

The Effect of Applying an Online Learning System on Islamic Religious Education and the Characteristics of Learning Media Use

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ABSTRACT

The current deployment of the online learning system is novel for educators and students, and it starkly contrasts the more traditional face-to-face model of education. This research aims to ascertain if and how an online learning system influences the utilisation of learning media in the context of Islamic theological and moral instruction. The study takes a quantitative, survey-based approach; data were gathered using questionnaires, records, and relevant literature reviews; descriptive statistics were used to analyse the results. The application of the online learning system has a significant effect on Islamic religious education subjects and character education through the use of learning media, as determined by the product-moment correlation test, the correlation test of determination, and the significance test. The following is the description: The Rcount value of 0.61 is greater than the Rtable value of 0.294 with a significant level of 5% in the strength of influence test, indicating that $R_{count} > R_{table}$ ($0.61 > 0.294$) means H_a is accepted and H_0 is rejected. While the coefficient of determination test results is 37.21%, the significant correlation test results are 0.43, indicating a moderate correlation coefficient.

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1. INTRODUCTION

Online learning systems are also known as online learning. Online learning is defined as learning that is primarily or entirely conducted through an online system. This type of learning does not involve face-to-face interaction (Allen et al., 2007). According to another viewpoint, the online learning system emphasizes students' accuracy and foresight in receiving and processing the information presented online. Meanwhile, according to Surjono (2010:4), online learning is technology-based learning that uses

the Internet, intranet, and extranet resources. The concept of online learning is similar to that of e-learning (Riyana, 2019:1.14). Meanwhile, Urdan and Weggen (2000) stated that e-learning is a distance learning component, whereas online learning is a component of e-learning.

Learning is a process of educative interaction between students, teachers, and the environment that includes a variety of learning components in order to achieve the desired learning outcomes (Unang Wahidin, 2018:230). Students learn in a variety of ways during educational interaction, including (a) reading; (b) listening; (c) writing; (d) rewriting the learning materials; (e) paying attention to; (f) observing; (g) asking; (h) searching; (i) linking one material with other learning materials; (j) communicating; and (k) doing. Students can learn in various ways, so there is no longer an excuse for being unable to learn. Accomplishing student learning objectives includes cognitive, affective, and psychomotor aspects. Furthermore, students must develop several competencies, including spiritual attitude competence, social attitude competence, knowledge competence, and skills competence. All of this is done to help students with varying abilities prepare for a better life in the future (Unang Wahidin, 2021: 22-23).

The COVID-19 Pandemic, which first appeared at the end of 2019, has hampered efforts to achieve these learning objectives. COVID-19 is a virus that spreads quickly, and because the incubation period is approximately 14 days, it is difficult to identify the characteristics of people who have contracted this virus. Almost all countries have felt the effects of this pandemic, so many have implemented lockdowns and other precautions to break the chain of COVID-19 spread. Many sectors have been paralyzed due to this policy, including the most important economic sector, which the pandemic has paralyzed. In addition to the economic sector, education is one of the sectors that this pandemic has directly impacted. According to UNESCO in Hilna Putria et al. (2020), COVID-19 affected at least 1.5 billion school-age children from 188 countries, including 60 million in Indonesia. Schools were closed due to the pandemic to prevent the spread of COVID-19.

Even if the school is closed, the learning process must continue because, according to the Joint Decree of the Ministries of Education and Culture, Religion, Health, and Home Affairs, all learning activities must be completed at home using an online learning system. The COVID-19 Pandemic (Corona Virus Disease 2019) has provided lessons for the world of education, where teachers and students must be able to adapt to the current situation, whether forced or not, and the learning process must continue to be carried out using a learning system that has never been done before. The online learning system was used.

Distance education is not a novel idea in Indonesia; it is enshrined in Chapter VI of the Law of the Republic of Indonesia No. 20 of 2003 pertaining to the National Education System. Article 31 is a long way off. Institutionalised learning at a distance requires an interactive telecommunications infrastructure to link students and teachers and the necessary materials, known as "distance education." Online learning, often known as electronic learning or e-learning, is a subset of Distance Education that makes use of computers and the Internet to facilitate instruction.

