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## **Adaptation Strategy for Music Learning at SMA Negeri 5 Purwokerto during the COVID-19 Pandemic**

**Azhardi Wisnugraha** ✉, Udi Utomo, Malarsih Malarsih  
Email: azhardiw@gmail.com

Universitas Negeri Semarang, Indonesia

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### **Abstrack**

The purpose of this study was to analyze the problems, adaptation strategies, and factors that influenced music learning at SMA Negeri 5 Purwokerto during the COVID-19 pandemic. This study used a descriptive qualitative approach. The research was conducted at SMA Negeri 5 Purwokerto. Data collection techniques used observation, interviews, and documentation studies. Validation of data used triangulation techniques with data analysis techniques using interactive models. This study found that in the online learning process at SMA Negeri 5 Purwokerto, the problems faced were differences in student understanding and limited facilities and infrastructure. There are three strategies for adapting music learning at SMA Negeri 5 Purwokerto during the Covid-19 pandemic. First, the method adaptation strategy is carried out using the blended learning method. Second, the media adaptation strategy is carried out by changing the lesson plans, using smartphones, laptops, and video conferencing through the Google Classroom application, Zoom, and Whatsapp. Third, the assessment adaptation strategy is carried out by assessing student attendance, assessing assignment portfolios and exams. Factors that influence online learning of music subjects at SMA Negeri 5 Purwokerto consist of internal and external factors. Students' internal factors can be seen from intelligence, talent, student health conditions, learning methods, understanding and interests, and motivation. The most influencing factors are intelligence & talent, student understanding and interest, and motivation. Meanwhile, the external factors in this study are the physical environment, school, and family environment. The external factor that influences the student learning online the most is the physical environment factor.

**Keywords:** Blended Learning, Online Learning, Learning Problems, Learning Adaptation Strategies

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## INTRODUCTION

Human needs are not limited to clothing, food, and shelter. However, in order to get those things, humans need education. Education is an essential human need, and the level of its education also measures the knowledge of a country. All people in a nation need education to make progress and develop.

Humans can possess a better future with education. Education is believed by society to improve the standard of human life because it can build an individual's intelligence and have a better personality. The success of education will be achieved by a nation if there is an effort to improve the quality of the nation's education itself (Pokhrel & Chhetri, 2021).

The subject of cultural arts in music, dance, and fine arts is taught to high school students. It aims to make students more creative, and they can appreciate art. It also can shape the character of the students. The focus of this research is on the subject of music art. The purpose of this subject is as a medium to form students' character. Therefore, its teaching should be fun and easy for students to understand (Hong, 2020).

Music is one of the subjects taught at SMA Negeri 5 Purwokerto. The school is one of the schools in Banyumas Regency. It is one of the "favorite" schools in Banyumas Regency and has many achievements, especially in the arts. A good learning strategy certainly can make the students achieve their achievements from various competitions. For example, the choir team of SMA Negeri 5 Purwokerto has won a gold medal in the Bali International Choir Festival, which is an international championship event.

The Covid-19 pandemic, which has emerged since 2019, has made the Indonesian government set many policies to minimize the spread of COVID-19. The policies include the issuance of Government Regulation Number 21 of 2020 concerning Large-Scale Social Restrictions in the Context of Accelerating the Handling of COVID-19, namely the implementation of Social Distancing, Physical

Distancing, and Large-Scale Social Restrictions (PSBB) (Dynesia, 2020; Kartoli et al., 2020; Roziqin et al., 2021).

COVID-19 has had an impact on all fields, including education. It causes the teaching and learning process to be carried out online in almost all regions in Indonesia. Thus, the teachers must also reformulate all the learning tools adapted to online learning during the COVID-19 pandemic, from strategies, methods, media to evaluation. With this online learning, it is hoped that the teaching and learning process can still be carried out even in the conditions of the COVID-19 pandemic, including music learning at SMA Negeri 5 Purwokerto.

Researchers conducted pre-research interviews with Oktaf Indah, S. Pd. as the music teacher at SMA Negeri 5 Purwokerto. According to her, the change in the learning model from face-to-face to online learning poses obstacles for teachers and students. The music teacher continues to learn by adjusting the Syllabus and Lesson Plans (RPP), which have been adapted to the conditions of the COVID-19 pandemic. Learning music is practice-based learning that requires face-to-face and practice. The Covid-19 pandemic condition makes the teacher have to deliver material even through the online media to the students. Students have different grasping powers, so the method delivered by the teacher must be adapted to the students' conditions.

