

Strategies to Reduce Children's Saturation in Distance Learning Through Power Point Presentation Media

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ABSTRACT

Each of these individuals has an ability that is contained in each of them in expressing and utilizing these abilities, so in this case it is necessary to have an education in everyday life. Because with education in human life, it can increase the dignity, dignity and standard of living that are more in accordance with what humans aspire to in life. The purpose of this study was to determine strategies to reduce child boredom in distance learning (PJJ) through power point presentation media at Proyonanggan 02 Batang Elementary School during the COVID-19 pandemic in 2021. This research method used field research. The research approach used in this research is a qualitative approach. The results of this study explain strategies to reduce child boredom in distance learning (PJJ) through power point presentation media, namely: 1) Creating a new atmosphere in the classroom, 2) Carrying out creative and creative activities, 3) Relaxing in learning, 4) Performing strategies distance learning using power point. The obstacles faced in the strategy of reducing child boredom in distance learning (PJJ) through power point presentation media are 1). Internet Network Problems, 2) The ability of teachers and students to operate distance learning-based media, 3) PPT used in distance learning. The solution is that the slides used are then inserted in an interesting video, as well as pictures related to learning materials that are displayed very pleasantly, this then makes students no longer bored and of course enthusiastic about doing distance learning.

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1. INTRODUCTION

Each of these individuals has an ability that is contained in each of them in expressing and utilizing these abilities, so in this case it is necessary to have an education in everyday life. Because with the

existence of education in human life, it can increase the dignity, dignity and standard of living that are more in accordance with what humans aspire to in life (Lim & Park, 2019).

Therefore, the application of education in human life is very important, because without this education, humans cannot develop in carrying out their lives in accordance with what they have aspired to in their lives in accordance with the current developments. Thus, this education can develop a person's ability to achieve what they have aspired to for development in their lives in accordance with the times (Hidayat, Nurdyansyah, & Ruchana, 2020).

This education first comes from the family environment, and the surrounding environment then proceeds to a more formal level, namely in educational institutions such as schools. In this case, formal learning activities carried out in this school are in the form of face-to-face learning activities carried out in class, which means a learning process that is carried out directly between students and teachers, in order to realize an effective learning activity (Repciuc (Jucan), 2021).

According to Husamah, this states that the activeness of students in participating in the face-to-face learning process can be seen directly by how students can understand, listen, and listen to what is conveyed by the teacher in the teaching and learning process. Right now the whole world is facing the Covid-19 pandemic as well as in Indonesia, this has had a huge impact on human life.

Moreover, this virus spreads very quickly so that the Indonesian government immediately follows up on conditions like this. One of these measures is to practice social distancing to minimize the spread of the virus. Social distancing is staying away from gatherings, avoiding mass gatherings, and maintaining a distance between people. With this, it also affects the education system in Indonesia (Bhandari, Jain, & Bhandari, 2021).

The Minister of Education issued Circular Letter Number 3 of 2020 concerning Prevention of Covid-19 in Education Units which stated that schools and universities were closed (Kemendikbud RI, 2020). This is done to break the chain of the spread of Covid-19, instead learning activities are carried out online for all levels of education. The so-called Distance Learning (PJJ). In the context of learning through online networks, teachers and students can relate quickly and directly to text, images, sound, data and video (Carrizosa, Kurishchenko, Marín, & Romero Morales, 2022).

Indonesia in an emergency situation does not allow for learning as it should be done in schools. The government's recommendation to stay at home and physical and social distancing must be followed by changing face-to-face learning to online-based learning. This results in all activities and learning processes being limited. Apart from its advantages, PJJ or online also has obstacles faced by a teacher in conveying learning to students. So that a teacher must do more and extra learning so that the material conveyed can be truly understood by students (Hardjo, Haryono, & Bashori, 2021).

The change in the learning process in the midst of this pandemic is certainly a challenge for all educational institutions, especially for teachers. The teacher is one component of learning that has a role in the success of learning. In order for a teacher to carry out his duties professionally, a teacher must also know and have a comprehensive picture of how the teaching and learning process occurs, as well as what steps are needed so that teacher duties can be carried out properly and obtain results in accordance with the objectives. what is expected, especially if you experience unexpected obstacles (Ginsberg, Gasman, & Samayoa, 2021).

