



TEACHER CREATIVITY RELATIONSHIP WITH INTEREST STUDENTS LEARNING AT SD INPRES LOLU DURING PANDEMIC

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Received: 14-03-2022

Revised: 10-04-2022

Accepted: 05-06-2022

Abstract

This article aims to determine the relationship between teacher creativity and student interest in learning. The research design used is a type of qualitative research that is correlational. The research data was obtained through the distribution of a questionnaire containing some statements that were responded to by the respondents. The samples of this study were students of class VI, V, VI, and homeroom teachers of class IV, V, VI SD Inpres Lolu, totaling 74 students and 3 homeroom teachers. The data obtained were analyzed quantitatively using the Statistical Package for the Social Sciences (SPSS) version 23 software for windows. Based on the results of the correlation test, obtained the value of Sig. (2-tailed) of $0.355 > 0.05$, it can be concluded that the null hypothesis (H_0) is rejected and accepts the alternative hypothesis (H_a). The results of this study indicate that there is a relationship between teacher creativity and student interest in learning.

Keywords: Relationships, Teacher Creativity, Student Learning Interest

Abstrak

Artikel ini bertujuan untuk mengetahui hubungan antara kreativitas guru dengan minat belajar siswa. Desain penelitian yang digunakan adalah jenis penelitian kualitatif yaitu korelasional. Data penelitian diperoleh melalui penyebaran kuesioner yang berisi sejumlah pernyataan yang ditanggapi oleh responden. Sampel penelitian ini adalah siswa kelas VI, V, VI, dan wali kelas IV, V, VI SD Inpres Lolu yang berjumlah 74 siswa dan 3 wali kelas. Data yang diperoleh dianalisis secara kuantitatif dengan menggunakan software Statistical Package for the Social Sciences (SPSS) versi 23 for windows. Berdasarkan hasil uji korelasi, diperoleh nilai Sig. (2-tailed) sebesar $0,355 > 0,05$ maka dapat disimpulkan bahwa hipotesis nol (H_0) ditolak dan menerima hipotesis alternatif (H_a). Hasil penelitian ini menunjukkan bahwa ada hubungan antara kreativitas guru dengan minat belajar siswa.

Keywords: Relasi, Kreativitas Guru, Minat Belajar Siswa

INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere in the learning process, as well as self-skills. This is in line with the definition of Education in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System which states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious-spiritual strength, control self, personality, intelligence, noble character, and skills that are treated by himself, society, nation, and state.¹

According to Yunus & Rezky Today, the world is being shaken by a great pandemic called Covid-19 (*Corona Virus Disease*). The increase from day to day in the number of patients infected with the Covid-19 virus is already difficult to control. A clear and straightforward plan is needed from the government to tackle this problem. Coronavirus itself is a group of viruses originating from the subfamily *Orthocoronavirinae* in the *Coronaviridae* family and the order *Nidovirales*.²

This is by the Minister of Education and Culture of the Republic of Indonesia regarding Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of *Corona Virus Disease* (Covid-19), learning from home through online and or offline distance learning is carried out by the implementation guidelines.³ learn from home as follows: 1) Distance learning online (online) using gadgets or laptops through several portals and online learning applications; and 2) Offline distance learning using television, radio, self-study modules and worksheets, printed teaching materials, teaching aids, and learning media from objects in the surrounding environment.

Online learning means learning that is interpreted online, using learning applications and social networks. Online learning is learning that is done face to face but through an available platform. All forms of subject matter are distributed online, communication is also carried out online, and tests are also carried out online. This online learning system is assisted by several applications, such as Google Classroom, Google Meet, Edmodo, and Zoom.⁴ As for Offline, according to Sunendar, et al, in the KBBI it is stated that the term offline is an acronym for 'outside the network', disconnected from the computer network. For example, learning through student handbooks or face-to-face meetings.⁵

¹ Muhammad Annas Budiarto and Unik Hanifah Salsabila, "Optimizing Islamic Education Towards the Golden Era of Indonesia," *Tafkir: Interdisciplinary Journal of Islamic Education* 3, no. 1 (January 29, 2022): 1–19, <https://doi.org/10.31538/tjie.v3i1.105>; Abdul Mukti Bisri, "Studi Analisis Komite Sekolah/Madrasah Dalam Mengawal Kualitas Pendidikan," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 1, no. 1 (March 25, 2020): 51–64, <https://doi.org/10.31538/munaddhomah.v1i1.31>.