Oktaf Indah conveyed again that online music learning can transmit knowledge, but it has not been able to transmit the taste and aesthetics of the music itself. The essential elements of learning music such as gestures, touching, and sound quality cannot be represented optimally through online learning. Another problem is that not all students come from the same economic background. Therefore, there is a problem of lack of facilities and infrastructure available for students who are inadequate such as computers, laptops or cellphones, and less stable internet networks.

The problems that arise with online learning make teachers extra in preparing the

learning adaptation strategies. One of the learning methods considered adequate with learning conditions during a pandemic is the Blended Learning method. It is a combination of online and face-to-face systems via video conferencing. It can provide and increase the interaction between teachers and students. The Covid-19 pandemic condition makes it impossible for teachers and students to interact directly in the classroom. Meanwhile, the teacher finds it difficult to explain the material without being face to face with the students, and they also have various understanding conditions. Blended learning can make teachers turn on the learning activities by providing motivation and stimuli that can provoke students to actively communicate even though the learning is done online (Abd. Syakur et al., 2020).

Learning adaptation strategies are needed to adjust the conditions of online music learning, especially during this COVID-19 pandemic. Based on the background above, the researcher wants to investigate the adaptation strategy of music learning at SMA Negeri 5 Purwokerto during the COVID-19 pandemic.

From the description above, the researcher is concerned about:

- 1) What problems with music learning problems at SMA Negeri 5 Purwokerto during the COVID-19 pandemic?
- 2) What is the adaptation strategy for music learning at SMA Negeri 5 Purwokerto during the COVID-19 pandemic?
- 3) What factors influence the adaptation strategy of music learning at SMA Negeri 5 Purwokerto during the COVID-19 pandemic?

## METHODS

The approach in this study was a descriptive qualitative approach. The research was conducted at SMA Negeri 5 Purwokerto, which is located at Gereja Street No.20 Sokanegara, East Purwokerto, Banyumas, Central Java. The research target was the learning strategy of music learning at SMA

Negeri 5 Purwokerto. The research object was the music teacher, Oktaf Indah, S. Pd., and the students of grades X and XI of SMA Negeri 5 Purwokerto for the 2020/2021 academic year.

The focus of the research was the subject matter studied in the research. This research focused on the learning problems, learning adaptation strategies, and factors that influenced music learning by the music teacher at SMA Negeri 5 Purwokerto during the COVID-19 pandemic.

Observation, interviews, and document studies were carried out for the data collection techniques. The data validation technique used triangulation, then the data analysis technique used was an interactive model, namely by collecting data, reducing data, presenting data, and verifying data.

## RESULT AND DISCUSSION

### **The problems of music learning at SMA Negeri 5 Purwokerto during the COVID-19 pandemic**

- a) The differences in students' level of understanding

The students of SMA Negeri 5 Purwokerto have different characters and understandings regarding the material or assignments given by the music teacher. Each individual has a different level of intelligence. The online learning process that has lasted a long time since 2020 makes it difficult for the students to receive lessons from the teacher.

The difference in student understanding is also due to changes in learning that were previously carried out face-to-face or offline to become online. The students also need adjustments as recipients of the subject matter delivered by the teacher.

In offline or face-to-face learning, the teaching materials given to students in one semester are in the form of the history and development of western music. They feature several songs/works of western music. The learning media used are books, worksheets, musical instruments provided by the school, and a projector that functions as a presentation

medium in class. The teacher's learning model is that the teacher first explains the material with a lecture, then divides the students to discuss in groups. The groups were allowed to practice music carried out in the music room. The teacher also provokes the student activity by asking questions and giving assignments. Apart from classrooms and music rooms, the students can also use the library to study. The time allotted for learning music for one semester is  $12 \times 45$  minutes (6 meetings). The effectiveness of offline learning is that the students can better understand music because they can practice directly by seeing teachers and friends who are good at music. The students are also not burdened with providing musical equipment because it is already available at school.

The students learn more from home using their laptops and cell phones in online learning. The learning media still uses books, worksheets and more dominantly uses internet media and videos about the material provided by the teacher. In the same teaching materials, they understand the development of western music and present several songs and musical performances. The learning model used by the teacher gives the students the opportunity to identify the diversity and characteristics of American and European music and the development of popular music in America and Europe through various literacies or audio-visual media. Then they discuss the development of popular music in groups and consider determining a work of popular music that will be performed both individually and in groups.

