Indonesian Journal of Primary Education

The Role of Teachers in 21st Century Learning During the Covid-19 Pandemic

Salmia[1], A. Muhammad Yusri[2]

Sekolah Tinggi Agama Islam (STAI) DDI Maros
Corresponding Author: almia99@gmail.com[1], amytedja72@gmail.com[2]

Abstract

   Learning activities during the Covid-19 Pandemic must continue to target the achievement of 21st century skills that integrate knowledge, skills, and attitudes, as well as mastery of technology, information and communication, even in Pandemic conditions like today. Therefore, this study aims to determine how teachers plan, carry out learning and guidance as well as to find out the type of assessment carried out. The type of research method used in this research was qualitative descriptive. This study did not use population and samples. The sample in qualitative research is called a theoretical sample. The research instruments used were observation, interview, and documentation. The data was collected from primary and secondary data sources. While the data analysis technique used consisted of 3 stages, namely: data collection, data reduction, data presentation, and data categorization. The results of this research showed that the teacher can design various learning plans in the form of assignments that can be done online, including video call, google class, zoom, or direct visits to students who did not have an internet network. In the assessment, the teacher could do it by making a journal or control card which was carried out by students while at home.

Keywords: The Role of Teachers; 21st Century Learning

Abstrak

   Aktivitas pembelajaran pada masa Pandemik covid-19 harus tetap menargetkan tercapainya kecakapan abad ke-21 yang mengintegrasikan antara pengetahuan, keterampilan, dan sikap, serta penguasaan teknologi, informasi, dan komunikasi, meskipun dalam kondisi Pandemik seperti saat ini. Maka dari itu penelitian ini bertujuan untuk mengetahui cara yang dilakukan guru dalam merencanakan, melaksanakan pembelajaran dan bimbingan serta untuk mengtahui jenis penilaian yang dilakukan. Jenis penelitian yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Penelitian ini tidak menggunakan populasi dan sampel, Sampel dalam penelitian kualitatif disebut sampel teoritis. Instrument penelitian yang digunakan adalah observasi, wawancara dan dokumentasi. Teknik pengumpulan data yang dilakukan adalah dengan menggunakan sumber data primer dan sekunder. Sedangkan teknik analisis data yang digunakan adalah melalui 3 tahap yaitu: pengumpulan data, reduksi data, penyajian data, dan kategorisasi data. Hasil penelitin ini Guru dapat merancang berbagai rencana pembelajaran dalam bentuk tugas yang bisa dilakukan secara daring, baik itu secara video call, google class, zoom, atau kunjungan langsung pada peserta didik bagi yang tidak memiliki jaringan internet. Dalam penilaian (assessment) guru dapat melakukannya dengan cara membuat jurnal guru atau kartu kontrol yang dilakukan oleh peserta didik selama di rumah.

Kata Kunci: Peran Guru; Pembelajaran abad 21

INTRODUCTION

The Covid-19 pandemic has had a wide-ranging impact in Indonesia, which continues to ravage all aspects of life, including the world of education. The various policies taken, of course, require all relevant parties to make changes quickly. The Minister of Education and Culture's policy of canceling the National Examination, regulating the mechanism for studying at home, and the mechanism for implementing the School Examination, followed by several regional heads decided to extend the study period at home until now.

Government policies in the field of education during the Covid-19 pandemic require teachers to be more professional and teachers to be more innovative in developing learning plans (Fauzi & Suryadi, 2020). Face-to-face learning is eliminated, so that learning is carried out at home through distance learning using online media (Arizona et al.,

2020). Even though teachers use distance learning, professionalism must be maintained. Teacher professionalism is shown by supporting positive characters that will motivate students (Araniri, 2018).

A teacher in order to fulfill his rights and obligations as a teacher, even during the Pandemic, he still has to carry out his duties and obligations to transmit knowledge to his students with an online online system through various applications, including the Zoom Meet application, Google Meet, Google Class, and other applications that can support online learning.

Currently, students or students are not allowed to carry out learning activities at school. As a result, they are required to carry out online learning activities where all students are required to have media or tools that can support online learning such as Android phones.

