam Meningkatkan Kualitas Pendidikan" *Cendekia: Jurnal Ilmu Pengetahuan*, 2(2), 98-104.
- Pena: *Jurnal Pendidikan Bahasa Dan Sastra*, 8(1), 1-7. <https://doi.org/10.22437/Pena.v8i1.6706>.
- Perdani, B. U. M., & Andayani, E. S. (2021). Pengaruh Kemampuan Technological Pedagogical Content Knowledge (TPACK) terhadap Kesiapan Menjadi Guru. *Jurnal Pendidikan Akuntansi Indonesia*, 19(2), 99-115. <https://doi.org/10.21831/jpai.v19i2.46021>.
- Pilendia, D. (2020). Pemanfaatan Adobe Flash Sebagai Dasar Pengembangan Bahan Ajar Fisika: Studi Literatur. *Jurnal Tunas Pendidikan*, 2(2).
- Rangkuti, Nurlatifah (2021) Pengaruh efikasi diri dan motivasi belajar terhadap hasil belajar matematika pada Siswa Sekolah Dasar. Master thesis, Universitas Islam Negeri Maulana Malik Ibrahim.
- Rorimpandey, W. H. F. (2020). Faktor-Faktor Yang Mempengaruhi Kinerja Karyawan Sekolah Dasar. Ahlimedia Press.
- Septiawan, B., Et Al. (2020). Teori Dan Penerapan Motivasi Kerja Generasi. Addin Publishing
- Sunarsi, D. (2020). The Analysis of the Work Environmental and Organizational Cultural Impact on The Performance and Implication Of The Work Satisfaction. *Jurnal Ilmiah Ilmu Administrasi Publik*, 9(2), 237-246.
- Susilawati, A. S., Kushendar, D. H., & Nurfadhillah, A. (2021). Strategi Penyusunan Anggaran Pendapatan Dan Belanja Daerah Di Kabupaten Bogor Dalam Penanganan Pandemi Covid-19. *Nusantara: Jurnal Ilmu Pengetahuan Sosial*, 8(5), 1349-1359.
- Syofian, M., & Gazali, N. (2021). Kajian Literatur: Dampak Covid-19 Terhadap Pendidikan Jasmani. *Journal Of Sport Education (Jope)*, 3(2), 93-102.