

# Efficiency of Online and Offline Learning in Elementary School: Comparison of Systems

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## Key Words:

*Efficiency, Online Learning, Offline Learning.*

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**Abstract:** This study explores two learning systems: Online and Offline learning systems. By using a mixed methods approach, namely qualitative descriptive and quantitative descriptive research, this study selected an elementary school in the city of Berau as a research participant. The findings show that a good system for students is an offline learning system, this is supported by the effort and results of this system. This research is useful in determining the appropriate learning system for students during a pandemic, especially in elementary schools. It is important to note that the voices of teachers and parents deserve to be heard, as a reflection for schools to identify the learning system implemented.

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## INTRODUCTION

Education is the whole process by a person to develop abilities, attitudes, and forms of behavior that have positive values. This is to carry out the human function that is carried out as a servant before the Creator. Education is very important for life, even the demands for the importance of education are getting bigger considering the current of world development is accelerating. Education is also defined as a process of coaching and guidance that is carried out by someone continuously to students to achieve educational goals (Bisri, 2013). According to Azra, education is a process of preparing the younger generation to run life and fulfill their life goals more effectively and efficiently (Azra, 2000). The situation of the *Covid-19* pandemic that hit the world was also faced by the Indonesian people (Roberto, 2020). As a result, various sectors of human life have undergone significant changes. The world of education is also exposed to the effects of the *Covid 19* pandemic. The changes that have occurred are clearly visible from the learning system or teaching and learning process. The learning system before the Covid-19 pandemic was carried out face-to-face between educators and students. In other words, the learning process is carried out directly. However, during the *Covid-19* pandemic, the learning system was carried out through learning media or online learning and offline learning (adjustment stage).

In simple terms, Brown (2002) state that electronic learning (online learning) is a learning activity that utilizes networks (internet, LAN, WAM) as a method of delivery, interaction, facilitation and is supported by various other forms of learning services. There are three functions of online learning to activities classroom instruction, namely: (1) Supplements (additional) as a supplement if students have the freedom to choose whether to use online learning materials or not, in this case there is no obligation for students to access online learning materials. (2) Complement (complementary) as a complement if online learning materials are programmed to become reinforcement or remedial material for students in participating in conventional learning activities (3) Substitution (substitute) as a substitute if the learning materials received by students in the class, developed by Siahaan (2003). This online learning system is assisted by several applications, such as Google Classroom, Google Meet, Edmodo and Zoom. All forms of subject matter are distributed online, communication is also carried out online, and tests are also carried out online. Online also states the condition of a piece of equipment or a functional unit.

Next is offline learning (outside the network), this learning system has the same system before the *Covid-19* pandemic hit. However, there are significant differences from this offline system, i.e faster time and limited material. Methods outside the network (offline learning) can help students to keep learning. The learning systematics is that the teacher provides material in the form of hardcopy assignments, learning video files, printed learning materials or watching television that presents learning material events. Then given to students carried out outside of school. This offline learning method is one of the methods that can be applied temporarily to carry out learning, but the material provided by the teacher must be interesting, so that students are not easily bored and in a bad mood. This is because the scope of offline learning is narrow, so it requires the creativity of the teacher to present the material to keep it interesting. Therefore in doing learning students feel up with joy. To support the success of the offline learning method, collaboration between teachers, students and parents are required. Communication between teachers and collaboration with parents is unavoidable. This is because the process of supervising student learning is completely within the reach of parents during the *Covid-19* pandemic.

Based on the two learning systems, researchers curious to find out how the efficiency of these two systems. The concept of learning efficiency consists of the words efficient and learning. The word efficient according to The Liang Gie (1982) is an understanding which describes the best comparison between effort and result. According to Muhibbin Shah (1999) that the word efficiency is a concept that reflects the best comparison between effort and result. Efficiency means also do everything right, precise, accurate, and able to compare between input and output quantities. There are a number of factors that influence learning efficiency. According to Baharudin and Esa Nur Wahyuni (2007) that there are at least three factors that can support efficiency in the learning process, namely internal factors, external factors, and subject matter as well as learning approach. Based on the statement of these factors, the researcher will use internal factors to find out the efficiency between online and offline learning, namely teachers and student guardians.