As a teacher who is not allowed to carry out face-to-face learning activities at school, learning activities with an online system must still be carried out. The application of online learning during this Pandemic cannot be separated from the role of a teacher to continue to provide guidance and direction to students, as well as reminding how important prevention must be to anticipate the spread of the Covid-19 virus as early as possible to the nation's next generation. Especially elementary school (SD) students regarding their participation in always maintaining personal and environmental hygiene and so that they always apply the importance of health protocols in all places, times and conditions wherever they are as a prevention of transmission of the Covid-19 virus.

Learning is carried out using internet-based services, where students are directed to use smartphones as learning media, by creating a WhatsApp class group, uploading the Zoom Meet, Google Meet, and Google Class applications which will later be guided by their respective class teachers in using the application.

The application will be used as an online-based learning media. To start face-to-face online learning, students are required to have an active account and email that will be used as the initial registration for the application that will be used.

In this era of industry 4.0, a very drastic change in times requires today's millennial generation to really understand and understand and be able to apply everything related to science and technology (Science and Technology) correctly and appropriately. The development of science and technology must of course be balanced with the level of faith and piety (Imtaq) as a fortress and a balance in religious terms in the face of globalization and technology that is increasingly rapidly in this decade.

Learning activities designed by educators should be able to develop critical thinking and problem solving skills, communication and collaboration skills, creativity and innovation skills. Learning activities must also target the achievement of 21st century skills that integrate knowledge, skills, and attitudes, as well as mastery of technology, information, and communication, even in the current Pandemic condition. Therefore, in designing learning activities, educators should use strategies that are able to grow 21st century skills.

According to Daryanto (2017: 3) to develop 21st century learning, educators must be able to facilitate and inspire students' learning and creativity. including: (1) encouraging, supporting and modeling inventions and creative and innovative thinking; (2) involving students in exploring real world issues and solving authentic problems using digital tools and sources; (3) support students' reflection using collaborative tools to demonstrate and clarify students' understanding, thinking, conceptual

planning and creative processes, and (4) capitalize on collaborative knowledge construction by engaging in learning with students, colleagues and other people either through activities face-to-face or in a virtual environment.

In realizing 21st century learning in the midst of the Covid-19 Pandemic, there are at least five skills that must be possessed by educators.*First*, critical thinking skills. These skills are fundamental to 21st century learning. This critical thinking skill includes the ability to access and analyze information.

Second, problem solving skills. Problem solving skills include identifying, searching, selecting, evaluating, and considering various alternatives and interpreting information. Educators must have the ability to find solutions from different perspectives in solving complex problems.

Third, communication and collaboration skills. Communication skills include skills in conveying thoughts clearly, while collaboration skills are the ability to work together, both on a micro and macro level.

*Fourth,*creative and innovative thinking skills. By having the ability to think creatively and innovatively, it is hoped that educators can apply new ideas in the learning process so that they can spur students to think creatively and innovatively.

*Fifth,*technology and information literacy. Technology and information literacy includes the ability to access, evaluate, and utilize technology and information in learning. Technology and information literacy have a great influence on the acquisition of other skills needed for life in the 21st century. Educators are expected to be able to obtain many references in the use of technology and information to support the learning process

The Covid-19 pandemic is one of the driving forces for educators to master and utilize ICT in learning. ICT-based learning is important in the transformation of 21st century learning, so that educators' ICT skills are the main requirement in 21st century learning.