In the future, the online learning system will be a solution for implementing learning that cannot be done face-to-face or outside the network (offline). Direct face-to-face learning (Offline) is not possible due to various issues, such as disease outbreaks, natural disasters, student residences spread across multiple regions, etc. Online learning systems are also known as online learning. Online learning is defined as learning that is primarily or entirely conducted through an online system. This type of learning does not involve face-to-face interaction (Allen et al., 2007). The online learning system is a method of learning that takes place remotely using media such as the Internet and other supporting tools such as cell phones and computers. This learning system is very different from traditional face-to-face learning, and the current implementation of the online learning system is something new that both teachers and students are experiencing.

Based on the previously described problems, the research team is encouraged to provide an overview through the findings of a study on The Influence of the Application of Online Learning Systems on Islamic Religious Education Subjects and Moral Characters on the Use of Learning Media in Junior High School (SMP) Education Units. There has been much research on this. For example, research entitled Implementation of Online-Based Islamic Religious Education Learning (Whatsapp Group, Google

Classroom, and Zoom Meeting) (Habibi, 2020). This study aims to describe the implementation of online-based Islamic Religious Education (PAI) learning at the MBS Al Amin Middle School Bojonegoro. As a medium to support online learning, it uses several online platforms such as Google Classroom for web-based virtual class interaction and WhatsApp groups to support more concise interactions in chat platform-based online classes, and it uses Zoom as a live streaming medium. Researchers use descriptive qualitative research methods so that the utilization of the three digital platforms can be examined in more detail, starting from the weaknesses to the advantages of each. As a result of the research shows that online learning has been carried out well and utilizes various learning media so that PAI learning is more varied and makes students not bored and understands the material presented more quickly. The obstacles faced were that some students did not have cellphones, the signal was not reachable, and lack of coordination between students and teachers.

There is also research entitled *The Use of Online Media in the Teaching and Learning Activities Process in Pai During the Covid-19 Pandemic (Library Study and Online Observation)* (Jaelani et al., 2020). This article aims to study and understand the use of online media in teaching and learning Islamic education during the Covid-19 pandemic. This article uses a qualitative approach with secondary data sources from online observations and literature reviews. The study's results proved that online media use during the Covid-19 pandemic caused various responses as well as impacts and changes in the learning system that could affect the teaching and learning process and the level of development of students in responding to the material presented.

Next is research entitled *E-Learning-Based Islamic Religious Education Learning Study of Educator Innovation MTS* (Lubis et al., 2020). The results of the research show that the policies implemented in MTS. PAI during the Covid-19 emergency still carried out learning, but it was carried out with a remote-based internet network system. This policy is consistently implemented following government regulations. The variety of applied learning innovations is 1) Innovation in extracurricular activities, such as presenting learning with multimedia. PAI Learning put forward the motto 'friendly,' online-based discussions and assignments, application of project-based methods, and evaluation of activity-based learning. 2) Innovation in extracurricular activities, such as regularly reading and memorizing the Koran. The obstacles encountered were 1) mindset errors, 2) Lack of competence, and 3) teachers and students were unprepared to face E-Learning learning.

According to Maghfiroh's study (2020), "The Influence of the Application of Edmodo Media on Learning Outcomes of Islamic Religious Education at Anwarul Maliki Sukorejo Pasuruan Vocational High School," several factors influence the success rate of the learning process in schools. These include teacher abilities, student abilities, teaching methods, materials, facilities and infrastructure, motivation, evaluation tools, and the environment. And then there is Ramdani with his research entitled *E-Learning Learning Media in Islamic Religious Education Learning at the Upi Bandung Pilot Laboratory High School* (Ramdani et al., 2018). The research results found that Islamic education learning planning with e-learning is not much different from not using e-learning. Implementing PAI learning with e-learning uses the lecture method assisted by e-learning learning media as a centre for student learning resources. Evaluation of PAI learning with e-learning is carried out after students with an automatic system of e-learning have studied the sub-chapter material. The results of the PAI learning process with e-learning affect student learning outcomes. This influence is experienced only in knowledge competence, while attitudes and skills are not correlated.

This study may suggest otherwise, but it is a literature review or theoretical foundation for a future empirical investigation into the impact of online learning systems on Islamic religious education subjects and character education. Thus, both the theoretical foundations of the variables and the adverbs or explanatory notes that accompany the variables will be discussed.

