International Journal
AJES
Academic Journal of Educational Sciences
Journal Homepage: http://www.ejurnal.undana.ac.id/AJES

THE EFFECT OF ONLINE AND OFFLINE LEARNING ON STUDENTS' LEARNING OUTCOMES IN CATHOLIC RELIGIOUS LESSONS IN EAST RAYON, ENDE REGENCY

Ambrosius Toncelus Pika
Graduate Program, Nusa Cendana University, Kupang-Indonesia

ABSTRACT: This study aims to: 1) Determine the effect of online learning on student learning outcomes in Catholic religious education subjects in East Rayon (SMAN 1 Wolowaru, SMAN Wolojita and SMA Karitas Watuneso) Ende Regency. 2) Knowing the effect of offline learning on student learning outcomes in Catholic religious education subjects in East Rayon (SMAN 1 Wolowaru, SMAN Wolojita and SMA Karitas Watuneso) Ende Regency. 3) Knowing the effect of online and offline learning on student learning outcomes in Catholic religious education subjects in East Rayon (SMAN 1 Wolowaru, SMAN Wolojita and SMA Karitas Watuneso) Ende Regency. This study uses a quantitative regression model approach because the research results are in the form of quantitative data about the effect of online and offline learning on student learning outcomes in religious and character education subjects. The results showed that online learning had an effect of 56.5% and t count > t table (10,690 > 1,988) and a significance value < = (0.000 < 0.05), it can be concluded that there is a significant influence between online learning on the results learn students. For offline learning variables have an effect of 54.8% with a value of t count > t table (10,428 > 1,988) significance value < = (0.000 < 0.05) it can be concluded that there is a significant influence between offline learning media on participants' learning outcomes educate. The magnitude of the influence between online and offline learning on student learning outcomes is 59.9% and f count > f table (64,859 > 3,100) and the significance value < = (0.000 < 0.05), it can be concluded that there is a significant effect between online and offline learning on student learning outcomes.

Keywords: online learning, offline learning and learning outcomes.

INTRODUCTION

In essence, the educational process occurs and lasts throughout human life. A good educator must master the disciplines of pedagogy and educational psychology in order to understand students in the entire process of development. Educators are required to understand the behavior of themselves and their students and other people related to their duties. For humans, education is a necessity, because through education humans will have abilities and personalities that develop throughout life. From birth to death, humans have started education as long as they can be influenced and develop themselves. One of the results of lifelong education is that education can start from the home, school and community environment to achieve the goals of good and quality education. If the learning process is carried out in an interesting and challenging way so that students can learn as much as possible through a continuous learning process, a good and quality education will be achieved.

A quality education process will produce quality educational outcomes, thereby further improving the quality of people's lives. In school education, there is a one-way and comparable flow between educational inputs, learning processes, and learning outcomes or outputs. A quality learning process is a learning process that can change inputs into outputs or results that are better than before. Therefore, it is

necessary to make comprehensive and systematic improvements to the inputs and processes including the education evaluation system to ensure the creation of quality and equitable results. With the best quality of education, it is hoped that humanity will become superior resources capable of mastering knowledge, skills and expertise in accordance with the needs of the development of science and technology. (Harsanto, 2007:9).

Education is currently required to take advantage of advances in science and technology (IPTEK) to provide educational services to students, as well as to respond to changes and developments in the world of technology and education for the community student. Entering the current era of technology and communication (ICT), people feel the need and importance of using ICT in learning activities. Through the use of information and communication technology, we can improve the quality of education by opening various channels of knowledge acquisition and providing quality education, especially by applying high-tech and high-touch methods. Information and communication technology systems provide a broad, fast, effective and efficient scope for disseminating information to all parts of the world. Information technology develops along with the development of theory, communication, and technology that supports the practice of learning activities.

Computer-based learning (PBK), web-based learning (e-learning), computer-assisted learning (CAI), audio-visual-based learning (AVA) and multimedia-based learning are forms that need to be applied using information and communication technology Education world. (Rusman, et al 2015:1-2).

Education is currently undergoing temporary changes or accelerated reform of the Indonesian education ecosystem. This period shows that various adaptations need to be made, including the adjustment and use of ICT in the learning process, which is not only possible but also empowers all stakeholders to achieve goals. Good practices that increase the amount of alternative information, personalization of pedagogical techniques, the involvement of various parties outside the education unit to collaborate, all of these are clearly not new ways that only apply in a pandemic situation. In fact, we could have done it long ago. However, as all historical records show, it takes momentum to make a period both a lesson and a long-awaited renewal. (Shihab, 2020:7).

