

Implementation of Online Teaching During the Covid-19 Pandemic: Teachers' Experiences

Rintani Hidayat¹, Kastam Syamsi²

¹ Universitas Negeri Yogyakarta, Indonesia; rintanihidayat.2021@student.uny.ac.id

² Universitas Negeri Yogyakarta, Indonesia; kastam@uny.ac.id

ARTICLE INFO

Keywords:

Implementation;
Online Learning;
Covid-19

Article history:

Received 2021-11-23
Revised 2021-03-07
Accepted 2022-08-13

ABSTRACT

This study aims to analyze the learning process online, how is the level of readiness of teachers in organizing online learning, how is the level of readiness of students in receiving online learning. The supporting factors and inhibiting in implementing the courage system learning during the COVID-19 pandemic. This study was conducted at one of Senior High School in Merangin. This research is qualitative. The data subjects in the study were all Indonesian language teachers at Senior High School in Merangin totaling six teachers. The data collection techniques in this study were in the form of observation and interviews. The collected data is then processed and analyzed to be presented in the form of narrative paragraphs. The data analysis process begins with data reduction, data analysis, interpretation, and conclusion. The results of this study reveal that online learning has been carried out quite well by Indonesian language teachers during the COVID-19 pandemic. This is because the teacher has prepared lesson plans, learning activities, and learning evaluations. The benefits of online learning that most teachers feel are increased competence in using technology for learning. Teachers' adaptations to the implementation of online learning during the COVID-19 pandemic include gathering information to increase their understanding of online learning through internet media such as Google and YouTube. However, online learning has constraints in the implementation of which is unstable tissue conditions and learners' difficulties in understanding learning materials are unique challenges in online learning.

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Corresponding Author:

Rintani Hidayat

Universitas Negeri Yogyakarta, Indonesia; rintanihidayat.2021@student.uny.ac.id

1. INTRODUCTION

The Covid-19 pandemic has brought major changes to the sustainability of life and has changed various kinds of arrangements both in the economic, political fields, even the most impacting on the quality of human resources is a major change in education policy. The policies are stated in the Circular Letter from The Ministry of Education and Culture, namely, (1) Circular of the Minister of Education and Culture number 4692/MPK.A/HK/2020 about online learning system and work from home in the context of preventing the spread of COVID-19 (2) Circular Letter of the Minister of Education and Culture number 4 of 2020, on the implementation of education policies in Corona virus emergency. Based on the circular letter, the implementation of learning held from the home in times of emergency of the spread of COVID-19.

Teacher experience is very influential on the level of professionalism of teachers in implementing online learning can be seen from their ability to adapt to the creation of several innovations in learning activities (Isrokatun, Yulianti, & Nurfitriyana, 2021). The teacher shows seriousness in understanding and compiling teaching administration, especially after getting guidance on the development of teaching administration/RPP from the researcher so that the average increase in the preparation of teaching administration is 28.25%. (2) Academic supervision activities can improve teacher competence in preparing lesson plans which in turn improve the quality of online learning (Widiawati, 2021). Based on the results of the study, there are 4 (four) things that are the main focus of attention, namely: (a) the learning process, (b) the teacher carries out the learning process with the planning, implementation, evaluation stages, (c) the problems of implementing learning, (c) the efforts made to overcome the problems of implementing learning (Dewi & Sadjarto, 2021).

Online learning system is a learning system that utilizes the internet network as a communication tool between teachers and students in learning activities. According to Bilfaqih and Qomarudin (2015) learning based online system is a learning program that implemented in a network that has no participants limit. The intended participants are students who take part in learning activities. In this current condition, teachers have an important role in the implementation of online learning system. Teachers face challenges that require them to be able to use the internet network in the learning process. Even though students study from home, the teacher continues to teach to convey the learning materials. Concluded that online learning can be interpreted as a system of learning activities carried out without going through face-to-face directly but through the internet network.