2. METHODS

This study takes a quantitative, survey-based approach. Data were gathered using questionnaires, records, and relevant literature reviews; descriptive statistics were used to analyse the results. The

following data collection techniques were used in this study: literature review, questionnaire, and documentation. Data obtained from the library and used as reference material for compiling a literature review or research theories contained in:

1. A research journal is a publication that reviews the findings of scientific research.
2. The Internet is used to look for information about research that has been published on the Internet in the form of journals, papers, or writings.
3. Books are used to obtain secondary data on the problem under investigation and will be used according to the researcher's needs.

A structured questionnaire (closed questionnaire) with a set number of predetermined responses. Documentation refers to the process of collecting data from preexisting records or data supplied by third parties, while the researcher's multiple choice questionnaire is a closed questionnaire with researcher-provided alternative responses.

Data collected from a sample of 45 respondents is provided quantitatively in tables, graphs, and narratives to facilitate easy extraction of results for the variables under investigation. Researchers used Google Forms to administer a questionnaire with 12 multiple-choice questions to 45 students drawn from junior high schools in the following locations: (a) Pacet Cianjur (32 respondents), West Java Province (b) Lightning District Bogor (8 respondents), West Java Province (c) Cibiuk Garut (2 respondents), West Java Province (d) Laladon (one respondent), and (e) Cibiru (one respondent) in the city of Bogor (west Java).

Furthermore, the researcher provided one (1) question in the form of a free description relating to the type of learning media the respondents desired (research sample) to assist in understanding online learning materials. The hypothesis of this study refers to the research objectives, which are as follows: Is there any effect of using an online learning system on Islamic religious education subjects and good manners when using learning media? This means that the proposed hypothesis must be tested in both directions because it can have a negative and positive effect when using the online learning system as Variable X and learning media as Variable Y.

3. FINDINGS AND DISCUSSION

According to the results of the calculation using the product-moment correlation test, determination correlation test, and significant test to test the effect of the application of online learning systems on Islamic religious education subjects and character education on the use of learning media, there is a significant effect between the application of online learning systems (Variable X) on the use of learning media (Variable Y). The following is the description: The Rcount value of 0.61 is greater than the Rtable value of 0.294 with a significant level of 5% in the strength of influence test, indicating that $R_{count} > R_{table}$ ($0.61 > 0.294$) means H_a is accepted and H_0 is rejected. While the coefficient of determination test results is 37.21%, the significant correlation test results are 0.43, indicating a moderate correlation coefficient.

3.1 *The variable of application of the learning system in the network (Variable X)*

a. Question number 6

What issues did you encounter while participating in the learning-from-home (Online) program during the Covid-19 Pandemic? (You may select more than one; if the problem you believe is essential is not listed, please type it in the other section).

Answer: 43 of 45 respondents, or 96%, provided responses to the problem of purchasing internet quota costs. It is worth noting that one of the challenges that respondents face when implementing online learning systems is the cost of purchasing internet quota. The availability of fees for purchasing internet quotas is one of the driving factors in the online learning system, and the inability to purchase internet quotas is one of the inhibiting factors in the online learning system. According to research findings, online learning is possible because of several supporting factors, which include mobile phones, credit, quotas, and a stable and good internet network (Hilna Putria, Luthfi Hamdani Maula, Din Azwar Uswatun, 2020: 869-870).

b. Question number 8

Sentences with questions: Do you believe that concepts from everyday life should be used as learning media in the form of videos to make the concepts of learning materials easier to understand?

Respondents answered yes 41 times out of 45 times, or 91% of the time. Everyday concepts can be used as learning media in the form of videos, so teachers in 21st-century learning must recognize, adapt, master, and be able to use Information and Communication Technology (ICT/ICT) in the learning process. According to Kusairi (2011), educators/teachers can obtain various information needed to meet the needs of learning materials by entering the online world. Media on learning sites can include text, photos, videos, animations, and simulations. Educators/teachers can present the concepts of the material being taught in multiple representations, making it easier for students/learners to understand a concept by utilizing these various media. According to Farid Anfasa Moeloek et al. (2010), Information and Communication Technology (ICT/ICT) will continue to evolve with the times. As a result, implementing teaching and learning activities must be extended beyond the classroom boundaries by increasing student interaction with the surrounding environment in various methodological forms. Educators/teachers, both teachers, and lecturers, must be knowledgeable and skilled in using digital tools and resources to assist students in meeting academic standards.

c. Question number 10

Question sentence: How are teaching and learning activities carried out in lessons that include elements of practice/practicum? (If there is no practice/practicum, you can select none.)