These changes and innovations include: it is easier to find learning resources, more choices for the use and utilization of ICT, the growing role of media and multimedia in learning activities, more flexible learning, using e-learning models and learning with learning systems. These changes mean that the world of education requires innovation and creativity in the learning process. During the learning process, students use multimedia technology and other aids to access course content and interact with educators and other students in learning activities. How to improve the quality of learning processes and outcomes, thereby improving the quality of education. (Rusman, et al, 2015:3).

Improving the quality of education is an innovative activity related to the elements of information technology in learning. According to Mustofa et al., (2019) in Firiyani et al. (2020:166) that e-learning is a distance learning system with a set of learning methods in which separate teaching and learning activities are carried out. Online learning is held through the internet, meaning that the use of online learning includes elements of technology as a medium and the internet as a system. Online learning is useful in providing access to learning for all. To eliminate physical barriers as an element of learning in the classroom environment, although it is considered effective to be applied especially in the learning process, it cannot be denied that all learning cannot be transferred to an online learning environment.

The Ministry of Education and Culture (Kemendikbud) in a circular no. 40 of 2020 concerning: the implementation of education policies in an emergency with the spread of Covid 19 related to the learning process, which clearly states that learning takes place online (online) and offline (off-network) or remotely implemented to replace learning in schools and provide learning meaningful to students. (Kemendikbud Number 40 of 2020).

Offline learning is one of the learning processes carried out by teachers or educators with students where classroom management is carried out face-to-face so as to allow for a relationship or collaboration between them. Offline learning also has its own benefits, including establishing good communication between parents as in-home teachers and teachers at schools who supervise children's academic development. Offline learning has a concept that is almost the same as the online learning process, because with offline learning methods, teachers can directly monitor children's learning progress or directly watch without going through the internet during the learning process. (Sofian, et al, 2010:24).

Online and offline learning certainly brings learning outcomes for students. Learning outcomes are skills that students learn after completing learning activities. Learning itself is a process by which a person attempts to achieve some form of relatively permanent behavior change. In addition, learning outcomes inevitably bring changes to students at the cognitive, emotional and psychological levels as a result of learning activities. In simple terms, learning outcomes are skills that a student learns through learning activities. Successful students, of course, fulfill academic goals.

The achievement of learning objectives in online form certainly cannot be separated from the difficulties and obstacles faced by students when living in rural areas, where circumstances, conditions and existing facilities are still lacking. Distance learning will be effective and efficient if the learning components are respected. This distance learning will also be carried out differently in each school depending on the current situation and conditions. Schools with adequate facilities and a good internet network can choose distance learning with an online system, but this will be different if distance learning is offered in rural areas (inland and remote areas) where there are still many difficulties in finding the network and some students do not have a mobile phone or device to support setting up a distance learning facility. (Dewi, 2020:3-5).

However, the supporting devices at the school have not met the conditions of students, lack of

internet connection and some students do not have smartphones. Under these conditions, distance education cannot be done entirely online. So it requires additional tasks to the teacher. This requires teacher creativity so that distance learning is limited but can bring good learning effects and is accessible to all students, so that the right to learn can be implemented properly and must be accepted by students.

Therefore, the authors conducted a study with the theme "The Effect of Online and Offline Learning on Student Learning Outcomes in Catholic Religious Education Subjects in East Rayon (SMAN 1 Wolowaru, SMAN Wolojita and SMA Karitas Watuneso) Ende Regency, East Nusa Tenggara Province". With this research, it is expected to be able to find out in real terms the application of online and offline learning to the learning outcomes of students.

THEORY
1. Online Learning

Online learning is essentially a learning that uses the use of information and communication technology to channel learning activities between educators and students. Through online learning, educators and students can find out more about existing information technology. With online learning, students can have unlimited information because students can access information from various available sources according to the material provided by the teacher.

The rapid development of information technology in the current era of globalization cannot be avoided from its influence on the world of education. Global demands require the world of education to always adapt to technological developments in an effort to improve the quality of education, especially by adjusting the use of information and communication technology with the world of education, especially in the ongoing online learning process.