Among the various competencies and skills that are expected to develop in students so that they need to be taught to students in the 21st century include personalization, collaboration, communication, informal learning, productivity and content creation. These elements are also key to the overall vision of 21st century learning. The National Professional Certification Agency (BNSN) formulates 16 learning principles that must be formulated in the 21st century education process. Meanwhile, Permendikbud No. 65 of 2013 states 14 principles of learning, related to the implementation of the 2013 Curriculum. Meanwhile, Jennifer Nicols simplifies them into 4 principles, namely: 1). Instruction should be student-centered, 2). Education should be collaborative, 3). Learning should have context, 4). Schools should be integrated with society. (Daryanto,

1. *Instruction should be student-centered*

   Learning should use a learner-centered approach. Learners as learning subjects who actively develop their interests and potential. It is students who actively increase their knowledge, potential and skills, according to their capacity and level of thinking development, and are invited to contribute to solving real problems that occur in society. This does not mean that teachers hand over learning control to students completely, but teacher intervention is still needed. The teacher acts as a facilitator who seeks to help link the prior knowledge that students have with new information to be learned, giving students the opportunity to learn according to their respective ways and learning styles. and encourage students to take responsibility for the learning process they do. The teacher also acts as a mentor, who seeks to help students when they find

difficulties in the process of constructing their knowledge and skills.

2. *Education should be collaborative*

Students must be taught to be able to collaborate with other people, who have different cultural backgrounds and values. Students need to be encouraged to collaborate with their classmates in exploring information and constructing meaning, appreciating each person's strengths and talents and how to take on roles and adapt appropriately to them. Schools (including teachers) should be able to work together with other educational institutions (teachers) in various parts of the world to share information and experiences about the practices and learning methods they have developed, and be willing to make changes to their learning methods for the better.

3. *Learning should have context*

The subject matter needs to be linked to the daily lives of students because learning will not mean much if it does not have an impact on the lives of students outside of school. Teachers need to develop learning methods that allow students to connect with the real world (real word). Teachers also need to help students find value, meaning and belief in what they are learning and can apply it in their daily lives.

4. *Schools should be integrated with society*

Schools should be able to facilitate students to be involved in their social environment, in an effort to prepare students to become responsible citizens. Students can be involved in various program developments in the community, such as: health, education, environmental programs, and so on. In addition, students need to be invited to visit orphanages to train their empathy sensitivity and social care.

With the power of technology and the internet, today's students can do even more. The social movement space of students is no longer only around the school or where they live, but can reach all levels of society in various parts of the world. 21st century skills are a set of skills that should be possessed in an integrated manner by individuals, which consist of problem solving, communication, team work, using information and communication technology, innovating, and thinking creatively on contextual themes or issues effectively. and efficient (Trilling & Fadel, 2009).

Teachers must ensure that teaching and learning activities continue, even though students are at home. The solution is that teachers are required to be able to design learning media as innovations by utilizing online media (online). This is in accordance with the Minister of Education and Culture of the Republic of Indonesia regarding Circular Letter Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Corona Virus Disease (COVID-19).

Teachers are the dominant element in the education process, so the quality of education is largely determined by the quality of educators in carrying out their roles and duties in society (Mustofa 2007:15). Kusnandar (2008:34) states that teacher competence is a set of mastery of abilities that must exist in teachers in order to realize their performance appropriately and effectively.

The learning system is carried out through a personal computer (PC) or laptop and android device that is connected to an internet network connection. Teachers can do learning together at the same time by using groups on social media such as WhatsApp, Class Room, zoom applications or other media as learning media. Thus, the teacher can ensure that

students take part in learning at the same time, although in different places.

Online learning according to Santi (2018: 54) aims to provide quality learning services online (online) that are massive and open to reach a larger and wider audience. It should be realized that the unpreparedness of teachers and students towards online learning is also a problem (Wicaksono, 2012:45).

Thus, online learning as an effective solution in learning at home to break the chain of the spread of Covid-19, physical distancing (maintaining a safe distance) is also a consideration in choosing this learning. Good cooperation between teachers, students, parents of students and the school is a determining factor for more effective online learning. Therefore, researchers are interested in conducting research on the Role of Teachers in 21st Century Learning during the Covid-19 Pandemic, to find out how teachersPlan, carry out learning and guidance as well as to know the type of assessment carried out.

METHOD

The research method used in this study is a qualitative research method. Qualitative research method is a research method based on postpositivism or enterpretive philosophy, which is used to examine the condition of natural objects, where the researcher is the key instrument, data collection techniques are carried out by triangulation (a combination of observation, interviews and documentation), the data obtained tend to be qualitative data, data analysis is inductive/qualitative, and qualitative research results are to understand meaning, understand uniqueness, construct phenomena, and find hypotheses (Sugiono, 2020).

