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## **Role of Supervisors in Improving Islamic Education Teachers' Professionalism During Covid-19 Pandemic**

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### **Abstract**

*The quality of teacher teaching focuses on two aspects, namely in terms of process and in terms of results. This study aimed to determine (1) the implementation of learning in the target area of the district Cluwak, Gunungwungkal, Margoyoso and Wedarijaksa in 2020-2021, (2) increasing Islamic Education teachers' professionalism in the target area of the district. Cluwak, Gunungwungkal, Margoyoso and Wedarijaksa for 2020-2021, and (3) the role of supervisors in increasing the professionalism of Islamic Education teachers during the Covid-19 pandemic. This study was focused*

*on primary education teachers carried out with a supervisory research approach (Action Research). This study used two cycles that contained planning, action, observation, and reflection in each cycle. This study used analytical descriptive research as data processing/analysis. This study showed that Islamic Education Supervisors and Principals always provide supervision, both through class visits, and in teacher coaching in online KKG forums. The supervision material includes 2 components, namely the development of knowledge about the professionalism of Islamic Education teachers and academic observation materials.*

**Keywords:** Covid-19, Management, Supervision, Professionalism, Islamic Education.

## **A. Introduction**

Learning activities are a process of self-maturation of students in growing interest and willingness to learn (Perdana 2019). Students who are actively learning have a strong goal to know what they will learn. In improving the quality of education, it is necessary to prepare and create professional teachers, who have the power and responsibility to plan future education. In this regard, the world of education today is faced with the problem of how to improve the quality of teacher teaching and student learning activities in schools. The quality of teacher teaching focuses on two aspects, namely in terms of process and in terms of results.

Professional teachers will be able to organize learning, starting from making illustrations, conveying the learning process through online media clearly and simply, analyzing some of the difficulties of the subject matter that has been discussed, providing synthesis, asking questions according to the material being discussed to students, giving responses, listen to complaints, create trust, provide varied views, provide learning media,

and adjust learning methods according to the level of student understanding (Sari 2013; Arifin 2014).

A supervisor in carrying out his duties must be equivalent to a minimum of 24 (twenty-four) hours of face-to-face teaching a week according to Government Regulation Number 74 concerning Teachers in the Article 54 paragraph (8), or at least 37.5 (thirty-seven point five) hours work in one week if calculated according to the calculation of ASN work. For school supervisors, the workload must involve the scope of duties of the education unit supervisor which includes managerial supervision and academic supervision.

One of the learning problems faced by educational institutions in general is the low quality of education at every level and educational unit, especially primary and secondary education (Kusnandi 2017). Various efforts have been made to improve the quality of learning in schools, among others through various training and improvement of teacher competence (Bertschy, Kunzli, and Lehmann 2013), procurement of books and learning tools, improvement of educational facilities and infrastructure, and improvement of school management quality.

Various realities of the weak quality of education in schools are influenced by many factors, one of which is education management (Nurkuntari 2016). The implementation of effective and efficient school management requires the implementation of the four main management functions in an integrated manner, integrated in the management of the fields of education management activities.

The quality of education can be improved in a way that is not only related to technical problems, but leads to very complex problems, both concerning planning, financing, as well as the efficiency and effectiveness of the implementation of the learning system in schools. Improving the quality of learning in schools also demands better education management (Fadhli 2017). Indicators of improving the quality of education in schools are seen in each component of education, including the quality of gradu-

ates, the professionalism of teaching teachers, the management system applied by the principal, the work system of school staff (administrative staff, laboratories and others). This means that through supervision, the impact on school performance must be seen in improving the quality of education (Kompi 2015; Dariyanto, Mudofir, and Wulandari 2020).

Although there are inhibiting factors from implementing this supervision, there is a phenomenon that shows a result in the educational institution, especially its influence on religious education, which can be seen from the achievements and behavior of students in everyday life. This is the background of research on the implementation of educational supervision in this school and the extent of its role in improving the quality of teaching Islam in schools.