Answer: According to 21 out of 45 respondents (47%), the teacher created their practicum video and asked the students to watch it. Online learning is very effective when video tutorials illustrate something that can move or an abstract and moving concept, implying that the application of learning tutorial videos impacts understanding, skills, and the learning process. Busyaeri, Akhmad, et al. (2016) and Coal and Coal, 2020 The online learning system (on the network) is a learning system that does not require face-to-face interaction between teachers and students and is conducted online via the internet network. Teachers must ensure that teaching and learning activities continue even when students are at home. The solution is for teachers to be able to design learning media as innovations using online media (Parlindungan, D.P. et al. 2020).

d. Question number 11

Question sentences: How has the assessment system (tests, quizzes, exams) been implemented in the teaching and learning process at your school during the Covid-19 pandemic? (You may select more than one option; if the option you select does not exist, write the desired option in the other section.)

Answer: Twenty-four out of forty-five respondents, or 53%, provided answers using digital assessment (questions on Google form, Edmodo, e-moodle). The learning process assessment system can still use a digital assessment. At the same time, students remain in their respective places of residence so that the measurability of the learning process results can still be evaluated to see learning achievements and correct deficiencies or unmet learning objectives.

e. Question number 12

What are your thoughts on learning activities during the Covid-19 pandemic?

Answer: Because of the numerous obstacles discovered, 34 out of 45 respondents, or 76%, provided inadequate responses. According to Noer (2010), based on existing research, the most significant barrier to e-learning is the direct interaction between students and their instructors. Learning, on the other hand, is a two-way street. Students require feedback from teachers, and teachers require feedback from students. This method will produce more effective, targeted learning outcomes. This explains why many institutions' or institutions' e-learning programs

do not always produce satisfactory results. Often, the material is already plentiful and complete. People can also study at any time and from any location, including the office, home, hotel, or cafe, as long as they are connected to a wireless network. However, the use of these e-learning materials remains low.

Simply put, someone needs friends and direct feedback when learning. According to Noer (2010), another barrier to e-learning is the "impression of loneliness" created so that a person cannot stay learning for long. A person becomes lazy and unmotivated to continue learning in just half an hour. This occurs not because the existing material is poor or because the online system of the material presented is less interactive but because someone feels isolated and requires the assistance of another. Although this is not an excuse for a valid learner, the facts show that people cannot study for long before a computer. The following are some of the shortcomings in the implementation of online learning (distance): (a) power outages when accessing online learning programs, (b) a poor internet network, (c) erratic commitment of parents and students, (d) slow children's learning, and (e) children who are inconsistent with their study schedule (Parlindungan D.P. et al. 2020). According to some of the opinions expressed above, the following are the constraints of the online learning system: (a) less optimization of the use of e-learning tools; (b) direct interactivity between students and teachers in the learning process is still low; (c) e-learning materials provided by teachers or educational institutions, the level of use by students is still relatively low; (d) there are frequent obstacles to feedback in learning communication between students and teachers; and (e) the "impression of solitude" that is created so that a person cannot last long.

3.2 Use of learning media (Variable Y)

a. Question Number 1

Do learning-from-home programs require learning media during the Covid-19 pandemic?

Respondents answered yes 45 times out of 45 times, or 100% of the time. Learning from home programs requires learning media during the Covid-19 pandemic. Learning media include anything that can be used to convey messages (learning materials) to students to stimulate their thoughts, feelings, and willingness to create a learning process to add knowledge to students and achieve the learning objectives that have been set. According to Unang Wahidin (2017: 197), the goals of learning media as learning aids are as follows: (a) to facilitate learning in the classroom; (b) to improve the efficiency of the learning process; (c) to maintain the relevance of the subject matter with the learning objectives; and (d) to aid learners' concentration in the learning process. The types of good learning media that have been proven successful in the online learning system are (a) video learning media, (b) zoom application-based learning media, (c) video tutorial learning media, (d) interactive video learning, and (e) animated video learning media in the learning process that cannot be carried out face-to-face (offline).

b. Question Number 2

Question: Do you believe that during the Covid-19 pandemic, the teacher should design learning media to help students better understand the material contained in the learning media?