Qualitative research does not use populations and samples, because qualitative research departs from certain cases that exist in certain social situations and the results of the study will not be applied to the population. Samples in qualitative research are called theoretical samples, because the purpose of qualitative research is to produce theories. The main instrument is the researcher himself, but after the focus of the research becomes clear, it is possible to develop a simple research instrument, which is expected to be able to complete the data and compare it with the data that has been found through observation, interviews and documentation.

Types of qualitative research data sources can be classified as follows: (1) Resource persons (informants), In this study the authors obtained information/data through interviews from the principal, grade 1 teacher and grade 1 students totaling 6 people, so as to obtain relevant information/data. relevant. (2) Events Or Activities. By making direct observations of learning activities, researchers can see how to learn, the media used and the methods used by teachers in teaching their students. (3) Documents or Archives. In this study, the authors keep various documents as research evidence such as photographs while students are studying, various question instruments that can be used as data and direct answers given from students, teachers and school principals.

The data collection technique used is primary and secondary data sources. While the data analysis technique used is through 3 stages, namely: data collection, data reduction, data presentation, and data categorization. As for testing the validity of the data in this study, triamngulation was carried out, where there was no difference between what was reported and what actually happened to the object under study.

RESULTS AND DISCUSSION

The Ministry of Education and Culture (2013), formulated that the 21st century

learning paradigm emphasizes the ability of students to find out from various sources, formulate problems, think analytically, collaborate and collaborate in solving problems. According to Frydenberg & Andone (2011), to face learning in the 21st century, everyone must have critical thinking skills, knowledge and abilities of digital literacy, information literacy, media literacy and mastering information and communication technology.

The 21st century really needs teachers whose profiles are effective, professional and charming who are suitable to face the challenges of the 21st century. Teacher competencies that have been formulated by the government include personality competencies, professional competencies, social competencies, and pedagogic competencies that need to be contextualized and adjusted so that they are able to prepare and predicting the learning needs of 21st century students and the demands of 21st century society, namely: 1) Pedagogic competence is the ability of teachers to manage learning from planning, implementing to evaluating; 2) Personality competence is a personality that reflects a personality that is steady, stable, mature, wise, sophisticated, humorous but firm, and authoritative, always charming for students; 3) Social competence of educators as part of the community to communicate and interact effectively with students, fellow educators, education staff, parents and the community; 4) Professional competence is an ability related to mastery of learning material widely and deeply.

1. Planning, implementing learning and guidance

In this pandemic period, it does not mean that teachers only do ordinary learning, but teachers will still be required to provide learning that still challenges students to think creatively. As an education that has the main task of being able to plan learning or mentoring. Where during the COVID-19 pandemic, teachers are still required to provide learning that is able to sharpen the brains of students who continue to encourage them to think more creatively, independently, and able to solve problems.

Educators are no longer required to provide learning to students who can only listen and memorize, but during this online learning period, students are given the opportunity to further develop their problem-solving skills. Students are invited to be better able to contribute in solving real problems that occur in society.

Learner-centered learning does not mean the teacher provides learning without controlling student learning, but the teacher really plans learning that is able to provide opportunities for students to learn according to their respective learning styles without reducing interest in learning in students. Apart from that, the teacher also continues to provide guidance to students even though not through face-to-face guidance. However, the guidance provided by the teacher using online is by video call, zoom or google meet. In accordance with the access possessed by students.

Apart from designing learning in such a way as to activate students in online learning, they also carry out the designed learning. Whether by making learning videos or providing modules that have been planned in advance. After giving lessons, the teacher will not lose control, but will continue to supervise the students, by determining the time for video calls, zoom or google meet. In this way the teacher will continue to provide online guidance.

As a teacher, who has an obligation to educate and guide students, therefore teachers need careful planning to deal with online learning during the COVID-19 pandemic.