Thus, why is the teacher as one of the components of educational resources need supervision? In every educational institution, supervision must be carried out to measure and provide the best solution in the context of developing teacher resources (Allen 2015; Ahmad and Saefurrohman 2020). Such a supervisory function can be carried out from two perspectives, namely from the teacher's own element, and the challenges of the learning process, so the school should function not only as a place to fill knowledge to students, but must function as a sociological laboratory and cultural center for teachers and students. where the ideas, works and potential of students can be developed (Subianto 2013).

This study aimed to determine (1) the implementation of learning in the target area of the district Cluwak, Gunungwungkal, Margoyoso and Wedarijaksa in 2020-2021, (2) increasing Islamic Education teacher's professionalism in the target area of the district. Cluwak, Gunungwungkal, Margoyoso and Wedarijaksa for 2020-2021, and (3) the role of supervisors in increasing the professionalism of Islamic Education teachers during the Covid-19 pandemic.

It is hoped that this study will reveal the benefits of supervi-

sion for Islamic Education teachers in the four sub-districts that will be felt if the supervision of teachers and principals has been implemented and functions to achieve predetermined goals. The benefits of supervision are: 1) being able to find activities that are in accordance with the objectives, 2) learning activities that are not in accordance with the objectives can be found meeting points, 3) the expected solution is to provide guidance on what needs to be addressed first (prioritized), 4) can find books that are not in accordance with the purpose of teaching, 5) can find out the weaknesses of the learning curriculum, and 6) can improve the quality of learning in the classroom and outside the classroom.

This research was carried out with a supervisory research approach (Action Research). Action Research is one of the methods used to gain knowledge as well as take action to create change in society. This research is also a democratic and participatory process involving the development of practical knowledge in an effort to find useful goals for the benefit of life in the world (Darwis 2016).

Supervision research was a research whose root cause arises from the teaching teacher Covid-19 pandemic, as an effort to raise awareness to solve problems that occurred in the learning process and are felt directly by the teacher concerned. The teacher felt how a method, media, strategy or learning model that was currently being applied could actually increase students' enthusiasm for learning or not.

In this action research using a form of collaboration, where the teacher was the research partner. Researchers and teachers focused on each other on research aspects in accordance with their field of expertise: teachers as implementers of the learning process, while researchers as designers and observers of the learning process.

In accordance with the type of research chosen, this study used an action research model. Each cycle included planning, action, observation, and reflection. Although in this study the

action would be carried out by the teacher as the executor of the learning process, while the researcher acted as an observer and analyzer. In each subsequent cycle, a revised plan would still be carried out, actions based on planning, observation, and reflection to find solutions. Preliminary action was always carried out when the process (action) in cycle 1 was carried out, which is in the form of problem identification. Thus, the main purpose of this action research was to improve the quality of learning in the classroom in the following times.

The unique characteristic of CAR is that there are real actions (actions) taken by teachers (together with other parties) to improve practices and the learning process. Thus, the implementation of supervision research always starts from the basic awareness of the teacher to the problems that occur when the practice and the learning process is taking place. Actions in the form of modification of the learning process must be well planned and the level of success can be measured in accordance with the standard concept of the learning process.

This study was carried out through two (2) cycles, each cycle was carried out following the procedures of planning (planning), action (acting), observation (observing), and reflection (reflecting). Through these two cycles, it could be observed how much improvement in the quality of teacher learning in schools in this case the online learning process, including problem solving techniques.

Furthermore, this study was carried out in accordance with online teaching hours which were the objects of research, so it did not require separate time to conduct research. This was conceived with the intention that the learning process continues as usual by carrying out teaching and learning activities effectively in accordance with the allotted time. Meanwhile, in the preparation of the research report, starting at the end of February 2021, because at that time the learning process still had a long time, and students in facing the Final Semester Assessment still had sufficient time. Researchers by taking advantage of the spare time

until the Final term (test) was used to discuss research results and prepare reports.