The lack of students' understanding of the material presented is one of the basic obstacles caused by the unpreparedness of teachers as educators in managing PJJ so that it affects learning achievement. By looking at this, one of the efforts that teachers need to make is about "teaching and learning strategies. By having a strategy, a teacher will have guidelines in acting with regard to various alternative choices that can be taken. So that teaching and learning activities can take place systematically, directed, smoothly and effectively (Wang & Zhu, 2019).

The teaching strategy during the COVID-19 pandemic is certainly different from the usual strategy before the pandemic. As we know, learning during the pandemic is carried out remotely or online. This is certainly an unexpected situation faced by both teachers and students. Teaching and learning activities must be prepared such as choosing the right learning media, making virtual teaching videos, choosing

applications that are easily accessed and understood together, of course it is not easy to do. In order for online PJJ to be understood by students well, a teacher strategy is needed in delivering the material, because the teacher cannot directly observe the attitudes and behavior of students in receiving the material (Iqbal & Sohail, 2021).

SDN Proyonanggan 02 Batang as one of the formal educational institutions that implements PJJ. From this condition, various efforts were made by schools to be able to carry out effective and efficient learning. Teachers as educators are required to carry out teaching and learning activities through PJJ or online. Online learning itself requires creativity and innovation from educators, so that coaching, transfer of knowledge, and skills can run well. Distance education is an open education with relatively tight structured learning programs and learning patterns that take place without face to face or separation between teachers and participants.

According to Prawiti, distance learning is learning that takes place remotely with the separation between teachers and students. According to Prawiyogi, distance learning is training given to students or students who do not gather together in one place regularly to receive lessons directly from the instructor (Prawiyogi, Anggi Giri, 2020).

Specific detailed materials and instructions are sent or provided to participants who then carry out tasks that will be evaluated by the instructor. That the impact that will arise from Distance Learning during the Covid-19 Pandemic is felt by various groups, especially for students, namely the adaptation to a new culture, students are accustomed to interacting directly with their friends and face to face with teachers during learning activities. take place. However, with the Distance Learning (PJJ) system, students need to adapt and face new changes that will indirectly affect absorption in learning activities. In addition, students are also used to meeting with their friends, however, during this covid-19 pandemic that hit the whole world, one of them in Indonesia, it required them to carry out learning activities at home which made them feel bored and often lost their enthusiasm for learning (Laana, 2021).

So in the survey results from the Indonesian Child Protection Commission (KPAI) in April 2020 in kpai.go.id (2020), it was found that 76.7% of students stated that they felt difficult and bored in doing various tasks remotely while 26, 8% of students stated that they did not find it difficult to do various tasks remotely, the results were based on a survey of 246 KPAI complainants as the main respondents and 1700 comparison respondents from 20 provinces and 54 districts/cities in Indonesia (Yusuf et al., 2020).

The results of a survey from the Indonesian Child Protection Commission (KPAI) in April 2020 in kpai.go.id (2020), it was found that only 8% of teachers understand using learning application technology for online learning, but 82.4% are minimal in using technology. learning applications for online learning because they are only limited to using the whatsapp application, and 9.6% have never used learning application technology for online learning, these results are based on a survey of 602 teachers as respondents in 14 provinces (Nurmiati, 2021).

When referring to these data, a strategy is needed to find solutions to problems that occur in Distance Learning (PJJ) activities. The solution provided to solve these problems, namely by providing an educational learning game application. The author is interested in conducting further analysis on "Strategies to Reduce Child Saturation in Distance Learning (PJJ) Through this media, presentation of power points at SDN Proyonanggan 02 Batang". Based on the description above, the researcher is interested in bringing up the research title "Strategies for Reducing Child Saturation in Distance Learning (PJJ) through power point presentation media at SDN Proyonanggan 02 Batang during the COVID-19 pandemic in 2021" (Ningtyas, 2021).