This indicates a question toward Indonesian students in their learning system during the pandemic of *Covid-19*. Elementary school is a school level that is very suitable for this study. Therefore, this study tries to cope with the following problems: (1) How teacher's perception on the efficiency between two learning system (online and offline learning) during the pandemic of *Covid-19* and (2) What kind of learning system between online and offline learning did parents prefer for their children?

## METHODS

### *Research Design*

This present study used mixed up methods between descriptive qualitative research and descriptive quantitative research. According to Strauss in Cresswell, J (1998) what is meant by qualitative research is a type of research that produces findings that cannot be achieved (obtained) using statistical procedures or other means of quantification (measurement). Qualitative research in general can be used for research on people's lives, history, behavior, organizational functionalization, social activities and others. According to Gay (1992: 217), descriptive research involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of the study. A descriptive study determines and reports the way things are. Descriptive research is scientific research that describes about event, phenomena or fact systematically dealing with certain area or population. Moreover, quantitative method used to emphasize the analysis on numerical data (numbers) are processed with statistical methods (Azwar, 1999). Apart from that, the researcher uses descriptive method quantitative approach. According to Sugiyono (2008) quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to examine certain populations or samples, data collection using research instruments, quantitative/statistical data analysis, with the aim of testing hypotheses that have been established. Descriptive quantitative research in this study was conducted to determine the value of independent variables, either one or more (independent) variables without making comparisons or connecting with other variables.

### *Research Setting and Subject*

This research was undertaken at Al-Qur'an Wahdah Islamiyah Elementary School of Berau City, East Borneo. The participants were Ratih (pseudonym) as the homeroom teacher of 2<sup>nd</sup> grade and 15 student guardians of 2<sup>nd</sup> grade. As the matter of fact, there are 24 student guardians but only 15 that participated in this research, This is due to the availability of guardians in filling out the questionnaire requested by the researcher, so only a few are willing to fill out this questionnaire.

### **Data Collection Technique**

The data gathered using two common instruments, namely structured interview for homeroom teacher at 2<sup>nd</sup> grade and close-ended questionnaire for student guardians. Structured interviews enable the interviewer to ask each respondent the same questions in the same way. A tightly structured schedule of questions was used, very much like a questionnaire (Nigel Mathers et al, 1998). There are five questions related to the use of online and offline learning systems, the following questions are given:

- 1) What do you prepare when you start learning with an online system for your students?
- 2) What are the advantages and disadvantages of the online learning system that you apply to your students?
- 3) What do you do when assessing students by providing an online learning system?
- 4) What do you prepare when you start learning with an offline system for your students?
- 5) What are the advantages and disadvantages of the offline learning system that you apply to your students?
- 6) What do you do when assessing students by providing an offline learning system?
- 7) From this 2 learning systems, which system do you think is the most effective for your students?

Close-ended questionnaire was conducted using Likert Scale Multiple Choice Questions (Steers, 1932), these closed ended questions typically are five pointers or above scale questions where the respondent was required to complete the questionnaire that needed them to indicate the extent from strongly agree (5) to strongly disagree (1). In addition, these two instruments was implemented with online platform such as *WhatsApp* for interview and *Google Form* for close-ended questionnaire. There are five statements about online learning and 5 statements about offline learning, which total to 10 statements. This statements was developed by the researcher, the following statements can be seen down below.

Table 1. Interview Result

No.	Statements	SA	A	N	DS	SD
1	With online learning my child can learn well.					
2	Online learning makes my child easily understand the material.					
3	I feel that my child does well on the online assignments given by the teacher.					
4	Learning using online platforms does not burden me.					
5	I am satisfied with the online learning that has been provided by the teacher.					
6	With offline learning my child can learn well.					
7	Offline learning makes my child easily understand the material.					
8	I feel that my child does well on the offline assignments given by the teacher.					
9	Learning with an offline system does not burden me.					
10	I am satisfied with the offline learning that has been given by the teacher.					