The trend of change and innovation in the world of education will continue to occur and develop when the current distance learning situation is still experienced by us which has an impact on the online learning process. These changes include: easier search for learning resources, more choices in the use and utilization of ICT, increased role of media and multimedia in the learning environment, learning activities, more flexible study time, computer-based learning (CBI), computer assisted instruction (CAI). , the use of television media, mobile learning, e-learning and learning models with individual learning systems.

Changes and innovations in education have a very broad meaning, namely changes in innovation programs and learning technology, changes in the learning process, learning by experimentation, controlled learning, student performance, balanced IQ improvement by prioritizing emotional intelligence and mental brand, and the integration of ICT is required. in learning activities. (Rusman, et al, 2015:12).

2. Offline Learning

The world of education is currently experiencing a very important change in the learning process, where the educational process which is often centered in a building or school is translated into learning at home. The learning process at home will at least be fully supported by parents. Here, parents will carry out their main duties as primary educators as well as being responsible for the process of educating their children. In the past, some parents were occupied with various professional jobs, many of which delegated authority to the school as a whole as the foundation of their child's education. The changing conditions of the learning process have opened up opportunities for parents to gather and be directly involved in their children's learning at home. (Rahmad, 2021:4-5).

Institutions that implement offline learning encourage teachers to create strategies to facilitate distance learning by using books, modules, and teaching materials from the surrounding environment and to manage learning times and collect learning outcomes that are agreed upon with students, parents and/or conditions. Before going to school, teachers must prepare learning tools such as: Lesson Plans (RPP), teaching materials and teaching aids, schedules, and homework and then submit them to students or parents in accordance with applicable medical regulations and procedures. Then, make sure that all students have received their schedules and homework sheets, and the required homework time once a week on weekends or distributed through available media.

After the learning activities, the teacher ensures that each student fills out a worksheet that serves as a support for daily learning. Teachers and parents or guardians of students sign attendance sheets every day, ensure that homework is given according to schedule and requests are collected every weekend and schedule homework and homework for the next week. (Wiyana, 2020:2-4).

According to Sunendar, et al (2020), in Andasia Malyana (2020:71) it is stated that the term offline is an acronym from outside the network, disconnected from the computer network (offline).

Another understanding related to offline learning is a form of learning that is carried out with face-to-face meetings without using internet technology for communication. Everything happens offline. Offline learning is realized if all students are in the same place or room, physically present, and do not use network technology to communicate. The offline learning system uses the kunkeru method (home visits) and requires a face-to-face learning system that is carried out by teachers and students in several locations that become learning centers depending on the results of regional maps or student residences. (Mariella, 2021:3-4).

Suhendro (2020) in Mahfia (2021:25) defines offline learning as a learning system that has several methods such as visiting and working from home using media, documents, student worksheets (LKS), teaching aids, media, independent study modules and teaching materials. print around the location of the home environment that has been prepared by the educator.

The conclusion from the above definition related to offline learning is learning that is carried out face-to-face or physical meetings without the help of internet or intranet technology. That is, the learning process is carried out offline by using learning resources owned by students.

3. Learning Outcomes

Learning outcomes have a very broad definition, which includes all actions or all efforts from one generation to the next to transfer and impart knowledge, experience, skills and skills to the next generation as an effort to prepare them to fulfill their life functions, both physically and spiritually. . (Rizkio, 2021:24).

According to Sudjana (2016) in Maulana, Fauzi (2020:14), learning outcomes are changes in behavior both in knowledge, understanding, attitudes and skills of students so that they become better. Learning success can be expressed in the form of measured learning outcomes, which are then expressed in the form of values as a reflection of the achievements obtained by someone from education and the learning process that has been experienced.

Another opinion according to Nashar (2000) in Humaira, et al (2015:63) which defines learning outcomes as abilities obtained by students after going through learning activities and the occurrence of changes from the results of personal input in terms of motivation and achievement expectations, and input from the environment in the form of design. and management of motivation which affects the amount of effort students put into achieving their learning goals.

Winkel (1991) in Firtrianingtyas, Anggraini (2017:3) defines learning outcomes as evidence of the success that students have achieved where each activity can cause a distinctive change, in this case learning outcomes include activity, process skills, motivation and learning achievement. Based on the definitions from the experts above, it can be concluded that learning outcomes are changes in behavior both knowledge, understanding, attitudes and skills in studying subject matter in schools which are expressed in the form of values.