The results obtained related to differences in offline and online learning management indicates specific results in comparing the methods and media used. Based on the observations above, the learning process during the pandemic in general, both offline and online, has different aspects. This also has a direct or indirect impact on learning effectiveness, especially the ease of learning and student attractiveness.

b) Limited facilities and infrastructure

Facilities and infrastructure are all procurement processes to support the achievement of educational goals in a precise and targeted manner. Educational facilities include all equipment and supplies directly, while educational infrastructure includes all equipment and supplies that support the educational process indirectly.

During the online learning, SMA Negeri 5 Purwokerto learning cannot facilitate infrastructure that supports the learning music for all students. For example, the musical instruments in learning the traditional music. The teacher cannot make the students carry out the direct practice of learning traditional music because the tools are limited, and students also learn from home.

In face-to-face learning before the Covid-19 pandemic, the teacher and students could use school infrastructures such as classrooms, music rooms, halls, library books, LCDs, blackboards, and markers from schools. Meanwhile, after implementing online learning, the students only use their facilities and infrastructure.

### **Adaptation Strategy for Music Learning at SMA Negeri 5 Purwokerto during the COVID-19 Pandemic**

#### a) Method Adaptation Strategy

In this new normal condition, the teacher must use appropriate and more likely methods to be used in this online mode of learning. The method adaptation strategy chosen by the music teacher at SMA Negeri 5 Purwokerto during the online learning period was the blended learning method.

Adaptation of the use of learning methods through blended learning in the face of the new normal era is expected to be still able to teach the cultivation of values. This can be done by asking students to look at someone's biographical photos and videos. Such as by providing examples of biographies of leaders (Jeffrey et al., 2014). Use of blended learning method It is hoped that it will not interfere with the learning system by continuing to make the habits before the pandemic, such as writing

habits, for example. Research has found that by continuing to make habits without violating health protocols, after doing online learning activities, reading or writing again (Dziuban et al., 2018; Vallee et al., 2020). Self-learning to write and to make writing a daily task (Abbas et al., 2020).

Music art teachers carry out the blended learning method by changing the RPP during the Covid 19 Pandemic. The RPP made is designed for online learning plans. The teaching materials used in the application of this blended learning model are online and offline media such as student books and teacher books, learning videos, articles, and occasionally teachers also use teaching materials designed using PowerPoint. However, most of the teaching materials used by teachers are learning videos from YouTube (Coman et al., 2020; Ma'rufa & Mustofa, 2021).

The components listed in the lesson plan are time allocation, competency standards, basic competencies, learning objectives, required learning materials, methods used, learning activities to be carried out, learning resources, learning media and tools or materials used, and evaluation of learning. These components are a reference for designing the learning that will be implemented.

#### b) Media Adaptation Strategy

In the process of teaching and learning the art of music, teachers need interesting learning media so that students can easily understand the material presented by the teachers. Therefore, interactive learning media as a learning aid is indispensable for teachers in the teaching and learning process.

Using smartphones and laptops in online learning with the blended learning method can improve student learning outcomes. There are many advantages of using information and communication technology in the implementation of online learning, one of which is that it is not bound by space and time (Sung et al., 2016).

The music art teacher at SMA Negeri 5 Purwokerto uses video conferencing to support

active discussions between these students. Video conferencing, which is part of technology, has a significant contribution to education, especially in distance learning (Coman et al., 2020). Students and teachers discuss the learning materials observed through learning videos through video conferences. They ask each other questions. The teacher always provokes students to ask questions and express opinions.

Through video conferencing conducted through Google Classroom, it can interact between teachers and students. Blended learning methods can increase the interaction between teachers and students. The Covid-19 pandemic condition makes it impossible for teachers and students to interact directly in the classroom. Meanwhile, the teacher finds it difficult to explain the material face-to-face with students, and students have various understanding conditions. Blended learning can make teachers turn on learning activities by providing motivation and stimuli that can provoke students to actively communicate even though learning is done online (Abd. Syakur et al., 2020).

#### c) Assessment Adaptation Strategy

Assessment should describe learning outcomes, namely providing an overview of student success in developing a series of skills (psychomotor), knowledge (cognitive), and behavior (affective) during learning, topics, or flexible curriculum. In assessment activities, a teacher is required to always develop his potential in order to be able to examine the right strategies to be used in the assessment, because in the current condition, namely the Covid-19 pandemic, teachers must have strategies in carrying out assessments because there is no direct interaction between teachers and students.

Music teacher Oktaf Indah said that the KKM amount in online learning was still the same when normal learning was 75. Even though it was done online, there was no decrease in the KKM amount. The KKM policy taken by Oktaf Indah is in accordance with the purpose of learning the art of music as

a balance between cognitive and appreciative, making teachers have to make learning fun. And learning the art of music also aims to balance the work of the right brain and left brain.