These interview questions and questionnaire were asked using Indonesian language so that participants could understand the questions and statements given. The results of this question were also changed to English by the researchers in order to adjust the entire use of English in this study.

### **Data Analysis Technique**

This research will use qualitative and quantitative data analysis techniques. Qualitative data analysis is data analysis that comes from data collected from the data collection process, namely recording & recording, literature review, interviews, and participation (Rohmadi & Nasucha, 2015: 34). While the quantitative data analysis technique is a technique that processes or manages data that is numerical or statistical. In quantitative data analysis techniques, the data used are numerical data or data that can be calculated accurately by calculating statistical formulas. The quantitative data are in the form of surveys, data archives, rankings, and so on (Sugiyono, 2008). Procedure of this structured interview was conducted using an online tool, namely *WhatsApp*. Prior to the start of the interview, participants were informed that any data generated from the interview would be stored securely in a specific computer folder and would be terminated as soon as the study ended. She was also clearly informed that her real name would not be used throughout this article to ensure her privacy. Finally, to make participants feel as comfortable as possible, they can use Indonesian in answering the questions that have been provided by the researcher. This research focuses on how the efficiency the learning system in elementary schools is during the *Covid-19* pandemic.

Furthermore, on the closed-ended questionnaires data, the researcher distributed the questionnaire to the guardians of the students to the *WhatsApp* class group 2<sup>nd</sup> grade. The questionnaires was also using an online tool called *Google Form* and the identity of the guardian of the students were kept in private by the researcher. First, the parents filled out the questionnaire according to the statements they agreed or disagreed with. Second, the researcher combines the data from the questionnaires into one and finally the researcher conducts a descriptive analysis on the data. This closed-ended questionnaires were arranged from positive options (strongly agree) to negative options (strongly disagree) about online and offline learning.

## FINDINGS

This section describes the findings regarding from two research questions i.e (1) How teacher perception on the efficiency between two learning system (online and offline learning) during the pandemic of *Covid-19* and (2) What kind of learning system between online and offline learning did parents prefer for their children.

### Teacher's Perception on Online and Offline Learning System

The Results of Structured Interview:

1. *What do you prepare when you start learning with an online system for your students?*

“The thing I prepare before starting the lesson is to prepare the material according to the schedule, usually I prepare the material starting at night and in the morning I have distributed it to the 2nd grade group. In addition, I also prepare submitting assignments for students so that they can submit their assignments. At first I used *Google Classroom* but it was not widely used by parents, so in the end the assignments I gave were only submitted via personal *WhatsApp* chat.” – Ratih (via *WhatsApp* chat at 15.08 PM).

Based on the interview questions, the teacher did not have any problems in preparing materials and assignments online, but the teacher had problems in using suitable media for parents. So that teachers choose to use *WhatsApp* as the effort to make it easier for parents to accompany children's online learning.

2. *What are the advantages and disadvantages of the online learning system that you apply to your students?*

“I think the advantages of this learning system not really much, but in terms of class administration I think the online learning system is easier to register students and collect assignments. From the disadvantages, I think there are quite a few, one of them is in sharing the material. When giving online material sometimes students do not pay attention to what has been taught, besides that the time is really disorganized especially when collecting assignments. When I give assignments today, sometimes the assignments are collected a few days later or even next week. In terms of technology adaptation, I understand it quite well, but it's different when it come with parents. So I have to use a really simple media platform in order to make parents could handle their children.” – Ratih (via *WhatsApp* chat at 15.23 PM)

From this answer, the teacher's preception of the advantages and disadvantages of online learning systems are several. The advantages are when registering students and collecting assignments in terms of class administration. The disadvantages are the delivery of material and the collection of assignments, this is due to irregular learning times when online so that many students procrastinate studying and doing assignments.