The definition of learning outcomes according to Mulyasa (2008) in Mariella Lodo (2021:3) is that overall student success is an indicator of competence and the level of related behavior change. The skills that must be mastered by students need to be presented in such a way that they can be assessed as a form of student learning outcomes based on direct experience.

According to the Pusdiklat Team (2016:4), assessment is a series of systematic and continuous activities that aim to collect, analyze and interpret data about student learning processes and outcomes, so that it becomes important information in the decision-making process.

I Wayan Subagia and I G.L Wiratma in the journal of education (2016:5) define learning outcomes as normalizing student learning outcomes achieved through two main activities, namely assessment and evaluation. Assessment isdefined as an activity to collect learning outcomes, while assessment is defined as an activity to standardize or process learning outcomes. Student learning outcomes from school activities are consistently aligned with the objectives stated in the indicators planned by the teacher. In the formulation or implementation of indicators, the teacher refers to the classification of educational goals compiled by Bloom (1964) in Yuberti (2013: 8-12), including learning objectives relating to interests, attitudes and values as well as the development of appreciation and adjustment. divides educational goals into 3 domains, namely: 1) The realm of knowledge (cognitive) which is the process of thinking or behaving which includes the work of the brain. Some of these cognitive abilities include: (a) knowledge of the material being studied, (b) understanding of the material, (c) application or application of material use, (d) theoretical analysis related to using reasoning abilities, (e) ability to integrate concepts so that finding new concepts and (f) evaluating the mastery of knowledge material. 2) The domain of attitude (affective) is a behavior that is raised by a person as a sign of his tendency to make choices or decisions to act in a certain

environment. 3) The domain of skills (psychomotor) is the behavior that is raised by the work of the functions of the human body. In addition, there are five levels of learning objectives in the psychomotor domain, including: a) imitation: the ability to observe a movement in order to respond. b) apply: the ability to follow directions, preferred and supportive movements by imagining the movements of others. c) stringing: coordinating a series of movements by making the right rules. d) naturalization: movements that are carried out regularly using minimal physical and psychological energy.

Based on the description of the assessment of learning outcomes understood by a number of experts, it can be concluded that assessment is a series of activities that provide or determine the value of a student's learning outcome according to certain criteria.

METHOD

The type of research used in this research is ex post facto research. Ex post facto research is research in which the independent variable occurs when the researcher first observes the dependent variable in a study. (Jusmawati, et al. 2020:3).

This study uses a quantitative regression type approach because the results of the research are quantitative data about the effect of online and offline learning on student learning outcomes in Catholic religious education subjects and character. According to Suahrsimi Arikunto (2013:161), the research variable is an object of research or the point of attention of a study. In this study, researchers wanted to see the relationship between the independent variable, namely the influence of online and offline learning with the dependent variable, namely student learning outcomes. Data analysis techniques were used to test the hypothesis of the effect of online and offline learning on student learning outcomes in religious education and character education by using multiple linear regression analysis techniques.

RESULT AND DISCUSSION
RESULT

The Effect of Online Learning on Students' Learning Outcomes in Catholic Religious Education Subjects in East Rayon (SMAN 1 Wolowaru, SMAN Wolojita and SMA Caritas Watuneso).

Table 1. Coefficient of Determination Test Results: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.752a	.565	.560	5.45141

a. Predictors: (Constant), Online Learning

Based on the output of the test results, it is known that the correlation value between online learning variables (X1) and student learning outcomes (Y) is 0.752. This value indicates that the effect of online learning and student learning outcomes has a strong correlation and the direction of the relationship is positive because of the correlation value (R). The magnitude of the influence of online learning variables on student learning outcomes is obtained by the coefficient of determination of 0.565. The results of the test when interpreted with the presentation of the value between online learning and student learning outcomes are 0.565 or 56.5%, while the remaining 43.5% is influenced by other factors that affect online learning learning outcomes in class X students on subjects Catholic Religious Education at SMAN 1 Wolowaru, SMAN Wolojita and SMA Caritas Watuneso.