2. METHODS

This research uses a qualitative descriptive type of research, which is intended to answer the teacher's strategy in learning during the Covid -19 pandemic at SDN Proyonanggan 02 Batang. Data collection techniques in this study using observation, interviews and documentation. Information for this research was obtained from the principal of SDN Proyonanggan 02 Batang, the curriculum section and the classroom teacher. This data collection method has 3 steps, namely data reduction, data

presentation and drawing conclusions. Data reduction is the activity of researchers in selecting and selecting data from observations, interviews and documentation, then the data is processed to make it easier for researchers to present data. The next step is the presentation of the data, the data that has been obtained and has gone through data reduction then the data is presented in the form of a narrative. Furthermore, the last step is to provide conclusions, the data that has been presented then draw conclusions or what is commonly referred to as the researcher's argument.

3. FINDINGS AND DISCUSSION

Profile of SDN Proyonanggan 02 Batang

SD Negeri Proyonanggan 02 is an educational unit with an elementary school level, located in Central Proyonanggan, Kec. Batang, Kab. Batang, Central Java. In carrying out its activities, SD Negeri Proyonanggan 02 is under the auspices of the Ministry of Education and Culture. According to history, SD Negeri Proyonanggan 02 was established in 1955. Run its operations in 1982 with Operational Decree number 421.2/2/1982 School Statistics Number: 101032511013. Furthermore, by Decree of the Regent of Central Java Province Number: 420/392/2020 dated 27 October 2020 regarding the merger of SD Negeri Proyonanggan 02 with SD Negeri Proyonanggan 12, becoming SD Negeri Proyonanggan 02. Geographically, SD Negeri Proyonanggan 02 is located on Jalan Dr. Cipto No.1 Proyotaggan Tengah Village, Batang District, Batang Regency. Central Java Province. Building area of SD Proyonanggan 0 school area of $\pm 2,414$.

Strategies to Reduce Children's Saturation in Distance Learning (PJJ) With Power Point at Sdn Proyonanggan 02 Batang During the Covid 19 Pandemic Period in 2021

1. Reducing Children's Saturation in Learning

In analyzing the boredom of children in learning at SDN Proyonanggan 02 Batang during the COVID-19 pandemic in 2021. Researchers obtained data through interview methods and also direct observation. The following are the results of data analysis related to child saturation in learning at Proyonanggan 02 Batang Elementary School during the COVID-19 pandemic in 2021 which has been included in the previous theoretical study regarding understanding.

Based on the analysis of boredom in learning According to Thursan Hakim, learning saturation is a mental condition of a person when experiencing boredom and tiredness which is very excruciating, causing a feeling of reluctance, lethargy, and lack of enthusiasm for learning activities. Study saturation is a pressure in a person's mental condition when experiencing boredom and tiredness so that it results in a feeling of sluggishness and lack of enthusiasm in carrying out activities (Baumbusch, Lloyd, & Zou, 2020).

A student who experiences learning saturation, his mind will not be able to work optimally in processing items of information or incoming stimulus cannot be captured properly and correctly. So that students will walk in place or will not develop. If the boredom of learning has entered the student, it will cause complex consequences that not only affect students but also affect the teaching and learning process, among others, there will be many mistakes made by students and high absenteeism (Nahulae & Zamtinah, 2020).

Based on the above theory about child boredom in learning, it can be stated that saturation is a psychological phenomenon experienced by someone who is reluctant, not enthusiastic and bored in carrying out a learning activity, whereas if it is drawn into the context of learning, then the saturation condition is defined as the mental state of students who getting bored and not in the mood to take part in learning, thus making the student's understanding stagnant or running in place and cannot improve. This causes the student to miss the subject matter being taught, besides that students' understanding of the material is weakened or even unable to capture the learning that is taking place at all (Supiano, 2015).

In this case, Proyonanggan 02 Batang Elementary School instructs all teachers that the boredom experienced by students at Proyonanggan Batang Elementary School is a serious problem that must be

resolved immediately how to overcome it. Mrs. Liswidiawati, S.Pd. SD as homeroom teacher for class I SDN Proyonanggan Batang as their religion teacher argued that,

“A teacher must be versatile and perfect, meaning that when we see students have slackened their enthusiasm for learning, we must immediately correct and change a situation that was previously boring into a pleasant situation. The activity was carried out instantly, our bored students immediately deftly changed A to B” (Liswidiawati, 2022).