² Idah Wahidah et al., "Pandemik COVID-19: Analisis Perencanaan Pemerintah Dan Masyarakat Dalam Berbagai Upaya Pencegahan," *Jurnal Manajemen Dan Organisasi* 11, no. 3 (December 31, 2020): 179–88, <https://doi.org/10.29244/jmo.v11i3.31695>.

³ Akhmad Halim Ilmanto, Eni Fariyatul Fahyuni, and Arman Harahap, "The Problems of Online Learning: The Role of Parents During The Covid-19 Pandemic," *Nazhruna: Jurnal Pendidikan Islam* 4, no. 2 (July 1, 2021): 284–93, <https://doi.org/10.31538/nzh.v4i2.1471>; Bahroin Budiya, "Manajemen Pengelolaan Kelas Masa Pandemi Di SD Ta'miriyah Surabaya," *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 4, no. 1 (May 29, 2021): 50–54, <https://doi.org/10.54069/attadrib.v4i1.129>.

⁴ Rio Erwan Pratama and Sri Mulyati, "Pembelajaran Daring Dan Luring Pada Masa Pandemi Covid-19," *Gagasan Pendidikan Indonesia* 1, no. 2 (December 2, 2020): 49–59, <https://doi.org/10.30870/gpi.v1i2.9405>.

⁵ Andasia Malyana, "Pelaksanaan Pembelajaran Daring Dan Luring Dengan Metode Bimbingan Berkelanjutan Pada Guru Sekolah Dasar Di Teluk Betung Utara Bandar Lampung," *Pedagogia: Jurnal Ilmiah Pendidikan Dasar Indonesia* 2, no. 1 (September 2, 2020): 67–76, <https://doi.org/10.52217/pedagogia.v2i1.640>.

In the teaching and learning process, the teacher has the task of encouraging, guiding, and providing learning facilities for students to achieve learning objectives. Teachers have a responsibility to see everything that happens in the classroom to help the child's development process.⁶ Creative teachers are always looking for ways so that the learning process achieves results by the objectives, and adjusts their behavior patterns in teaching according to the demands of achieving goals, taking into account the situational factors of students' learning conditions.⁷ In implementing the teaching process in schools, teachers have a very important role in achieving a good teaching and learning process. In connection with this role, a teacher is required to have adequate competence in terms of teaching and learning activities in schools.⁸

Teaching strategies commonly used by teachers in schools are called direct learning strategies. direct learning strategy is a learning strategy based on an expository approach, namely a strategy that places the teacher's position as the main regulator of student learning activities.⁹ So that students are happy and passionate about learning, teachers try to provide a conducive learning environment by utilizing all the potential of the existing class.¹⁰

Teachers use various models and methods to attract students' attention and interest in the teaching and learning process so that the material taught can be more meaningful and easily absorbed by students. In this way, you can achieve the desired results.¹¹

To the effectiveness and efficiency of learning, it is necessary to develop various creative and innovative learning models. This needs to be done so that the learning process does not seem less interesting, monotonous, and boring that it will hinder the transfer of knowledge. Therefore, the role of the media in the learning process is important because it will make the learning process more varied and not boring.¹²

According to Slameto in, interest has a great influence on learning because if the subject matter studied is not in the student's interests, then the student will not learn as well as possible.

⁶ Ayu Asmarani, Sukarno Sukarno, and Minnah El Widdah, "The Relationship of Professional Competence with Teacher Work Productivity in Madrasah Aliyah," *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 6, no. 2 (July 2, 2021): 220–35, <https://doi.org/10.31538/ndh.v6i2.1365>; Shalahudin Ismail et al., "The Competence of Millennial Islamic Education Teachers in Facing The Challenges of Industrial Revolution," *Nazhruna: Jurnal Pendidikan Islam* 3, no. 3 (November 4, 2020): 389–405, <https://doi.org/10.31538/nzh.v3i3.823>.