Table 2. Coefficient of Determination Test Results

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.743a	.553	.548	5.52761

Based on the test results, it is known that the correlation value between offline learning variables (X2) and student learning outcomes (Y) is 0.743. This value indicates that the effect of offline learning with student learning outcomes has a strong correlation. The magnitude of the influence of online learning variables on student learning outcomes obtained a coefficient of determination of 0.553. The results of the test, if interpreted by presenting the value between offline learning and student learning outcomes, are 0.553 or 55.3%. while the remaining 45.3% is influenced by other factors that affect the learning outcomes of offline learning in class X students on Catholic Religious Education subjects at

SMAN 1 Wolowaru, SMAN Wolojita and SMA Caritas Watuneso.

Table 3. Coefficient of Determination Test Results

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.774ᵃ	.599	.589	5.26668

a. Predictors: (Constant), Offline Learning (X2), Online Learning (X1)

DISCUSSION

1. The Effect of Online Learning on Student Learning Outcomes in Catholic Religious Education Subjects in East Rayon (SMAN 1 Wolowaru, SMAN Wolojita and SMA Caritas Watuneso)

Based on the results of a single regression test, it is known that the value of the constant is 41.137, which means that if online learning (X1) the value is 0, then the learning outcomes of students (Y) get a positive value of 41.137. The value of the regression coefficient on the online learning variable (X1) is 0.776, which means that if online learning increases by 1%, the learning outcomes of students in variable Y have increased by 0.776.

On the online learning variable (X1) on student learning outcomes (Y) it is known that the magnitude of the coefficient of determination is 0.565. From the coefficient value, it is interpreted with the presentation of the value between online learning and student learning outcomes is 0.565 or 56.5%, so that after testing the hypothesis using the t test, the t value = 10,690 and the significant value is 0.000 and the t table value (0.025). : 87) = 1.988 so that 10.690 > 1.988 which means that there is a significant influence of online learning on student learning outcomes in Catholic religious education subjects in the eastern region (SMAN 1 Wolowaru, SMAN Wolojita and SMA Caritas Watuneso).

Based on the test results of the first hypothesis, it shows that online learning has a positive and significant effect on student learning outcomes.

2. The Effect of Offline Learning on Student Learning Outcomes in Catholic Religious Education Subjects in East Rayon (SMAN 1 Wolowaru, SMAN Wolojita and SMA Caritas Watuneso).

Based on the results of single regression testing, it is known that the value of the constant is 37.351, which means that if offline learning (X2) the value is 0, then the learning outcomes of students (Y) get a positive value of 37.351. The value of the regression coefficient on the offline learning variable (X2) was obtained at 0.917, which means that if offline learning increased by 1%, the learning outcomes of students in variable Y increased by 0.917.

In the offline learning variable on student learning outcomes, it is known that the value of the coefficient of determination is 0.553. From the coefficient value, it is interpreted by the presentation of the value between offline learning on student learning outcomes is 0.553 or 55.3%, so that after testing the hypothesis using the t-test, the t-count value = 10.428 and the significant value is 0.000 and the t-table value (0.025 : 87) = 1.988 so that 10.428 > 1.988 which means that there is a significant effect of offline learning on student learning outcomes in Catholic religious education subjects in the eastern rayon (SMAN 1 Wolowaru, SMAN Wolojita and SMA Caritas Watuneso).

From the results of this study, it is known that offline learning has a positive effect on student learning outcomes. This shows that if offline learning is carried out well, the better the learning outcomes of students will be.

3. The Effect of Online Learning on Students' Learning Outcomes in Catholic Religious Education Subjects in East Rayon (SMAN 1 Wolowaru, SMAN Wolojita and SMA Caritas Watuneso)

On the online and offline learning variables on student learning outcomes, it is known that the magnitude of the influence of online and offline learning variables on student learning outcomes obtained a coefficient of determination value of 0.599. The results of the test when interpreted with the presentation of the value between online and offline learning on student learning outcomes is 0.599 or 59.9%, while the remaining 40.1% is influenced by other factors that affect learning outcomes in class X students on subjects Catholic Religious Education at SMAN 1 Wolowaru, SMAN Wolojita and SMA Caritas Watuneso.

The results of the calculations on the F test (table 4.17) it is known that the calculated f value is 64,859 and the f table value is 3,100 with df = 87, so that the calculated f value > f table value (64,859 > 3,100) means that there is a simultaneous or joint influence between online learning variables (X1) and offline learning (X2) on student learning outcomes (Y).

The results of this study indicate that online and offline learning have a positive effect on student learning outcomes. This shows that if online and offline learning is carried out properly, the learning outcomes of students will be better.