The place where the Supervision Action Research (PTKp) was carried out was in the target area which included Cluwak Village, Gunungwungkal, and Margoyoso District, years 2020-2021. This was done on the grounds that in the three sub-districts, they were the areas under the guidance of the researchers themselves. In addition, the condition of the students was very diverse, some had a very high, medium, and some had low learning abilities. The difference in students' abilities greatly affected the ability to receive lessons from the teacher in class. This was what encouraged researchers to conduct research to determine whether or not there was an increase in student activity in following lessons that were originally carried out face-to-face and had never been used by researchers for action research in the learning process outside the classroom.

After the data were obtained validly from the data in cycles 1 and 2, data analysis was carried out. Data analysis techniques used to analyze the data with online learning, so that this research was called analytical descriptive research. There were two data obtained, namely qualitative data and quantitative data. By using this qualitative descriptive analysis, the data obtained are based on the results of observations and reflections from each cycle, by comparing student learning activities in the initial conditions and cycle 1, comparing student learning activities in cycle 1 and cycle 2, and comparing student learning activity in cycle 1 and cycle 2. initial and final conditions. As for quantitative data, using comparative descriptive analysis, namely comparing student learning outcomes in the initial conditions, student learning outcomes after cycle 1 and cycle 2. After the data were analyzed both qualitatively and quantitatively, then followed by reflection, namely drawing conclusions based on comparative descriptive,

The action procedure carried out in this study included 3 steps that is; The first step that the researcher went through was to determine the research method, namely the Action Research

method. The second step was to determine the number of actions carried out in this study, namely there are three cycles. The action taken is the application of online learning. There were two applications, namely, (1) the application of online learning using observation sheets through online media, in order to obtain data about increasing student learning activity, (2) application of online learning using worksheets in the form of daily tests, in order to obtain data on student learning outcomes. The third step was to determine the stages in each cycle. In order to facilitate understanding of the course of each of these cycles, it was necessary to follow a cycle of action model known as a cycle with four steps, namely, 1) planning, 2) implementation, 3) observation and 4) reflection.

## **B. Results**

### **1. Cycle 1**

The research process was carried out in the form of cycles, each cycle consisting of 4 stages, namely: (1) action planning, (2) action implementation, (3) observation and interpretation, and (4) action reflection. Based on the cases as described above, the research process begins by trying to review the teaching and learning process, which begins with improving the application of apperception, core activities and closing activities. The implementation of the action in cycle 1, the teacher applies online learning, namely doing ways so that students can learn actively in class. The sequence of actions in activating students to study groups at home online, begins with apperception activities, then continues with core activities and closing activities.

The actions in the core activities in cycle 1 are carried out by conveying the stages of activities application of online learning. Students in the class began to be formed into 6 small groups, each consisting of 4-6 students. They are directed to observe the material being studied, then directed to discuss, express their opinions or submit a question so that a discussion will be formed.



After the group discussion activities are completed, the next step is to close the activity. The results of the reflections proposed by several students, can be noted include:

- They find this discussion very fun.
- Time is too short, so it doesn't feel like time is running out.
- There are still many questions that have not been answered or are looking for solutions.
- Not all members of the small group are able to ask questions, so it will lead to a rather long discussion.
- Some students who seem uncomfortable are in a group that has been divided, so they tend to move to another group that they think is more comfortable.
- The emergence of new questions from individual students outside the discussion forum, because they consider the questions important and need an explanation from the teacher.
- There is one group (group 2) whose questions do not lead to the subject matter that has been given.
- In general, this discussion went smoothly, and student activity seemed to increase.

As for the results of observations on increasing student learning activity after the application of online learning in cycle 1, covering 3 indicators, including:

- Indicator Clarity in presenting what they learned "at that time", which includes 2 observation criteria, namely the courage to ask questions, and answer questions from friends.
- Indicators The depth of information they get when learning includes 2 components of observation criteria, namely mutual assistance, and the formation of effective cooperation.
- Indicator Clarity in discussion, which includes being active in expressing new ideas, and how to respond to problems that arise.