Respondents answered yes 45 times out of 45 times or 100% of the time. During the Covid-19 pandemic, it is preferable if the learning media is designed by the teacher so that students understand the content of the learning media. As a result, teachers must be able to create learning media as innovations using online media (Parlindungan, D.P. et al., 2020: 2). Online learning is very effective for using video tutorials to illustrate something that can move, or an abstract and moving concept, implying that the application of learning tutorial videos has an impact on understanding, skills, and the learning process. Busyaeri, Akhmad, et al. (2016) and Coal and Coal (2020).

c. Question Number 3

Question: Which of the following learning media, in your opinion, are suitable for teaching materials during the Covid-19 pandemic?

Respondents gave answers to learning videos by presenting materials related to everyday life (contextual) suitable for teaching learning materials online to 34 out of 45 respondents (76%). (online). Some examples of good learning media used in online learning systems include (1) video learning media, which can be done online without having to face to face in class (Sipahutar & Gaol, 2015 in Parlindungan, D.P. et al. 2020:4), and (2) video tutorial learning media. Online learning is very effective for using video tutorials to illustrate something that can move or an abstract and moving concept, implying that the application of learning tutorial videos impacts understanding, skills, and the learning process. (3) Types of animated video learning media (Coal and Coal, 2020; Busyaeri, Akhmad, et al., 2016). Masdafni (2020) demonstrated in his research that using animated video media to improve learning outcomes in online learning can be effective. With these findings, it is clear that online learning using video media is widely used and provided to students in the current environment, as well as (4) interactive video learning media. The use of interactive videos when learning online can help students improve their understanding of mathematics subjects (Salma Riayah and Dina Fakhriyana, 2021:27)

d. Question Number 4

Which media can roughly lead students to think critically or with higher-order thinking skills? Respondents gave answers to learning videos by presenting material related to everyday life (contextual) that can lead students to think critically or higher order thinking skills in 32 out of 45 respondents (71%). Some examples of learning media include:

- (1) Different kinds of video tutorial learning media. Online learning is very effective for using video tutorials to illustrate something that can move, or an abstract and moving concept, implying that the application of learning tutorial videos impacts understanding, skills, and the learning process.
- (2) Types of animated video learning media (Coal and Coal, 2020; Busyaeri, Akhmad, et al., 2016). Masdafni (2020) demonstrated in his research that using animated video media to improve learning outcomes in online learning can be effective. With these findings, it is clear that online learning using video media is widely used and provided to students in the current environment, as well as
- (3) interactive video learning media. Interactive videos, when learning online, can help students improve their understanding of mathematics subjects (Salma Riayah and Dina Fakhriyana, 2021).

e. Question Number 5

Question: From the platform below, which are frequently used by teachers/teachers in the teaching and learning process during the covid-19 period are (You may select more than one)
Answer: 27 out of 45 respondents, or 60%, provided responses. Conferencing via video (zoom, google meet, etc.). Other forms of learning media that use the zoom or video conferencing applications. It can be made identical to face-to-face in the online learning system (Online) or carried out online through effective online use that can be done well through the Zoom application. Using the Zoom application media, neat and structured slides will provide a more practical level in the online learning process regarding information delivery and time management (Ijah Mulyani Sihotang and Fauziah Husna, 2020).

f. Question Number 7

What learning media are frequently used in the teaching and learning activities you participate in/implement? (You may select more than one)

Answer: 26 out of 45 respondents, or 26%, gave answers to youtube/videos created by the teacher. Because online learning is classified as new media-based learning, it prioritizes

egalitarianism, equality, emancipation, and communication process participation, so the student centre is more in line with online learning principles. As a result, there is a need for a cultural shift away from a one-way, top-down learning model that views students as passive participants and toward a student-centred constructivist learning model. The belief that the teacher is the primary source of knowledge must be replaced with the belief that the source of knowledge is diffuse. In theory, everyone, including students, can be a reference source. Alternatively, at the very least, the students are actively constructing and interpreting the message. According to Kusairi (2011), educators/teachers can obtain various information needed to meet the needs of learning materials by entering the online world. Media on learning sites can include text, photos, videos, animations, and simulations. Educators/teachers can present the concepts of the material being taught in multiple representations, making it easier for students/learners to understand a concept by utilizing these various media. Online technology also makes it simple for students to obtain additional information to meet competence and enrichment requirements. The availability of e-learning facilities allows students/learners to overcome time and location barriers to take online courses. The advancement of ICT can potentially improve educational and learning quality (Husamah, 2014:3). The online learning system (on the network) is a learning system that does not require face-to-face interaction between teachers and students and is conducted online via the internet network. Teachers must ensure that teaching and learning activities continue even when students are at home. The solution is for teachers to be able to design learning media as innovations using online media (Parlindungan, D.P. et al. 2020). According to the explanation, the teacher's role in the learning process has shifted, initially became the only source of learning in the learning process, now and in the future, the role of the teacher has changed to only one source of learning because students can gain knowledge from other learning sources. This is due to the increasing development of Information Communication and Technology (ICT), which provides online e-learning, allowing students to quickly gain knowledge from various learning sources.

g. Question Number 9

Do you require videos containing everyday life concepts to understand the material better / teach the subject matter?