“We are not given the opportunity to wait for a while, so when students have relaxed, we immediately pull them back to a condition conducive to learning”

The teacher who is carrying out the task of teaching students is required to really understand the condition of the students who are undergoing learning, if the student is still very enthusiastic about the learning material provided, then there is no need to change the way of teaching. However, if students are starting to look bored, class conditions are also not conducive anymore, so the teacher may change the class situation to be fun again, and can respond quickly to this phenomenon from condition A to condition B. From conditions that make students bored or bored to conditions which can make students enthusiastic again (Utomo, 2018).

Changing these conditions, of course, must be done as soon as possible and with the responsive attitude of a teacher in learning. Therefore, learning is made as attractive as possible so that students in capturing the learning material provided can be received to the maximum.

2. Distance Learning Through Power Point presentations at SDN Proyonanggan Batang

In analyzing distance learning through power point presentations at SDN Proyonanggan Batang, the researchers used data collection techniques using interviews and direct observation to the research site. The data analysis on distance learning through power point presentations at SDN Proyonanggan Batang related to understanding, and the theories have been included in the previous chapter.

According to Dewi, distance learning or online is learning that utilizes assistance from the internet (Dewi, 2020). Meanwhile, Salehudin said that distance learning is an interactive learning effort with the help of the internet and computers as learning facilities. Another opinion, from Syarifudin explained that distance learning is a type of virtual learning that uses virtual applications via online (Syarifudin, 2020).

Distance learning is an open learning. This open learning is flexible in terms of age, location, cost, length of study and prerequisites. According to Moore, distance learning is a learning process that occurs separately, so that communication between teachers and students is through electronic media or online media (Settlage et al., 2022).

While Power point is a computer program application that is used to make presentations. In addition, the power point program is an application that is made to be able to present multimedia programs that are fun, simple to use, and relatively easy and inexpensive to use because it does not require other tools other than tools to store data (NCT04972773, 2021).

According to Hujair AH. Sanaky believes that the power point presentation media is an application program designed by Microsoft Corporation that allows users to easily make presentations by presenting screen appearances using an LCD projector (Parsons, 2021).

Regarding distance learning using a power point presentation, Mrs. Sri Maryati, S.Pd. Elementary School teacher at SDN Proyonanggan Batang in class I, she stated

“PJJ activities as teachers we have to prepare apart from tools and teaching materials we also have to prepare ourselves to face all the possibilities that might happen”.

“This PJJ activity has overwhelmed teachers and parents in providing guidance, most of the first grade students are still unable to master calistung. Calistung when it's face-to-face, sometimes there are still many who don't understand but need extra attention, plus now online, the results are definitely far less satisfying for many parties” (Maryati, 2022).

In distance learning, SDN Proyonanggan Batang anticipates it by always preparing to face several possibilities that will occur. Both by understanding the online system and mastering the learning media that will be used during the online learning process later. Besides that, the implementation of distance

learning has its own challenges for class I students at SDN Proyonanggan Batang, the article is that not all students in the class can master calistung (reading, writing and arithmetic). Therefore, to overcome the problems of distance learning, the SDN Proyonanggan Batang institution uses power point media to make the student's learning experience fun. Apart from that, the slides in the power point can be changed with the children's style and pictures, this is intended for the students of SDN Proyonanggan Batang, especially the grade 1 level, to be interested and motivated to learn in a fun way using the slides from the power point.

Mr. Fajar Indra Saputra, S.Pd. The third grades homeroom teacher at Proyonanggan Batang Elementary School added that:

"In responding to the current PJJ, we as teachers provide lessons or deliver learning as usual plus insert things that we feel can reduce boredom for students at home"

"For learning and giving our material, yes, through short videos and PPT, in the PPT we insert some motion pictures or videos and sounds so that students learn at home but still feel direct interaction with the teacher, and don't feel bored because it's not just text" (Saputra, 2022).