The allocation of time for learning the art of music at SMA Negeri 5 Purwokerto is 8 x 45 minutes, with a total of four meetings for one semester. During the allocation of learning time, the music art teacher must deliver activities.

The teacher makes an assessment based on student attendance during online learning. Furthermore, the assessment of music learning carried out by teachers during this pandemic is a portfolio assessment carried out by analyzing a collection of assignments that show students' progress, and these assignments are rewarded as a result of the work of the learning process. The music art teacher added that the learning assessment was held at least three times in one semester. After completing basic Competence/ KD, the teacher always carried out an assessment. In addition, universal assessments are midterm and semester exams. The teacher checks student attendance and asks students' readiness. The teacher conducts an overall assessment after all students have practiced.

After completing the learning assessment, the teacher also asks students' experiences in learning, students' difficulties in learning and motivates students to provide an overview of further learning activities.

### **Factors Influencing Music Art Learning at SMA Negeri 5 Purwokerto During the COVID-19 Pandemic**

Factors influencing the adaptation strategy of learning music at SMA Negeri 5 Purwokerto during the COVID-19 pandemic consisted of internal and external factors.

#### **a) Internal Factors**

Students' internal factors in this questionnaire can be seen from intelligence, talent, student health conditions, learning methods, student understanding and interests, and motivation. Intelligence and talent factors are represented by students having talent in

music and can operate gadgets needed for learning, such as cellphones and laptops, or computers. Students who have talent in the art of music can more easily catch the material presented by the teacher.

Intelligence and talent factors are included in the students' internal factors. Through questionnaires distributed to students, it was found that the majority of students were able to understand learning the art of music even though it was done online.

The ability of students to use computers or smartphones is needed in online learning of the art of music (Maknuni, 2020). These abilities need to be considered. The practice of online learning requires the help of technology. The positive side of online learning is that teachers and students can master and improve competencies related to using technology to support the learning process (Mukti, 2019). Implementing the learning from home policy requires students to quickly master the technology needed to facilitate learning activities.

This factor is a supporting factor for learning the art of music online because the students are not burdened with assignments that must be completed at that time. According to music teacher Oktaf Indah, learning music is very flexible. This is because the subject matter can be accessed anywhere and anytime with free time. With the online learning model, students are not constrained by time and place where they can take lessons from home or elsewhere. With this condition, students can find out what material is delivered and which tasks must be done first.

Good health conditions will directly support the learning process. If the learning process runs smoothly, the learning achievement will be maximized. Through the questionnaires distributed to students, the majority answered that students were not enthusiastic about learning when they were tired. Good health conditions are a supporting factor for online learning of the art of music.

Online learning requires students to be able to prepare their own learning, evaluate,

manage and simultaneously maintain motivation in learning and can increase student interest. The online learning process does not recognize space and time. When face-to-face, it is easier to access the internet to obtain learning materials and train students' independence in learning (Mukti, 2019).

This learning method is a supporting factor because online learning of music can provide new experiences for students at SMA Negeri 5 Purwokerto. Online learning also has the advantage of being able to foster self-regulated learning. Online applications can increase independent learning (Oknisih et al., 2019). Online learning is more student-centered, which causes them to bring up responsibility and autonomy in learning (learning autonomy) (Sadikin & Hamidah, 2020). Online learning requires students to prepare their learning, evaluate, manage and simultaneously maintain motivation in learning (Sun dan Aina dalam Rahmati et al., 2021). A research by Mukti (2019) found that online learning provides a different experience from conventional face-to-face learning. With unlimited time, it gives advantages to students to arrange according to a personal activity schedule, and it is hoped that they can absorb higher material. Then in the research of Wardani et al., (2018) blended learning can make students more active in the learning process in class and online; the learning process becomes fun. If the learning process is carried out in a fun way, students will feel interested. Differences in the level of student understanding can also influence students' understanding of the subject matter presented by the teacher.

Student learning motivation also influences the success of learning. The learning process will achieve success if students have good learning motivation. Therefore, learning motivation is very important for every student to have intrinsic and extrinsic motivation (Emda, 2018).

Interest and motivation factors are supporting factors in learning the art of music online. The learning climate created by online

learning also affects students' learning motivation if, in offline learning, the teacher can create a conducive classroom atmosphere to maintain student learning motivation so that learning can be achieved because the classroom climate has a significant influence on learning motivation (Sari et al., 2018).