The implementation of an online learning system in Indonesia, which has been conducted for a year, has various changes and impacts both positive and negative in the teaching and learning process (Simamora, 2020). The positive impact is after conducting teaching and learning process via online, students can be more independent in the process of adjusting themselves, monitoring, time management and reflecting on learning results. Students are also given the flexibility to enrich insight by exploring various learning sources and performing improvise regarding the learning styles they like. This process has a positive impact on increasing student creativity and innovation (Giatman et al., 2020). Concluded that

in online learning activities, learning media can be in the form of people, objects around, the environment, and everything that can be used by teachers as intermediaries in delivering subject matter. Online learning can be done by combining several types of learning resources such as images, video, and audio in learning. Teaching materials can be used by students by viewing and reading. Learning resources like this are the main capital in developing online learning.

Previous studies regarding online learning have been carried out by some researchers. Based on the latest data, (1) Roni Elfahmi (2020) Efforts to Improve Teacher Competence in Implementing Online Learning During the COVID-19 Pandemic At SMAN 3 Seunangan; (2) Muhammad Hafiz, Desniarti, Yuan Anisa (2020) Online Learning Faced By High School Teachers; (3) Tya Ayu Pransiska Dewi, Arief Sadjarto (2021) Concerning The Implementation of Online Learning Times at The COVID-19 Pandemic; (4) Kusuma Widiawati (2021) Efforts To Improve The Quality Of Online Learning Through Teacher Academic Supervision at SMAN 7 Denpasar; (5) Isrokatun, Upit Yulianti, Yeyen Nurfitriyana (2022)

Analysis Of Teacher Professionalism In The Implementation Of Online Learning During The COVID-19 Pandemic.

Based on the results of the research above, it can be concluded as a whole that learning online as an effective solution in home learning to decide the chain of the spread of COVID-19, physical distancing (keeping a safe distance) too into consideration for choosing the learning. Some schools organize online teaching and learning activities that can develop teacher creativity to utilize alternative learning media while students study at home. However, in reality the impact felt by teachers is that not all are proficient in using internet technology or social media as a learning tool, some senior teachers are not yet fully able to use devices or facilities to support online learning activities and need training. Of course, these problems must be evaluated to obtain better learning, the key is to do online learning according to the conditions. Based on this, the research in this article will discuss the online learning process, how the level of teacher readiness in conducting online learning, the readiness level of students in accepting online system learning and the supporting factors and difficulties in carrying out online learning during the COVID-19 pandemic.

Referring to the various research results, this article seeks to increase knowledge in the field of theoretical education regarding the implementation of learning during the COVID-19 pandemic and can be used as material for theoretical studies to know and understand the research context. The main purpose of compiling this article was to describe the results of the process of implementing learning so that it can be utilized by the government and educational practices in developing learning strategies. Therefore, this study was conducted to find out how the "Implementation of Online Teaching During the COVID-19 Pandemic: Teachers' Experiences".

2. METHODS

This study aimed to describe and analyze online teaching during the COVID-19 pandemic: teachers' experiences. This study used qualitative descriptive research design. Sampling and data sources were carried out by using purpose sampling technique. The subject of this research was all Indonesian teachers at Senior High School in Merangin totaling six teachers. The data in this study were collected through interview and observation. The researcher used an analysis technique in this study, namely interactive analysis technique of Mills and Haberman Model in Sugiyono (2013) that includes (1) of data collection, (2) of reducing data, (3) data presentations, (4) drawing conclusions.

The types of interviews conducted in this study were interviews structured means, interviews that use interview guidelines that systematically arranged for data collection and Observations in this study are non participant where the researcher is not involved directly with the activity of the subject being observed, but only as an observer-independent (Sugiyono, 2013). Observations made are observations structured, in which observations are systematically designed about what will be observed, when and where.