The data after the application of online learning is applied to cycle 1 in the classroom in order to improve student learning achievement, the results of observations in indicator 1 in cycle

1 regarding clarity in presenting what they learn, it appears that the activeness of students in small group discussions is 3 students. who are very active, including conveying their ideas in front of their classmates, the active category reaches 14 students, while those who are quite active but lack enthusiasm still reach 13 students. The students who are very passive reach number 4 students and need guidance to study harder, especially how they want to express their opinions and express their ideas in the forum even though it starts with sentences that are not fluent. When viewed from the average observations in cycle 1,

Observations in cycle 1, indicator 2 About the Depth of Information they get when learning, include (a) helping each other. (b) the establishment of effective cooperation, which is carried out after implementation of online learning in online classes, the results are in indicator 2 in cycle 1 regarding clarity in presenting what they learn, it appears that the activeness of students in small group discussions is 12 students who are very active, including conveying their ideas in class. In front of their classmates, the active category reached 11 students, while those who were quite active but lacked enthusiasm, still reached 11 students. The students who are very passive reach 0 students or nothing. When viewed from the average observations in cycle 1, it shows that 67.65% is in the active category, and the remaining 32.35% is in the less active category.

Observations in cycle 1, indicator 3 on Clarity in discussions, include (a) Activeness in expressing new ideas. (b) The way the problem arose, which was carried out before the implementation of online learning.

When viewed from the general observations in indicator 3 in cycle 1 regarding clarity in discussion, it appears that the activeness of students in small group discussions is 18 students who are very active, including conveying their ideas in front of their classmates, active category, reaching 15 students, while who is quite active but lacks enthusiasm, still reaches 1 student. The students who are very passive reach 0 students. When viewed

from the average observations in cycle 3, it shows that 97.06% is in the active category, and the remaining 2.94% is still in the passive category.

Based on the results of the previous value, namely the initial stage before the learning process with application of online learning, it is stated that student learning outcomes in the material "Faith in Allah's Apostle" which only reaches an average of 59 are still very low. The teacher's delivery factor is less attractive, or the condition of the room, which is getting hotter during the day, so that the students' concentration power is decreasing over time are the main reasons for the low learning outcomes at this early stage. This is in line with the findings of Setyani and Ismah (2018).

However, when the next stage is the learning process by applying online learning as a stage of cycle 1, student learning outcomes began to increase, although the difference was not satisfactory. This can be seen from the results of the comparison of the initial value acquisition before the study and after the application of online learning, the average value of student learning achievement in cycle 1 shows the number 76 higher than the minimum standard (KKM) = 67. Although the value obtained has an increase of about 17 points, the original average value was only 59, rose to 76 in cycle 1. This indicates that the application of online learning can be used to improve student learning outcomes, although the increase is still in the Enough category.

Based on observations in cycle 1, it can be seen that there is an increase in their activeness in participating in this activity starting from apperception, core activities and closing activities. Observations showed that when it was done by forming small groups to discuss through the online learning system, there were still some students who felt awkward and confused. Sometimes, some students still seem to be waiting for a friend's request to form a small group, so that it can create a commotion. This will also have an impact on the achievement of improving student learning outcomes.

Judging from the results of the teacher's reporting as informants, the increase in student learning activities which are classified as passive, then the results of observations of student learning activities in cycle 1, experienced many improvements, although they still have many shortcomings.

In terms of the courage to ask questions, it is included in the quite active category. Although among them, it turns out that not many dares to actively ask questions or convey their ideas. This is caused by several things, namely:

- Students do not have the courage to ask questions, even though there is something they want to ask.
- The behavior of helping each other in determining a better answer, sometimes feels less can be proven through real activities, although often their attitudes are often trapped in debating behavior without immediately determining the meeting point as expected.
- The habit of working together should begin with the activeness of students expressing their ideas which is still low. They feel that they have collaborated in conveying their ideas, but according to other friends, they are less targeted or less directed to the topic being discussed, in the end the opinion is less noticed by other friends. As a result, students like this look passive.
- Expressing new ideas in determining better answers is still relatively low, so that their attitude is often trapped in debating behavior without immediately determining the meeting point as expected.