Power point is used to be able to send motion pictures or videos as well as sound with the aim that students at home can learn in a fun and effective way without compromising the learning material itself. For this reason, teachers are required to always be able to reduce student boredom in learning with various things or ways that can stimulate students to be enthusiastic in learning (Pentury, Rangka, & Anggraeni, 2021).

Constraints and Solutions in Distance Learning (Pjj) With Power Point at SDN Proyonanggan 02 Batang During the Covid 19 Pandemic Period in 2021

Obstacles will always exist in every activity as well as failure, but we as humans who have been equipped with reason by God and created in the perfect form possible must be able to overcome and must always anticipate all possibilities, and minimize the possibility of bad things happening. So what are the obstacles they face in implementing PJJ carried out by teachers and students? The researcher managed to summarize some of the answers from the speakers as follows (Mutiasari, 2021).

1. Different Internet Network Signal Interference From Each Communication Provider

Internet access is one of the main determinants in conducting distance learning, in its use internet access can be done using signals from one provider with different capacities and capabilities of each provider (Akkol-Solakoglu, Hevey, & Richards, 2021). This raises several problems for achieving effective distance learning. Based on the results of interviews with Mrs. Nur Asih, S.Pd.SD,

According to him, the obstacles or obstacles that occur are:

"There are network problems or because assignments are sent via WA, almost all activities are carried out with WA, HP may experience lag problems, sometimes errors" (Asih, 2022).

He added, "sometimes the wifi signal is slow".

The results of the interview with the next teacher, Mrs. Anik Maryani, S.Pd. According to him

"Obstacles are always there but we have to be smart in dealing with them, so sometimes when it rains the signal is washed away and there are no other problems, so we overcome them by sending us a time limit of 2 to 3 days" (Maryani, 2022).

In conducting distance learning, there are several obstacles that are quite difficult for teachers and students, namely the limited internet access used for learning such as wifi used in schools. The existence of several obstacles that make wifi stutter is also a problem in itself in conducting distance learning related to internet network problems. Like heavy rains that hit the power outages or make the wifi signal completely unstable, it can pose quite a serious obstacle when doing distance learning.

Based on observations made by researchers at SD Negeri Proyonanggan 02 Batang using certain wifi brands to make it easier for teachers to access and provide learning. During the observation, the researcher also had the opportunity to feel the wifi being used, because the researcher only used the wifi, the researcher did not find any significant obstacles as described in the interview above, this was because when the researcher tried the wifi at SD Negeri Proyonanggan 02 Batang, it was not raining, heavy or power outage.

In carrying out distance learning, one of the obstacles is internet network access. The existence of an unstable connection using internet access can make distance learning impossible to the maximum, other than that the provider access for each teacher and student is not the same, this causes the material to be delivered slow due to lag and network disturbances.

2. Technical Interference with PJJ Media and Not All Teachers and Students Can Operate the Media.

In the implementation of online learning, the researcher asked about the media used in the distance learning process. Where the media used is so are the obstacles related to tools or media, then how are the obstacles that occur to educators? The researchers asked several questions related to obstacles to teachers and indeed most of the obstacles they experienced were almost the same.

The results of the interview with Mrs. Eri Ariastanti, S.Pd.I as a religious teacher,

“The obstacle we experienced was that the material we conveyed could not be freely conveyed because we were limited in making PPT and slides where if we gave too many slides students would feel bored. While most PAI materials take notes” (Ariastanti, 2022).

Connected with another opinion, by Megasari, S.Pd.

“Actually, after all, it's more comfortable to learn, face-to-face, online for many reasons. The cellphone is broken, the signal is lost, the wifi is off. But it can't be helped because we don't see what really happened” (Megasari, 2022).

The effectiveness in conducting distance learning is still more effective for conducting face-to-face learning as usual, but due to circumstances that force the institution to conduct distance learning, the learning system is carried out even though several obstacles occur both from teachers and from students. the student himself.

In relation to boring learning, teachers encounter the fact that distance learning uses ppt as a medium for delivering material to students, but unfortunately ppt with too many slides in it will actually make students feel bored and bored during learning.