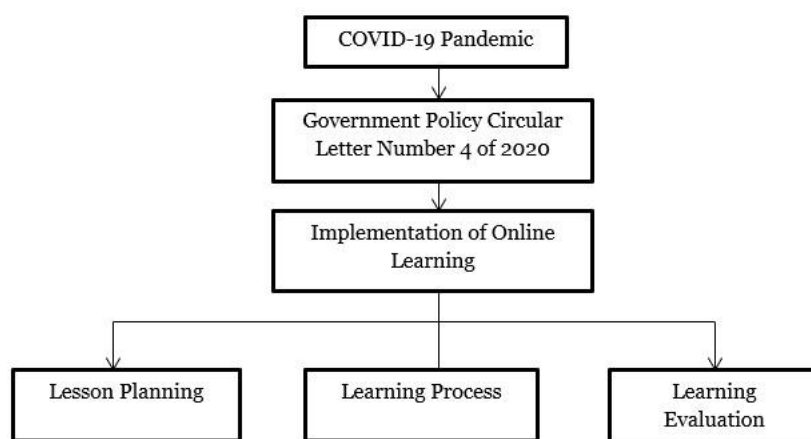
Table 1. Interview Sheet

Variable	Indicator	Sub Indicator	No Item
Implementation of online learning	Lesson Planning	1. Making lesson plans	
		2. Creating learning media	
		3. Preparing materials or teaching materials	
	Learning process	4. Teacher readiness in learning	
		5. The method used by the teacher in online learning	
		6. Media used by teachers in online learning	

7. Characteristics of students
 8. Readiness of students in online learning
 9. Facilities and infrastructure in online learning
 10. Difficulty in learning online
 11. The approach used by the teacher in online learning
- Learning Evaluation
12. The form of evaluation in online learning

Source: Modified from Rahmawati (2009) and Majid (2011)

Research Design



3. FINDINGS AND DISCUSSION

Based on the findings from the interviews that the author did to all Indonesian language teachers at Senior High School in Merangin there was a new information in investigating the implementation of online teaching. The aspects for investigating the implementation of online based learning system consists of three aspects of online learning plans, implementation of online learning, and evaluation of online learning system. The data of online based learning system during the COVID-19 pandemic at Senior High School in Merangin obtained based on interviews with the following results:

Online Based Learned

Based on the results of the interview with the teacher, in online based learned system, the teachers plans the lesson so that the teaching and learning process becomes better. Online learning plans that have been made by the teacher are by preparing components of learning objectives, components of learning materials/materials, components of learning methods, components of learning media, components of learning resources, and components of assessment of learning outcomes, making learning media that are in accordance with the material and preparing teaching materials that will be delivered in the learning process.

1. Learning Component

Based on the results of interviews with Indonesian language teachers, the authors have found that teachers have made online lesson plans that are used for teaching. Teachers have made online lesson plans by looking at the internet, and discussing with other teachers. The online RPP that has been made by the teacher consists of an introduction, core activity, and closing activity. The author conducted interviews with the subject of the teacher's research to dig deeper into the data that had been obtained. The following are answers to questions asked by the author regarding online learning planning, he said:

"Seeing the current state of the Covid-19 pandemic, learning is done online. In planning online learning, Mother always makes an online lesson plan in the form of a single sheet consisting of an introduction or opening, core activities, and closing activities. Mother's guidelines in making lesson plans can only be seen from the internet." (Informant Y)

Since online learning has been carried out, the teacher always makes one sheet lesson plans. The teacher makes this online lesson plan as a guide for teaching so that learning becomes more focused. As a professional teacher, the teacher must be able to make good learning plans, and be able to make students understand the material presented so that the learning process will be more focused and can run well. According to Miarso (2004) argues that Media Learning is everything that is used to convey messages and can stimulate thoughts, feelings, attention, and willingness to learn so that it can encourage learning process" (Terttiaavini, Fitriani, & Saputra, 2018).