In the early stages before the learning process with the application of online learning, student learning outcomes only reach an average of 59 and is still classified as very low. However, when the learning process has switched to application of online learning as a stage of cycle 1, student learning outcomes began to increase, although the difference was not satisfactory. The average value in cycle 1 shows the number 75 higher than the minimum standard (KKM) = 67. This is in line with the research findings of Sadikin

and Hamidah, Nuriansyah, and Rosali which state that online learning quite effective in improving student learning outcomes (Sadikin and Hamidah 2020; Nuriansyah 2020; Rosali 2020). This shows that the application of online learning can be used to improve student learning outcomes, although the increase is still in the Enough category.

It can be seen that although there is an increase in student learning activity, there are still many shortcomings, including the lack of courage for students to ask questions in discussion forums, feeling that the time provided is too short, not daring to express new ideas which results in their inability to convey good ideas in discussions, being influential on the low student learning outcomes. As a result, bad behaviors, such as cheating, asking their friends for answers, or doing things carelessly are often encountered when there is a test.

## **2. Cycle 2**

Based on cases such as those described in cycle 1, the researchers tried to review the teaching and learning process, which began with improving the application of apperception, core activities and closing activities as outlined in Cycle 2 revision. The implementation of the action in cycle 2, the teacher applies online learning, which is a revision of cycle 1, namely doing ways so that students can study actively at home. The sequence of actions in activating students to learn in class, starting with apperception activities, then continued with core activities and closing activities.

Based on observations in cycle 2, basically the learning process in the classroom runs smoothly and orderly. This is evidenced by their active participation in this activity starting from apperception, core activities and closing activities. From the results of the researchers' observations on several reports of Islamic Education teachers who became respondents, it showed that the activeness of students participating in online learning at home, focused on the process of core activities, where students

actively took their respective roles in group discussions.

This role can be seen from when they are directed to immediately form a small group, they still carry it out immediately, although there are still a small number of students who feel awkward and confused. After the teacher plays a role in managing the class, then the class can be properly and regularly conditioned. When viewed from the observations of indicator 1 in cycle 2 regarding clarity in presenting what they learn, it appears that the activeness of students in small group discussions is 24 students who are very active, including conveying their ideas in front of their classmates, active category, reaching 9 students, while those who are quite active but lack enthusiasm, still reach 1 student. The students who are very passive reach 0 students, meaning that there are no passive students. When viewed from the average observations in cycle 2, it shows that 97.06% is in the active category, and the remaining 2.94% is still in the inactive category.

However, if seen from the observations in indicator 2 in cycle 2 regarding clarity in presenting what they learn, it appears that the activeness of students in small group discussions is 29 students who are very active, including conveying their ideas in front of their classmates, active category, achieving 4 students, while those who were quite active but lacked enthusiasm, still reached 1 student. The students who are very passive reach 0 students or nothing. When viewed from the average observations in cycle 2, it shows that 97.06% is in the active category, and the remaining 2.94% is still in the low category.

Observations in cycle 2, indicator 3 about Clarity in discussions, include (a) activeness in expressing new ideas, (b) how problems arise that are carried out before implementation of online learning in class. However, when viewed from the general observations in indicator 3 in cycle 2 regarding clarity in discussion, it appears that the activeness of students in small group discussions is 29 students who are very active, including conveying their ideas in front of their classmates, the active category

reaches 4 students, while those who are quite active but lack enthusiasm still reach 1 student. The students who are very passive reach 0 students. When viewed from the average observations in cycle 3, it shows that 97.06% is in the active category, and the remaining 2.94% is still in the passive category.

## **C. D. Discussion**

### **1. *Students' Achievement***

Based on the results of the previous value, namely the initial stage before the learning process with application of online learning, it is stated that student learning outcomes which only reach an average of 59 are classified as very low. The teacher's delivery factor is less attractive, or the condition of the room, which is getting hotter during the day, so that the concentration power of students is decreasing over time, is the main reason for the low learning outcomes at this early stage.