Which of course has bright ideas to keep giving the best.

Based on the results of interviews with several elementary school teachers, where they act as educators who must continue to provide learning even though only online, they will continue to carry out learning through online. In addition, there are several complaints that teachers get in dealing with learning during COVID-19, namely where students do not have Android phones or have difficulty getting a network.

Students who experience this need direct guidance so as not to harm students. In an interview, a teacher stated that students who do not have android phones, we from the school also cannot force parents to immediately buy their children, because they also have some difficulties in the economy, and so do students who have difficulty getting a network. Then the teacher will decide to visit the students directly to provide lessons and guidance, because if this is not done, the students will be harmed.

Apart from that, for students who have a network or have supporting facilities, then uThe elementary school level is divided into two categories, namely grades 1, 2, and 3, and grades 4, 5 and 6. previously simulated. With that students or students can follow the lesson well. In addition, teachers can send learning videos that have been made in advance, so that students can watch learning videos that have been given by the teacher.

In addition, school principals must participate in controlling Distance Learning in this online-based learning method, to ensure the implementation of PJJ, principals need to join study groups, both on the Whatsapp (WA) application and other applications, so that they can directly control the implementation of PJJ.

Furthermore, for the 4.5 and 6 grade categories, learning is carried out with a focused discussion system through an online

application that has been made by the classroom teacher. Especially for grade 6 who will face the school exam (US), online applications have been made by subject teachers with the aim of providing additional lessons in preparation for the school exam (US).

In its implementation, digital-based distance learning for elementary school is contained in a schedule that has been directed by instilling etiquette while studying at home, one of which is starting learning activities by praying first.

2. Assessing Learning outcomes

In addition to designing interesting and easy learning, the teacher must also provide an assessment. Learning assessment is used to measure the extent to which students understand the learning material. But in abnormal conditions like this, of course we have to change that paradigm. The assessment does not only measure students' understanding, but also to improve the concept of effective online learning.

According to Iqbal (2020: 209) Distance learning is a learning process that is carried out not in the form of direct face-to-face between educators and students. Both are not in the same place at the time of learning takes place. In the condition of distance learning, assignments are definitely the most important instrument. Through assignments, we can see the consistency of students in doing them. Because usually, if online learning is carried out for this long period, it is quite tiring and boring for students. It could be that we have provided creative and interesting learning, but the accumulation of learning from a large number of subjects still makes children bored. If students are active in completing assignments, they are generally considered active in online learning.

Assessments are carried out at schools periodically to diagnose the cognitive and

non-cognitive conditions of students as a result of distance learning. Non-cognitive assessment is aimed at measuring the psychological aspects and emotional conditions of students, such as the psychological and social emotional well-being of students, the enjoyment of students while studying from home, and the condition of the students' families.

Cognitive assessment is aimed at testing students' learning abilities and achievements. The results of the assessment are used as the basis for selecting learning strategies and providing remedial or additional lessons for students who are the most lagging behind. The curriculum used in schools in special conditions provides flexibility for schools to choose a curriculum that suits the learning needs of students, teachers in learning can be seen from the process of planning, implementing and assessing learning. Assessment is an important stage in learning, to test the effectiveness of learning. Assessment is also as feedback and material for subsequent learning improvements.

The assessment is carried out to provide an overview of the overall competence of students. The COVID-19 pandemic has changed all aspects of life, including learning activities in schools. Teachers must prepare online learning tools and students adapt to learn independently. Parents have to provide android and internet fee. If online is not possible, schools take lessons by visiting groups of students, or giving assignments directly to their homes.

Distance learning makes it difficult for teachers to conduct attitude assessments, because teachers do not directly see the activities of students at home. So we need alternative techniques to assess student attitudes. The assessment system according to the Minister of Education and Culture of the Republic of Indonesia Number 23 of 2016 concerning the assessment of learning

outcomes, the assessment contains aspects of attitudes, knowledge and skills. In the Thematic lesson there are 4 assessment components that must be fulfilled. Namely KI-1 is an assessment of spiritual attitudes and KI-2 is a social attitude, in order to foster religious character, nationalism, independence, mutual cooperation and integrity. KI-3 is Knowledge and KI-4 is Skill.