2. Lesson Material Components

The next lesson plan is to prepare teaching materials in the form of learning videos that have been made by the teacher and prepare subject matter that will be taught to students by reading books and studying videos that have been distributed to students, this is done so that during the learning process the teacher can master all the material lesson. From the results of interviews, the teacher has prepared teaching materials that are prepared before the learning process takes place. There are various kinds of readiness that need to be prepared by the teacher by considering the conditions of the students and the learning media. To eliminate the boredom of students during the learning process, the teacher needs to using interesting learning media (Isrokatun et al., 2021). Learning media can affect the development of the brain and creativity skills of children so that the use of media learning has a positive impact on students (Isrokatun et al., 2021). Based on interviews with the subject the research obtained this following data:

"Then we will make the material according to the lesson plan given by Mr. Nadim, which is one lesson plan for one meeting. So that's the first way, we'll see the material in KD". (Informant HN)

"Face-to-face RPP is different from online RPP. If the RPP is face-to-face, for example 45 minutes, of course the online time is not like that, it can be summarized a little more." (Informant NM)

"Usually you prepare teaching materials that you will deliver in the learning process at night, prepare by reading books and preparing what will be taught tomorrow morning, such as preparing teaching materials that you distribute the day before the learning process takes place. a place so that students can see and learn through the videos that you provide so that when the learning process takes place students will more easily understand." (Informant FD)

3. Components of Learning Methods

The next component is the learning method in the implementation of online learning, the teacher has used a lot of discovery learning models. This is in accordance with the Learning Implementation Plan that has been designed by the teacher to be used as a guide or guide in learning activities. Based

on the learning model used by the teacher, the authors found that the method used by the teacher in learning activities varies, this depends on the material or learning materials to be conveyed. The results obtained are in line with the opinion of Susanto who said that: "interest plays an important role in determining the direction, pattern and dimensions of one's thinking in all activities, including learning" (Ana, 2019). Then interest has influence on learning this because the subject matter is not in accordance with the interests of students will have an impact on the way students learn that is less serious. The discovery learning model is used by the teacher in delivering review material in class XI, then it can also be delivered to class XI process text material. Based on interviews with research subjects obtained the following data:

"This online learning method uses more of a discovery learning model. Because it makes it easier for students to understand the learning material, they can ask anything that has not been understood. Usually at the end of the lesson, mother gives assignments about the material that has been studied, but the assignments given are not many, at least five questions." (Informant HN)

The method used by the teacher is one of the steps to convey learning material to students so that in the implementation of learning students can easily understand the learning material. The learning process is carried out as usual, it's just that the difference now is teachers must carry out the online learning process assisted by mobile phones connected with an internet connection. Then the teacher will start the implementation of online learning which opened with greetings, giving motivation to children, checking attendance, delivering material from various sources, and finally, there will be a question and answer or assignment as a process evaluation. This research is in line with the research conducted (Yolanda, 2020). His research results shows, the teacher carries out the online learning process with 3 stages, namely the planning stage, implementation and evaluation.

4. Learning Media Components

From the results of interviews that have been carried out by the author, it can be seen that the teacher has used learning media in the form of video. Before the learning process takes place, the learning videos used in learning are always adjusted to the learning material. Even though learning is done online, learning media is still needed to make it easier for students to understand the material presented. Other supporting media are through smartphones, laptops, internet networks, the Google Meet application, the Google Classroom application, and Zoom. Based on the results of interviews with research subjects obtained the following data:

"The media used to deliver the material is in the form of learning videos sent through the Google Classroom application." (Informant HN)

"The support system is books, cellphones, the Google Meet application, wifi provided by the school, and of course children must have a data package to access the internet network." (Informant NM)

"Mother always uses learning media in the implementation of online learning. The media I use is in the form of good learning videos that I look for on Youtube, then I share the link based on the material to be taught, then I share the video through the Whatsapp group." (Informant Y)

Learning videos are used as learning media because the teacher feels it will be easier for students to understand, because the learning videos contain complete explanations and practice questions that can be studied by students in detail. The provision of content such as video and advanced applications is still a new thing for many educators, even at the higher education level in developing countries (Maatuk, Elberkawi, Aljawarneh, Rashaideh, & Alharbi, 2022).