CONCLUSION

1. In accordance with the formulation of the problem, there is an effect of online learning on student learning outcomes in Catholic Religious Education subjects at SMA N 1 Wolowaru, SMA N Wolojita and SMA Caritas Watuneso. Based on a single regression analysis, it is known that the t-count has a value of 10.690, while the t-table is 1.988. Because t count > t table (10,690 > 1,988) and the significance value is < (0.000 < 0.05). The coefficient of determination (R Square) is 0.565 or 56.5%, so there is a significant influence between online learning on student learning outcomes at SMAN 1 Wolowaru, SMAN Wolojita and SMA Caritas Watuneso;

2. In accordance with the problem formulation, there is an effect of offline learning on student learning outcomes in Catholic Religious Education subjects at SMA N 1 Wolowaru, SMA N Wolojita and SMA Caritas Watuneso. Based on a single regression analysis, it is known that the t count has a value of 10.428, while the t table is 1.988. Because t count > t table (10,428 > 1,988) and the significant value is < (0.000 < 0.05). The coefficient of determination (R Square) is 0.553 or 55.3%, so there is a significant influence between offline learning on student learning outcomes at SMAN 1 Wolowaru, SMAN Wolojita and SMA Caritas Watuneso;

3. In accordance with the formulation of the problem, there is an influence between online learning and offline learning on student learning outcomes in Catholic Religious Education subjects at SMA N 1 Wolowaru, SMA N Wolojita and SMA Caritas Watuneso. Based on multiple regression analysis, it is known that f arithmetic has a value of 64.859, while f table is 3.100. Therefore, f count > f table (64,859 > 3,100) and the significant value is < (0.000 < 0.05). The coefficient of determination (R Square) is 0.599 or 59.9%, so there is a significant influence between online learning on student learning outcomes at SMAN 1 Wolowaru, SMAN Wolojita and SMA Caritas Watuneso.

SUGGESTION

The suggestions given in accordance with the results of research that have been carried out are as follows:

1. Educators or teachers are expected to be able to use the internet as a learning resource in the online learning process by accessing lesson plans or syllabus with new methodologies, accessing learning materials that are appropriate to the conditions of their students and as a means of carrying out teaching and learning activities. Students are also expected to be able to use the internet properly and correctly in the learning process, so that they can increase and expand knowledge, learn to interact and develop their abilities. In addition, further researchers are advised to find new things that have not been conveyed by the author in this paper regarding the effect of online learning on student learning outcomes in Catholic religious education subjects.

2. Educators or teachers are expected to better prepare themselves well before the learning process takes place such as preparing lesson plans, preparing teaching materials, schedules and assignments. Students are expected to prepare learning books, know the learning methods that will be carried out independently at home, invite parents to support the learning process and already have a learning schedule and monitoring sheet from the teacher. In addition, further researchers are advised to find new things that have not been conveyed by the author in this paper regarding the effect of offline learning on student learning outcomes in Catholic religious education subjects.

3. The educators or teachers are expected to further improve their performance because from the results of the daily assessment there are still some students who have not obtained a complete score and there are still students who still get a score on the KKM average. Therefore, teachers need to pay attention to models and methods in learning so that student learning outcomes can increase.

REFERENCES

Arikunto, Suharsimi. 2013. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.

Andasia, Malyana. 2020. Pelaksanaan Pembelajaran Daring dan Luring dengan Metode Bimbingan Berkelanjutan pada Guru Sekolah Dasar. *Jurnal Ilmiah Pendidikan*. Vol.2 No.1.

Dewi, W.A.F. 2020. Dampak Covid 19 Terhadap Implementasi Pembelajaran Di Sekolah Edukatif. *Jurnal Ilmu Pendidikan*, Vol.2, No.1.

Firtrianingtyas, Anggraini. 2017. Peningkatan Hasil Belajar IPA Melalui Model *Discovery Learning* Siswa Kelas IV Gedanganak 02. *Jurnal Mitra Pendidikan*, Vol.1, No.6.

Fitriyani, dkk. 2020. Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan dan Pembelajaran. *Jurnal Kependidikan*, Vol.6 No.2.

Ghozali. 2016. *Aplikasi Analisis Multivariete Dengan Program IBM SPSS*. Semarang: Badan Penerbit Universitas Diponegoro.