Religious character is shown in the behavior of faith and piety to God Almighty, discipline of worship, love of peace, tolerance, and respect for differences. The character of nationalism is shown by being willing to sacrifice in protecting the environment, respecting cultural, ethnic and religious diversity. Independent character is shown by working hard, not giving up easily under various conditions, being creative and having courage. The character of gotong royong is shown by working hand in hand to solve problems, establish communication and friendship, and provide assistance to people in need. While the character of integrity is shown by an attitude of responsibility as a citizen and actively involved in social life where the individual is. Attitude assessment can be done with observation techniques (observation), self-assessment (by students),

Through the journal, the teacher records all student events inside and outside the classroom. However, these four techniques are difficult to apply in the era of distance learning. So the alternative that can be done by the teacher is by way of students filling out daily journals or student control cards, which contain activities carried out by students while studying from home. The technique used is the teacher makes a google format application. Each child fills in what they do everyday at home, after they are finished, it can be uploaded via a google form, the results can be downloaded by the teacher quickly.

For example, on certain days students carry out activities from getting up in the morning, cleaning the bed, doing worship, helping parents cook/clean the house, attend lessons and so on. From the data reflected in the religious attitudes of students, attitudes of independence, mutual cooperation and so on. Through filling out a daily journal, the benefits that can be taken are that teachers can monitor student activities at home, students are encouraged to do positive activities, students are trained to be honest and disciplined. Filling this online journal has its drawbacks, students can be dishonest in writing facts. As a solution, it is necessary to provide a manual notebook that is known to the parents of the students.

The change in the place of study at home resulted in the hectic community chat of parents or guardians of students. Not a few changes occurred in the context of the lively chat contexts telling about the experiences of parents in accompanying the online teaching and learning process (PBM) of their children. Parents, like it or not, must be able to become teachers for their children and function the home as a place for their children to study and study.

Here, a parent strategy is needed so that children become creative. Making the house a learning space during the Covid-19 emergency is a challenge for some parents. Parents are not only as mentors who replace teachers in the classroom, parents are also required to have special strategies to break the boredom that often plagues children. Indeed, school age, especially low-grade elementary school (SD) students who are indeed at the age of children playing, often spend time playing at home. Such habits certainly require adjustment, where now they have to focus on lessons at certain hours according to the schedule given by the school.

So that learning is not monotonous and does not make students stressed, the teacher makes assignments at home in the form of projects or utilizes online learning applications. There are several ways that teachers can do in developing children's creativity with parents at home.

First, making project-based learning by making useful products, preferably by selecting materials that only use materials available at home. So students do not need to leave the house and bother their parents. The assignment is sent via the student's parent WhatsApp group. After completing the project, students are assisted by their parents to report the steps of the activities carried out. The report was photographed and shared by the student's parents via the class teacher's WhatsApp

Second, read a book. During learning activities at home, parents can have more quality time with their children by reading books together. Choose your child's favorite story book and read it with him. This will train children's imagination and have an impact on emotional, social skills and develop a reading literacy culture.

Third, exercise together. Not only intellectual abilities that need to be trained, physical activities can also be done with parents and children at home. Children are invited to exercise together at home by doing gymnastics or other sports for five to 15 minutes.

The role of teachers and parents in supporting the learning process at home by building collaborations to maximize children's learning activities during the pandemic. The creativity of teachers in interesting and fun online learning activities will determine the amount of students' attention to online learning activities.

CONCLUSION

21st century learning during the COVID-19 pandemic, provides a new understanding in the learning process, where teaching and learning is done at home. Which of course requires effective planning and execution. Teachers can design various learning plans in the form of assignments that can be done online, be it by video calls, google class,

zoom, or direct visits to students who do not have an internet network.

The implementation of learning carried out during this pandemic period is of course remotely, through learning that has been designed and prepared well by the classroom teacher, so that its use can be carried out properly, of course with the help of parents in training and guiding their children at home. This is where the role of teachers and parents in distance learning.