From the internal factors of students, the most influential in online learning are intelligence & talent, student understanding, and interest and motivation. This is because students must first understand the lesson delivered by the teacher. Students who understand the learning material will also have an impact on students' interest and motivation in studying a subject

#### b) External Factors

The external factor that influences student learning online the most is the physical environment factor. This is because the respondents are high school students who can learn on their own. So respondents prefer to be filled with learning facilities by parents, such as the availability of gadgets and the fulfillment of internet quotas for learning. Respondents tend to need supervision from parents, such as periodically asking about the learning conditions.

##### 1. Physical environmental factors

Physical environmental factors are shown, such as home facilities and learning facilities. Things such as gadget support provided by parents, unstable networks, and limited internet quota affect the adaptation strategy of learning music. Parents' availability of learning facilities can support music learning activities during the pandemic, such as the availability of gadgets in cellphones and the cost of buying internet data packages. However, not all parents can provide supporting facilities. Students stated that there were some supporting tools for learning the art of music that had to be borrowed from others.

Gadgets such as laptops, smartphones, and music equipment are part of the infrastructure. Limited facilities and infrastructure and not being a secret general about the welfare of teachers are still very low.

To meet the needs of the principal, families are still many teachers who are struggling. The same thing happened to students because not all of their parents could provide technology facilities to their children. There is also that already have facilities complete, but the ignorance of the parents in guiding their children to take advantage of the facilities that already exist. This is shown in the questionnaire, some students are provided with facilities by their parents, but they are also not. Most students feel that the school does not lend them supporting musical instruments, so students have to borrow or find their own

The absence of data or quotas is an obstacle in the online learning process. Improve infrastructure such as facilities and infrastructure to be used in online learning (Rahayu & Haq, 2020; Wahyuningsih, 2021). Various forms of intensive are to make the teaching and learning process continues. For education providers who are already literate with information technology, this is not a problem. However, education providers who have limitations in infrastructure and weak educators are a big obstacle in providing online education. Sharing data quotas is one way that is often given to educators and students. When viewed from the side of educators or teachers, the distribution of data quotas does not help much, even though it is one of the factors that help in the online teaching and learning process.

## 2. School Factor

The school factor is shown by teachers who find it difficult to control which students are serious about taking lessons and which ones are not. The teacher cannot fully monitor how the activities are carried out by students, whether they are really serious about participating in learning. This raises teacher dissatisfaction. Another thing that follows is that there are still students who are constrained in implementing online learning tools, so that it has an impact on teachers who have to think about other alternatives as well. The music art teacher at SMA Negeri 5 Purwokerto, Oktaf Indah, also feels that communication during

online learning is not as active and enthusiastic as conventional learning.

Through a questionnaire, students indicated that they preferred face-to-face music learning. However, during this pandemic, students admit that online learning provides a way out of not learning at all. Schools cannot provide full supporting facilities and infrastructure for learning the art of music to students.

Online learning makes him a responsible person, diligent, independent because students must be responsible for themselves. Students are required to download and understand the material, work on questions and send assignments independently. Online learning will provide better student outcomes than conventional learning because apart from that, they understand technology. The effectiveness of online learning is considered less than optimal. In ordinary learning, the teacher can monitor student behavior patterns to control students. With online learning, the teacher cannot control students directly (Afidah, 2020). Even when delivering the material, the teacher felt ineffective, and the level of understanding of the material was very low. Moreover, only given an assignment that the actual material students do not understand.

## 3. Family Environmental Factors

Because the respondents are high school students, parents do not accompany their children in learning and trust their children. However, most student respondents indicated that the majority of students felt happy when parents involved themselves in their children's online learning.

## CONCLUSION

The conclusions of this study are, first, in the online learning process at SMA Negeri 5 Purwokerto, the problems faced are differences in student understanding and the limitations of facilities and infrastructure. Second, there are three strategies for adapting music learning at SMA Negeri 5 Purwokerto during the Covid-19 pandemic. First, the method adaptation



strategy is carried out using the blended learning method.

Second, the media adaptation strategy was carried out with several adjustments. The adjustments are changes in lesson plans, use of smartphones, laptops, and video conferencing through the Google Classroom application, Zoom, and via Whatsapp.

Third, the assessment adaptation strategy is carried out by assessing student attendance, assessing assignment portfolios and exams. Third, internal and external factors influence the online learning of music subjects at SMA Negeri 5 Purwokerto. Students' internal factors can be seen from intelligence, talent, student health conditions, learning methods, understanding and interests, and motivation. The most influencing factors are intelligence & talent, student understanding, and interest and motivation. External factors in this study are the physical environment, school, and family environment. The external factor that most influences student learning online is the physical environment factor.

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