3. *What do you do when assessing students by providing an online learning system?*

"In assessing students using online learning, I usually ask them to do assignments according to the material presented and then take photos of the assignments and send them to me, but because the collection of assignments is only via WhatApps and the time is not certain, sometimes I only give grades to students and give a little feedback. As a result, some parents were dissatisfied with the results of their children's assignments due to lack of feedback and students sometimes don't have the enthusiasm to do assignments when learning online." – Ratih (via WhatApps chat at 20.22 PM)

As we can see, the results of the assignment scores given by the teacher to students when using online learning have less dissatisfaction from student guardians. This is caused by the lack of feedback and the enthusiasm for student learning that has not been maximized.

4. *What do you prepare when you start learning with an offline system for your students?*

"The school where I teach is still in the process of adjusting for offline learning, so only 5-10 students come to school. The things I prepare for learning are the same as online learning, but the material will be delivered directly in class as well as the assignments." – Ratih (via WhatApps chat at 15.59 PM)

Based on these answers, offline learning is still in its early stages where not all students attend the class. The same thing as online learning, teachers do not have problems when preparing materials for students.

5. *What are the advantages and disadvantages of the offline learning system that you apply to your students?*

"I think the advantages of this learning system are very good for teachers because I am more flexible when delivering material and interacting and getting to know the students I teach. It is also good for students because they are getting away from their gadgets. I can also see their progress directly. If we talk about the lack of this system or the disadvantages, it may be from students, because they have been undergoing an online learning system for a long time. So they have to adapt themselves again to the school environment and also start interacting with their peers." – Ratih (via WhatApps chat at 16.14 PM)

The next is about the advantages and disadvantages of offline learning systems from the teacher's preception that this system is effective when delivering material, interacting with students and seeing student progress directly. As for the disadvantages of adjusting students to the online system, this is because students have been undergoing online learning for a long time so they need to adapt again to offline learning.

6. *What do you do when assessing students by providing an offline learning system?*

"The assignments I gave when offline learning was almost the same as online assignments, but students do it at school. The results of their assignments were immediately assessed and getting feedback according to their work, honestly I felt better assess them when its offline learning. So from the point of view of student learning outcomes, offline learning is more satisfying for students and also teacher." – Ratih (via WhatApps chat at 20.50 PM)

Based on these answers, the teacher revealed that when providing student learning outcomes during offline learning they received appropriate feedback. In addition, the teacher also believes that student learning outcomes when offline are more satisfying.

7. *From this 2 learning systems, which system do you think is the most effective for your students?*

"Of course, the offline learning system is more effective, as I said earlier, this system has good advantages for teachers. This system existed before the pandemic and in my opinion it will always be the best system for students in their education." – Ratih (via WhatApps chat at 16.20 PM)

The final answer, from the teacher's preception is that offline learning systems are more effective than online learning systems. This is because teachers consider offline learning systems to be the best for students in obtaining education.

### Comparison of Online and Offline Learning According to Student Guardians

In order to compare between online and offline learning according to student guardians, the researcher developed 5 statements about online learning and 5 statements about offline learning. As mention before this questionnaires were filled by 15 student guardians (participants), the results were shown in Table 1.

**Table 1. Results of Close-ended Questionnaires**

No.	Statements	SA (%)	A (%)	N (%)	DS (%)	SD (%)
1	With online learning my child can learn well.	0	20	27	40	13
2	Online learning makes my child easily understand the material.	0	27	20	33	20
3	I feel that my child does well on the online assignments given by the teacher.	13	20	13	33	20
4	Learning using online platforms does not burden me.	13	22	50	13	0
5	I am satisfied with the online learning that has been provided by the teacher.	13	20	53	7	7
6	With offline learning my child can learn well.	40	27	20	13	0
7	Offline learning makes my child easily understand the material.	33	20	40	7	0
8	I feel that my child does well on the offline assignments given by the teacher.	46	27	20	7	0
9	Learning with an offline system does not burden me.	20	13	47	13	7
10	I am satisfied with the offline learning that has been given by the teacher.	53	27	13	7	0