Suggestions for teachers during the covid-19 pandemic, to always provide the best education, not monotonous which makes students bored and bored with their lessons. And of course it is hoped that it will still trigger learning.

REFERENCES

Arizona, K., Abidin, Z., & Rumansyah, R. (2020). Pembelajaran Online Berbasis Proyek Salah Satu Solusi Kegiatan Belajar Mengajar di Tengah Pandemi Covid-19. Jurnal Ilmiah Profesi pendidikan, 5(1), 64–70.

As'ari, A. R. (2017). *Tantangan Pengembangan Profesionalisme Guru dalam Rangka Membelajarkan Matematika di Abad ke-21 dan Membangun Karakter Peserta Didik*. Dalam Prosiding Seminar Nasional Mahapeserta didik Kerjasama Direktorat Jenderal Guru dan Tenaga Kependidikan Kemendikbud 2016

Daryanto, Karim S. (2017). Pembelajaran Abad 21. Yogyakarta: Gava Media.

Fauzi, I., & Suryadi, D. (2020). Didactical Design Research untuk Mengembangkan Kompetensi Pedagogik Guru di Sekolah Dasar. INVENTA: Jurnal Pendidikan Guru Sekolah Dasar, 4(1), 58–68.

Frydenberg, M., & Andone, D. (2011). Learning for 21 st Century Skills, 314–318.

Iman Santoso. 2020Guru Kelas Sekolah Dasar Negeri (SDN) Kalikamal, Kecamatan Brebes, Kabupaten Brebes, Jawa Tengah. (Internet). (cited 02 Januari 2021).https://jateng.nu.or.id/read/dvM/pembelajaran-abad-21-di-masa-pandemi-covid-19

Iqbal. F.A. (2020). Asesmen Alternatif dalam Pembelajaran Jaraj Jauh pada Masa Darurat Penyebaran Coronavirus Disease (Covid-19) di Indonesia. Jurnal Peagogik, Vol. 07 No. 1, Januari-Juni 2020

Kemdikbud RI. (2020). Edaran Tentang Pencegahan Wabah COVID-19 di Lingkungan Sekolah Seluruh Indonesia

Kusnandar. (2008). Guru Profesional Implementasi Kurikulum Tingkat Sekolah(KTSP) dan Persiapan Menghadapi Sertifikasi Guru. Jakarta: Raja Grafindo Persada

Mislikhah.(2020). Dosen Pascasarjana IAIN Jember dan Ketua Program Studi Pendidikan Madrasah Ibtidaiyah S2 Pascasarjana IAIN Jember. . (Internet). (cited 02 Januari 2021). https://radarjember.jawapos.com/pascasarjana_iain/06/08/2020/mewujudkan-pembelajaran-abad-ke-21-di-tengah-pandemi-covid-19/

Mustofa. (2007). Upaya pengembangan profesionalisme guru di Indonesia. Jurnal Ekonomi dan Pendidikan 4 (1):76-88.

Santi, Maudiarti. (2018). Penerapan ELearning di Perguruan Tinggi. Perspektif Ilmu Pendidikan, 32 (1), 53-68.

Sugiono. (2020). Metode Penelitian Kulaitatif. Bandung: Alfabeta

Trilling, B. and Fadel, C. (2009). 21st Century Skills: Learning for Life in Our Times. San Francisco: Calif, Jossey.

Wicaksono, S. R. (2012). Kajian Pembelajaran Online Berbasis Wiki Di Lingkup Perguruan Tinggi. Journal of Education and Learning (EduLearn), 6(1), 51. (Internet). (cited 05 Januari 2021). https://doi.org/10.11591/edulearn.v6i1.190.

Yakobus, S. P. (2020). Strategi Pembelajaran Daring Berbasis Multimedia di SMA Negeri 1 Menjalin Kabupaten Landak Provinsi Kalimantan Barat. JARDIKNAS-Jurnal Pendidikan dan Sosial, 1(1), 17–26.