Answer: According to 41 of 45 respondents (91%). Teachers in the twenty-first century must recognize, adapt, master, and use Information and Communication Technology (ICT/ICT) in the learning process. This is because information and communication technology (ICT/ICT) will continue to evolve in line with the times. Meanwhile, Farid Anfasa Moeloek et al. (2010) stated that implementing teaching and learning activities must be expanded beyond the classroom boundaries by increasing student interaction with the surrounding environment in various methodological forms. Educators/teachers, both teachers, and lecturers, must be knowledgeable and skilled in using digital tools and resources to assist students in meeting academic standards. Furthermore, Susilo (2011) stated that educators/teachers must continually learn to improve their services to students entrusted to them to teach. Literacy in the twenty-first century refers to the ability to apply knowledge and skills in modern life. In the context of educators/teachers' lives, this means becoming literate in Education (Science), specifically how to inquire about how to teach students (Science), by considering and attempting to integrate 21st-century skills into the teaching and learning process (Science.) that is appropriate for students living in the twenty-first century. Teachers must be able to create learning media as innovations using online media (Parlindungan, D.P. et al., 2020). Some examples of good learning media used in online learning systems include (1) video learning media, which can be done online without meeting in person (Sipahutar & Gaol, 2015 in Parlindungan, D.P., et al. 2020). (2) Different types of video tutorial learning media Online learning is very effective for using video tutorials to illustrate something that can move, or an

abstract and moving concept, implying that the application of learning tutorial videos has an impact on understanding, skills, and the learning process. Busyaeri, Akhmad, et al. (2016) and Coal and Coal, 2020 (3) Different types of animated video learning media Masdafni (2020) demonstrated in his research that using animated video media to improve learning outcomes in online learning can be effective. With these findings, it is clear that online learning through video media is being applied and provided to students in its current state. (4) Video learning media that is interactive

h. Questionnaire in the form of suggestions

Please give us your ideas for learning media to help you understand the material during the Covid-19 pandemic!

Answer: 12 of 45 respondents, or 27%, responded following the question's sentence, namely as follows:

- 1) Media that is more effective and simple to understand does not require downloading (5 respondents)
- 2) Teacher-created instructional video media (7 respondents) Based on the data above, the responses to suggestions from respondents (research sample group) about what type of learning media the respondents want to help understand online learning materials are as follows: The question sentences are in numbers three and four, with a total of 12 respondents, while the remaining 33 respondents provided answers that did not correspond to the question sentence.

4. CONCLUSION

Using the product-moment correlation test, the determination correlation test, and the significance test to calculate the effect of using online learning systems in Islamic religious education and character education on the use of learning media, the results show that using online learning systems has a significant effect. (Variable X) on how (Variable Y) they use educational sources. This is what it looks like. In the strength of influence test, the Rcount value of 0.61 is bigger than the Rtable value of 0.294 by 5%. This means that Ha is accepted and H0 is rejected since Rcount > Rtable (0.61 > 0.294). The coefficient of determination test results are 37.21%, but the results of the significant correlation test are 0.43, which means that the correlation coefficient is modest.

Learning in the Network (Online) or an online learning system is not considered optimal due to the numerous obstacles encountered by students who learn from home. One of the challenges students face is obtaining funding for internet quotas because the internet network cannot be connected without a quota. Learning media is required in an online learning system where students learn from home. Video conferencing (zoom, Google Meet, etc.) and other types of learning media based on Zoom or video conferencing applications are one types of learning media that can be used. It is preferable if the teacher designs the learning media so students can better understand the content. Everyday concepts can be used as learning media in the form of videos. Learning videos can present material relevant to everyday life (contextual) to encourage students to think critically or use higher-order thinking skills. You can use digital assessment to evaluate the learning process (questions on Google form, Edmodo, e-moodle). The learning process assessment system can still be carried out by using a digital assessment while students remain in their respective places of residence.

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