#### Results on Online Learning Statements

Based on the result of questionnaire showed the percentage statement number 1 was mostly disagree. There are 6 participants or 40% disagree, 2 participants or 13% strongly disagree, 4 participants or 27% neutral, 3 participants or 20% agree and 0% strongly agree. This put that most of the student guardians are disagree with statement "With online learning my child can learn well". Next, the result of questionnaire showed the percentage statement number 2 was mostly disagree. There are 5 participants or 33% disagree, 3 participants or 20% strongly disagree, 3 participants or 20% neutral, 4 participants or 27% agree and 0% strongly agree. This put that most of the student guardians are disagree with statement "Online learning makes my child easily understand the material". Then on the result of questionnaire showed the percentage statement number 3 was mostly disagree. There are 5 participants or 33% disagree, 3 participants or 20% strongly disagree, 2 participants or 13% neutral, 3 participants or 20% agree and 2 participants or 13% strongly agree. This put that most of the student guardians are disagree with statement "I feel that my child does well on the online assignments given by the teacher".

Furthermore, based on the result of questionnaire showed the percentage statement number 4 was mostly neutral. There are 7 participants or 50% neutral, 2 participants or 14% agree, 3 participants or 22% strongly agree, 2 participants or 14% disagree and 0% strongly disagree. This put that most of the student guardians are neutral with statement "Learning using online platforms does not burden me". Last, the result of questionnaire showed the percentage statement number 5 was mostly neutral. There are 8 participants or 53% neutral, 3 participants or 22% agree, 2 participants or 13% strongly agree, 1 participant or 7% disagree and 1 participant or 7% strongly disagree. This put that most of the student guardians are neutral with statement "I am satisfied with the online learning that has been provided by the teacher".

### Results on Offline Learning Statements

Based on the result of questionnaire showed the percentage statement number 6 was mostly strongly agree. There are 6 participants or 40% strongly agree, 4 participants or 27% agree, 3 participants or 20% neutral, 2 participants or 13% disagree and 0% strongly disagree. This put that most of the student guardians are strongly agree with statement "With offline learning my child can learn well". Next, on the result of questionnaire showed the percentage statement number 7 was mostly neutral. There are 6 participants or 40% neutral, 5 participants or 33% strongly agree, 3 participants or 20% agree, 1 participant or 7% disagree and 0% strongly disagree. This put that most of the student guardians are neutral with statement "Offline learning makes my child easily understand the material".

Moving to the result of questionnaire showed the percentage statement number 8 was mostly strongly agree. There are 7 participants or 46% strongly agree, 4 participants or 27% agree, 3 participants or 20% neutral, 1 participant or 7% disagree and 0% strongly disagree. This put that most of the student guardians are strongly agree with statement "I feel that my child does well on the offline assignments given by the teacher". Then, the result of questionnaire showed the percentage statement number 9 was mostly neutral. There are 7 participants or 40% neutral, 3 participants or 20% strongly agree, 2 participants or 13% agree, 2 participants or 13% disagree and 1 participant or 7% strongly disagree. This put that most of the student guardians are neutral with statement "Learning with an offline system does not burden me". Finally, based on the result of questionnaire showed the percentage statement number 10 was mostly strongly agree. There are 8 participants or 53% strongly agree, 4 participants or 27% agree, 2 participants or 13% neutral, 1 participant or 7% disagree and 0% strongly disagree. This put that most of the student guardians are strongly agree with statement "I am satisfied with the offline learning that has been given by the teacher".

## DISCUSSIONS

Based on the findings, the researcher describes the results with previous research questions. There are 4 discussions of the findings, namely:

### 1) Efficiency of online and offline learning systems according to teachers

The results based on a structured interview with one of the 2<sup>nd</sup> grade homeroom teacher at the Al-Qur'an Wahdah Islamiyah Elementary School Berau. The online learning system has a simple preparation but provide with an online media platform. Different to offline learning, online learning requires students to study independently at home. This causes students not to study optimally and doing assignments, students are also still procrastinating their assignments. On the other hand, from class administration, teachers find it easier to collect student data and assignments. Next, the offline learning system. This system prepares materials similar to those using online learning systems, but presents materials and assignments given directly in the classroom. Through this system, students will also learn to adapt to the school environment and their peers.