Besides, based on interviews that researchers met in the field, it was revealed that distance learning carried out by SD Negeri Proyonanggan 02 Batang experienced problems as described in the interview points above, where one of the teachers showed a chat reply from students who gave reasons for being late for school assignments because did not find a signal, damaged cellphones and other reasons, although some of these reasons were true, some of them were just excuses made because the student was lazy to do the questions given.

The implementation of distance learning, some teachers have problems operating the media used, besides that distance learning also makes students bored and bored if too many PPT slides are sent. Another obstacle came from students who experienced problems with distance learning media, namely the cellphones used, some of these students admitted that they were late in doing the questions due to damaged cellphones, missing signals or other reasons. Some of them may say the reason is honest, but others are just excuses that exist due to boredom when doing distance learning.

Overcoming the Problem of Distance Learning at SD Negeri Proyonanggan 02 Batang

Distance education (PJJ) is commonly referred to as e-learning. Where learning does not have to be done in class. But learning can be done with the help of any media and anywhere. Distance learning is the basis and logical consequence of the development of information and communication technology. So this distance learning, helps students do not need to sit in class to listen to the teacher's material directly. Distance learning is able to shorten the target learning time and of course the costs that must be incurred by a study program or educational program (Adawiyah & Safrida, 2021).

Distance learning is open learning. This open learning is flexible in terms of age, location, cost, length of study and prerequisites. According to Moore, distance learning is a learning process that occurs separately, so that communication between teachers and students is through electronic media or online media (Chayati12345, 2021).

Based on some of the problems or obstacles that have been mentioned in the previous point, this discussion will offer some solutions or obstacles experienced when doing distance learning.

1. Solutions for Different Internet Network Signal Interference From Each Communication Provider.

In some of the interviews above, it was revealed that one of the obstacles that can hinder distance learning is inadequate internet access, where some of the networks used experience problems when there is heavy rain or power cuts. Actually, this can be overcome by using a quality internet access provider, so that the network used during distance learning can run smoothly without encountering any problems related to the internet network. And for the second solution when there is a power outage, the solution is to use a diesel engine (genset) to support the network needs when the electricity from PLN dies. This is certainly very effective considering that some of the learning materials that are hampered due to power failures can be overcome with the diesel engine.

2. Solutions for Technical Problems With PJJ Media and Not All Teachers and Students Can Operate The Media

Distance learning requires teachers and students to be able to take advantage of existing media so that the learning process can be carried out even though it is not done face-to-face directly (Ritonga, Zulfida, Ritonga, Ardinal, & Susanti, 2021). This is certainly surprising for some teachers who are less able to operate internet-based learning media for use during distance learning, so the solution is to provide instant education or special training for some teachers and students who are less able to operate the media, so that at least the teachers can understand how to send learning materials, make questions, to conduct assessments by utilizing internet-based media.

4. CONCLUSION

Strategies to reduce child boredom in distance learning (PJJ) through power point presentation media are: 1) Creating a new atmosphere in the classroom, creating a new atmosphere in the classroom such as a refresher and relaxation can reduce boredom and boredom in participating in learning. 2) Carry out creative and creative activities, learning activities that stimulate students to be active and creative can reduce student boredom in the learning process. 3) Doing relaxation in learning, learning that uses relaxation activities such as ice breaking can help students not to be bored or bored when learning takes place. 4) Carrying out distance learning strategies using power points, can provide interesting and fun learning through several inserts in the form of pictures and videos that make children not bored in learning, this certainly has an impact on students' basic abilities, namely calistung (reading, writing, and writing). count).

The obstacles faced in the strategy of reducing child boredom in distance learning (PJJ) through power point presentation media are 1). Internet Network Problems, the obstacles that make wifi stutter is also a problem in itself in conducting distance learning related to internet network problems. 2) The ability of teachers and students in operating distance learning-based media, obstacles as described in the interview points above, where one teacher shows a chat reply from students who give reasons for being late for school assignments due to not finding a signal, damaged cellphones and other reasons, although some of these reasons are true, some of them are just excuses made because the student is lazy to do the questions given. 3) PPT is used in distance learning, the problem is that the PPT slides actually make students more bored in participating in distance learning, this is because the PPT slides are given in large quantities to students, so students are lazy to read the slides one by one. so monotonous.

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