Harsanto, Radno. 2007. *Pengelolaan Kelas Yang Dinamis*. Yogyakarta: Kanisius.

Humaira, dkk. 2015. Perbandingan Hasil Belajar Siswa pada Materi Kerangka Manusia dan Media Gambar Siswa. *Jurnal Pendidikan*, Vol.3, No.3.

I Wayan S dan I G. L. Wiratma. 2016. Profil Penilaian Hasil Belajar Siswa berdasarkan Kurikulum 2013. *Jurnal pendidikan*, Vol.5, No.1.

Jusmawati, dkk, 2020. Pengaruh Pembelajaran Berbasis Daring Terhadap Minat Belajar Mahasiswa PGSD Unimerz Pada Mata Kuliah Pendidikan Matematika. *Jurnal Kajian Pendidikan Dasar*, Vol.5, No.2.

Kementerian Pendidikan dan Kebudayaan. 2020. Pedoman Pelaksanaan Belajar Dari Rumah Selama Darurat Bencana Covid 19 di Indonesia. Jakarta. Surat Edaran Sekjen No.15.

Lodo, Mariella. 2021. Dampak Pembelajaran *Luring* Terhadap Hasil Belajar Siswa Kelas VI SDK Naidewa Kecamatan Golewa Barat Kabupaten Ngada. *Jurnal Citra Pendidikan*. Vol.1 No.3.

Mahfia, 2021. *Pengaruh Pembelajaran Daring dan Luring Terhadap Hasil Belajar Mata Pelajaran PAI Siswa Di SDN 2 Balangnipa Sinjai*. Tesis. Institut Agama Islam Muhammadiyah Sinjai.

Maulana, Fauzi. 2020. *Pengaruh Pembelajaran Daring Melalui Google Classroom Terhadap Hasil Belajar Siswa di Kelas X IIS 1 SMAN 17 Kota Bandung*. Skrpisi. Universitas Pasundan.

Mohammad Syamsul Anam dan Wasis D. Dwiyogo. 2017. *Taksonomi Hasil Belajar Menurut Bloom, Gagne dan Merril*. UNEM.

Rahmad, Akbar. 2021. Tantangan Guru dalam masa pandemi Covid 19. *Jurnal Pendidikan*, Volume 17, No.1.

Ridho, Subkhi. 2020. Pendidikan *Daring* di Masa Covid 19. Kompas.com/edu/read/2020.

Rizkio, Sholikin, 2021. *Pengaruh Pembelajaran Daring Terhadap Hasil Belajar Siswa Kelas X Pada Mata Pelajaran PAI Di SMAN 1 Sambit Ponorogo*. Skripsi. IAIN Ponorogo.

Rizky, Aji P. 2019. Pengenalann *E-Learning*. Universitas Mercu Buana. Jakarta.

Rusman, Kurniawan Deni dan Riyana Cepi. 2015. *Pembelajaran Berbasis Teknologi Informasi dan Komunikasi*. Jakarta, Rajagrafindo.

Shihab, Najelaa. 2020. *Semua murid semua guru, Edukasi di masa Pandemi*. Jakarta.

Sofian Amrin, Lif Khoiru Ahmadi. 2010. *Konstruksi Pengembangan Pembelajaran*, Jakarta: Prestasi Pustaka.

Sudjana, Nana. 2005. *Dasar - Dasar Proses Belajar Mengajar*. Bandung: Sinar Baru Algensindo.

Sugiyono. 2012. *Metode Penelitian Pendekatan Kuantitatif, Kualitatif dan R&Q*. Bandung:Alfabeta.

.... 2014. *Metode Penelitian Pendekatan Kuantitatif, Kualitatif dan R&Q*. Bandung:Alfabeta.

Sujerweni, Wiratna. 2014. *Metedologi Penelitian: Lengkap, Praktis dan Mudah Diapahami*. Yogyakarta: PT Pustaka Baru.

Supardi. 2013. *Aplikasi Statistika Dalam Penelitian Konsep Statistika Yang Lebih Komprehensif*. Jakarta: Change Publication.

Wiyana, 2020. Strategi guru dalam memfasilitasi Pembelajaran, *Jurnal Pendidikan*.

Yuberti, 2013. Teori Pembelajaran dan Pengembangan Bahan Ajar Dalam Pendidikan, Lampung: PT. *Anugerah Utama Rahrja (AURA)*.