From the interview, the efficiency of effort from online and offline learning were the preparation from teacher to teach the students. Then, the efficiency of results were from the assignment that teacher gave to student. However the result gave a different satisfaction for teacher and student, also the researcher concluded that the teacher had the assumption that the offline learning system was more effective than online learning. This is supported by the teacher's answer regarding which system is more effective for students.

### 2) Efficiency of online learning systems according to Student Guardian

Based on the results of a close-ended questionnaire distributed to the guardians of students, totaling 15 participants, the researcher will discuss one by one each statement that is dominantly chosen by the guardians. The first to fifth was a statement about the online learning system, in the first statement it produces 40% of the most choices, namely disagree. This means that the guardians think that their children are still not learning well when learning online. Next, the second statement resulted in 36% of the most choices, namely disagree. According to the guardians their children still cannot understand the material given online. In the third statement, 31% of the most choices are disagree, from here the guardians assume that their child is still not optimal in doing the tasks given online by the teacher.

Furthermore, the fourth statement resulted in 50% of the most choices, namely neutral, the parents of students assumed that they had no problems in providing online learning facilities to their children. Finally, the statement about online learning resulted in 53% of the most choices being neutral.

From the five statements regarding online learning, the researcher concludes that this system still has less efficiency for student guardians. This proven by the result of the student achievement during the online class, but they still appreciate the efforts of teachers in providing knowledge to their children even though online learning.

### 3) Efficiency of offline learning systems according to Student Guardian

Based on the next five statements regarding the offline learning system, the researcher was discussed again one by one the dominant statements chosen by the guardians. The sixth statement resulted in 40% of the most choices, namely strongly agree, parents assume that their children learn well when studying with the online system. Next, the seventh statement resulted in 40% of the most choices being neutral, the parents thought that the material obtained through offline learning was sufficient for their child. Moving on to the eighth statement, the highest 46% of the choices are strongly agree, students have done their job well when doing offline learning. Then the ninth statement resulted in 47% of the most choices being neutral, in this statement the same thing with the online learning system where the guardians have no problems in providing learning facilities for their children. The last or tenth statement resulted in 53% of the most choices, namely strongly agree, in this statement the guardians of students have satisfaction with the offline learning system.

From the last five statements regarding offline learning, the researcher concludes that offline learning has very good efficiency for guardians and students. This is supported by positive statements about offline learning which are widely chosen by guardians. It showed that the results of students learning were giving satisfaction and the effort from teacher to provide student knowledge were getting appreciation from the student guardians.

### 4) Comparing the efficiency between online and offline learning

Based on all the discussions, in comparing the efficiency of online and offline learning, researchers have found an efficient system from the preception of the teacher and student guardians. Learning with an offline system is better than online system in carrying out learning activities for students, according to Muhammad Zainudin (2011) a learning activity can also be said efficient if with a certain learning effort provide high learning achievement. Offline learning has more benefits for teachers in effort to teach and students optimally getting results in carrying out teaching and learning activities, rather than online learning not fully help the educational needs of students optimally, as evidenced by the teacher's perception and the statement of the student's guardian. In accordance with the statement that offline learning system is positively good for teachers and students according to students' guardian. Even though it is still in a pandemic situation and since school still on blend learning (online and offline learning), schools must slowly restore the child's learning system as it should be.

## CONCLUSION

Based on the whole discussion above, the researcher concluded that the learning system in elementary schools should be immediately returned to the offline learning system or as it should be. This is supported by the findings of the research in structured interviews and close-ended questionnaires. It showed that offline learning provide the purpose of efficient learning, as the effort from the teacher and results on the students, both have positively good satisfaction. Online learning may have some disadvantages from teacher perceptions and student guardian statements, but that does not mean the system is not good. This system helps teachers stay connected with students during the Covid-19 pandemic, therefore with the decrease in cases of Covid-19 it is very important for educators to provide the best learning system for their students. Moreover, this research will help schools in choosing the better learning system. Apart from that, further research needs to be done with a larger sample than before.



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