5. Learning Resources Component

Based on the results of interviews that have been carried out by the author, the teacher uses learning resources in learning activities, namely Indonesian language textbooks for class XI Kemendikbud. The proof can be seen based on the lesson plans made by the school on the sub-components of learning resources. Based on interviews with research subjects, author obtained the following data:

"Mother uses learning resources in learning, namely Indonesian language textbooks for class XI of the Ministry of Education and Culture. This book can help students understand the material and complete the assignments given. Because in the book there are explanations, theories, and questions related to the material for each sub-theme." (Informant Y)

6. Components of Learning Outcome Assessment

Based on the results of interviews that have been carried out by the author, that teachers assess learning outcomes can be assessed from three domains, namely the domain of attitude assessment, the realm of knowledge assessment, and the realm of skills assessment. Based on the lesson plans for each school, there are five assessments of learning outcomes, namely knowledge assessment, skills assessment, attitude assessment, remedial assessment, and enrichment. In the assessment of knowledge, a written test is carried out. In the skill assessment, practice is carried out. The attitude assessment is seen from the spirit, confidence, and creativity in learning and completing tasks.

The remedial assessment is carried out twice and if after two tests the remedial has not reached completeness, then the remedial is carried out in the form of an assignment without a written test. Finally, at the enrichment stage, if students achieve more than the minimum completeness criteria (MCC), then these students can become tutors for students who have not achieved the minimum completeness criteria (MCC). Based on interviews with research subjects obtained the following data:

"Then for the assessment of learning outcomes can be seen cognitively, psychomotor, affective, see the development of each meeting. Remedial is also done, after remedial enrichment. For this enrichment, students whose grades are already good, we will provide interior materials." (Informant HN)

Implementation of Online Learning

The implementation of online learning consists of three parts, namely preliminary activities, core activities, and closing activities. Based on the results of interviews that have been carried out by the author with informants, it shows where the difference between online learning and face-to-face learning is directly on the learning media used and the learning time is more summarized. Online learning media are related to networks, namely devices, laptops, internet networks, Google Meet applications, Google Classroom applications, WhatsApp applications and learning videos. Meanwhile, face-to-face learning media is not related to online learning. Then in terms of time online learning is more summarized than face-to-face learning.

The author has also found online learning activities in the introduction, core, and closing sections. In the introduction the teacher helps students to be ready to carry out learning activities. Then the main activity of the teacher is to deliver the material according to the methods and learning media used. Finally, in the closing section, material reinforcement is carried out, the assessment conveys material for the next meeting. Based on interviews with research subjects obtained the following data:

"Online learning activities such as preliminary activities, core activities, and closing activities are also carried out in face-to-face learning directly, the difference is only in conditions. Online learning is not done face-to-face directly, in contrast to face-to-face learning directly." (Informant HN)

"The implementation is greetings, delivering material through the Google Classroom application which is distributed in the form of learning videos, and ends by giving assignments." (Informant FD)

"The implementation is, the opening part is greeting children, absent, and perception. The main activity part is delivering material in the form of learning videos. Finally, the closing section reads prayers, greetings, and absent once again." (Informant EM)

"This implementation stage is in the form of greetings, attendance, perception, conveying material, and closing the lesson by conveying upcoming material. The only difference is the time allocation, online is more concise when delivering the material." (Informant Y)

"The implementation stage is greeting students, asking for news, absences, and perceptions. Then convey the learning materials, and finally convey the reinforcement of the material that has been delivered, evaluate students with several practice questions regarding the material that has been conveyed, and convey what material will be discussed the next day." (Informant NM)

Online Learning Evaluation

From the results of interviews that have been conducted by the author, that the learning process carried out by the teacher through Zoom. It can be seen that in learning, the teacher often repeats the explanation of the material if there are still students who do not understand the material. This is done by the teacher because teaching online requires patience so that students can understand the material presented by the teacher. In addition, in the implementation of online learning, the teacher gives assignments to students and will send back the assignments of each student who has been given a grade. The assessment that the teacher gives is an assessment of attitudes, knowledge, and skills. At the end of the material explanation, the teacher seems to always ask students about what has been explained. It aims to measure the understanding ability of students. Based on the results of interviews conducted with research subjects obtained the following data:

"The evaluations carried out are cognitive, psychomotor and affective assessments, as well as repetition of every KD." (Informant HN)

"Mother is now conducting the assessment based on the teaching and learning process taking place by conducting questions and answers. Then every time one KD is finished, of course, they will be given a test." (Informant NM)

"Evaluation is like a question and answer session at every meeting. Then the test is like an essay, the questions are enough for one KD." (Informant Y)

"The evaluation that I did was by assessing, I gave a short training grid. The child understands or does not understand the material that I have conveyed. So after we give the material, we give some of the questions." (Informant FD)

Difficulties in Online Learned

From the results of interviews that have been conducted by the author, it can be seen that in the implementation of online learning, some teachers are not used to using online learning applications, especially for teachers who are over 45 years old. Citing data from the Indonesian Teachers Association (IGI), Lestari Moerdijat, deputy chairman of the MPR, revealed that based on the implementation of Distance Learning that was implemented in the last three months, 60% of teachers had very poor skills in using information technology when teaching (Melawi, 2020). Although initially the teacher found it difficult, over time the teacher had started to get used to using electronic media in learning. In addition, students sometimes do not understand the material presented by the teacher, but the teacher will re-explain the learning material if there are still students who do not understand the lesson. Then the internet network problem is also one of the difficulties in learning during the Covid-19 pandemic.

Previous research on this has been carried out by several researchers, including (1) Dion Prajodi, Biliza Afrila (2021) Identification of Teachers in Online Learning (on the network) at SMA DB 3 Jambi City Academic Year 2020/2021, namely the difficulties experienced by teachers in this study are less mastery of the concept of bold learning, less creative in applying bold learning, lack of mastery of

existing technology, and the age factor. Meanwhile, from outside the teacher, the difficulties experienced are network constraints, inadequate learning support facilities, and the allocation of internet packages that are not provided by the government; (2) Kompyang Sri Wahyuningsih (2021) Problems of Online Learning during the COVID-19 Pandemic at SMA Dharma Praja Denpasar, namely the difficulty of teachers in this study is the change in the learning system that occurs suddenly (due to the covid-19 pandemic) from Conventional learning into online learning certainly has an influence on teachers to prepare materials, models, and learning methods used, so that the learning process does not take place optimally.

Based on the obstacles described above, the researcher has a solution for efforts to handle the implementation of online learning, namely the government must provide a policy by opening free online application services in collaboration with internet providers and applications to assist this online-based learning process. Of course, the government must also prepare an online-based learning curriculum and syllabus. Furthermore, to improve teacher competence in operating technology-based media, teachers must continue to learn from peers and teachers should further develop their respective competencies, including skills in the use of information technology-based media.

4. CONCLUSION

Based on the results of research on the implementation of online learning at Senior High School in Merangin, it can be concluded that the process of implementing online learning at Senior High School in Merangin has been carried out well, namely First, the teacher has planned online learning which consists of a) the components of learning objectives; b) material components or teaching materials; c) components of learning methods; d) learning media components; e) learning resource components, and; f) component of learning outcomes assessment. Second, the teacher has carried out online learning which consists of three parts, namely the introduction, core, and closing sections. Third, the teacher has evaluated online learning, namely the learning process used by the teacher, namely using the WhatsApp, Zoom, and Classroom applications, then the teacher makes an assessment based on attitude assessment, knowledge assessment, and skills assessment. Finally, teachers experience difficulties in conducting online learning such as teachers who are not accustomed to using online learning applications, and the unstable internet network so that the teacher's effectiveness in the teaching process is lacking. In addition, teachers also play a role in carrying out their duties for online learning. However, online learning is still not effective because there are still several obstacles faced in the learning process during the COVID-19 pandemic which resulted in the lack of effectiveness of the teacher teaching process. From this research, it is expected to be able to understand how things are in the field, where there are still many things that become obstacles in terms of strategies to improve teacher abilities and the quality of learning that must be continuously improved and comprehensive. For further research, it is expected to be able to present data related to significant developments in problems that will occur after the COVID-19 pandemic and solutions that are sustainable in form.

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