However, when the next stage is the learning process with the application of online learning as the stage of cycle 1, student learning outcomes began to increase, although the difference was not satisfactory. This can be seen from the results of the comparison of the initial value acquisition before the study and after the application of online learning. The average value of student learning achievement in cycle 2 showed a number 83 higher than the minimum standard = 67. Although the score obtained had an increase of about 16 points, the initial average value was only 76, it rose to 83 in cycle 2. This shows that the application of online learning can be used to improve student learning outcomes (Prasetyo and Nurhidayah 2021), although the increase is still in the Very Good category.

### **2. *Reflection***

Based on observations from cycle 1 to cycle 2, there was an increase in their activeness in participating in learning ac-

tivities starting from apperception, core activities and closing activities. From the observations, it is shown that the activeness of students in participating in class learning, when it is done by forming small groups to discuss, there are no longer students who feel awkward and confused; Moreover, they are still waiting for the request of their classmates to form a small group, so that the class atmosphere in cycle 2 is more orderly compared to the initial conditions and in cycle 1. This will also have an impact on the achievement of increasing student learning outcomes. Thus, the more active students are in learning, the student learning outcomes will increase (Gunawan 2018).

Judging from student learning activities from the learning process before applying online learning (initial conditions), to cycle 1, in order to increase student learning activities which are still classified as passive, the results of observations on student learning activity in cycle 2, have experienced many improvements, although there are still many shortcomings. But these shortcomings are easy to overcome, because students have started to get used to learning in an orderly, enthusiastic and active manner.

In terms of the courage to ask questions, it was included in the quite active category in cycle 1, while in cycle 2 there was an increase in the category of being very active. Although a small number of them turned out to be less daring to actively ask questions or convey their ideas. This is caused by several factors, including:

- Students do not have the courage to ask questions, even though there is something they want to ask, even though their capacity is very small.
- The behavior of helping each other in determining a better answer, has experienced a significant increase. although sometimes their attitude is trapped in the ideas of debate without a clear direction.
- The habit of working together should begin with the activeness of students expressing their ideas, which has begun to increase, even quite satisfying. They feel they have worked



together to convey their ideas, and many of their opinions have begun to be noticed by other friends.

- Expressing new ideas in determining better answers, has begun to increase.

The reflection on the increase in student learning activities from the initial conditions to cycle 1 and cycle 2 shows that after the implementation of online learning have a positive impact during learning takes place in the classroom. These positive impacts include:

- Students become more enthusiastic and interested in participating in online learning.
- Students learn to be responsible for the tasks assigned to them.
- Students are more active in expressing opinions in group learning.

There is an increase in students' mastery of the concept of Islamic Education and Character which also affects the increase in achievement.

#### **D. Concluding Remarks**

Judging from the implementation of supervision carried out using online media in the Cluwak, Gunungwungkal, Margo-yoso and Wedarijaksa Sub-Districts for the Year 2020-2021, it is classified as good. This shows that PAI Supervisors and Principals always provide supervision, both through class visits, and in teacher coaching in online KKG forums. The supervision material includes 2 components, namely the development of knowledge about the professionalism of PAI teachers and academic observation materials, which include classroom observations, observations of the ongoing teaching and learning process, and providing solutions to overcome among teachers who are less able to carry out their duties properly, which are carried out in a systematic manner and closed.

To find out the increase in the Professionalism of PAI Ele-

mentary School Teachers during the Covid-19 pandemic in the Assisted Areas of Cluwak, Gunungwungkal, Margoyoso and Wedarijaksa Sub-districts in 2020-2021 showed that from the results of observations and interviews with teachers, they on average stated that with this supervision, teachers felt that their quality had improved, were disciplined in carrying out their duties and responsibilities, can find out its shortcomings and can improve its performance to the maximum. Likewise, the students can study more calmly, because they feel cared for by the principal and can improve their learning achievement.

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