⁷ Lukmanul Hakim, *Perencanaan Pembelajaran* (Bandung: Wacana press, 2009).

⁸ Emilda Sulasmi and Akrim, "Analisis Faktor-Faktor Yang Mempengaruhi Prestasi Belajar Siswa Ditinjau Dari Aspek Manajemen Belajar Siswa (Studi Pada Siswa SMP Gajah Mada Medan)," *Jurnal Manajemen Pendidikan Dasar, Menengah Dan Tinggi [JMP-DMT]* 1, no. 1 (December 31, 2019): 10–17, <https://doi.org/10.30596/jmp-dmt.v1i1.3920>.

⁹ Rosali Br Sembiring and Mukhtar, "Strategi Pembelajaran Dan Minat Belajar Terhadap Hasil Belajar Matematika," *Jurnal Teknologi Pendidikan (JTP)* 6, no. 2 (October 1, 2013): 214–29, <https://doi.org/10.24114/jtp.v6i2.4996>.

¹⁰ Suci Perwita Sari, "Penggunaan Metode Make a Match Dalam Meningkatkan Hasil Belajar Siswa SD," *EJoES (Educational Journal of Elementary School)* 1, no. 1 (April 27, 2020): 19–24, <https://doi.org/10.30596/ejoes.v1i1.4554>.

¹¹ Azizah Azizah, Abdul Rahman, and Dikrawansa Ma'asi, "Pengaruh Pembelajaran Jarak Jauh Luar Jaringan (PJJ Luring) Terhadap Minat Belajar Siswa," *COLLASE (Creative of Learning Students Elementary Education)* 4, no. 4 (July 12, 2021): 517–27.

¹² Ritushree Chatterjee and Ana-Paula Correia, "Online Students' Attitudes Toward Collaborative Learning and Sense of Community," *American Journal of Distance Education* 34, no. 1 (January 2, 2020): 53–68, <https://doi.org/10.1080/08923647.2020.1703479>; Phub Dorji et al., "The Impact of Early Child Care and Development Education on Cognitive, Psychomotor, and Affective Domains of Learning," *Asian Journal of Education and Social Studies*, October 29, 2020, 29–38, <https://doi.org/10.9734/ajess/2020/v12i130303>.

, because there is no power for him. Meanwhile, if the lesson material is interesting for students, then the lesson will be easy to learn and store because of interest so that it adds to learning activities.¹³

In learning activities, interest is one of the important factors, because interest is the initial stage that comes from within students to produce satisfactory values. If students are not interested in learning something, the results will not be maximal. On the other hand, if a student is interested in learning something, the student will focus on what he is interested in and will study it seriously.¹⁴ From the above understanding, it can be concluded that students' interest in learning can affect enthusiasm and improve student achievement. Students' interest in learning can arise from students without encouragement from any party and students will feel happy to learn if the learning feels fun.

The results of interviews with the principal obtained data that the creativity of teachers at SD Inpres Lolu was creative. Teachers have high innovation in the learning process. The teacher has created a conducive classroom climate by creating a reading corner in the classroom. The teacher decorates the class attractively so that students feel at home in the class. Displays in the classroom, both on the classroom wall and the media table, can be used as learning resources by students. This makes the teaching and learning process carried out in the classroom under normal conditions more enjoyable and increases student interest in learning.

Currently, SD Inpres Lolu is using the offline learning model. This is because some students do not have smartphones (*gadgets*). The initial implementation of offline learning was that initially, the teacher visited the students' homes one by one, but after a few months, the teacher had difficulties because they had to visit many students' homes in one meeting. Finally, the teacher changed the offline learning strategy by giving assignments to students. Students are asked to take assignments to school on Mondays and deliver the results back to school assignments on Fridays. If the student does not deliver it to school on Friday, the homeroom teacher will pick up the results of the assignment at the student's house.

Based on initial observations, the researchers conducted interviews with several SD Inpres Lolu teachers regarding the creativity of teachers in teaching and student interest in learning during the pandemic. According to the teacher at SD Inpres Lolu, there were several problems encountered during offline learning. These problems include the lack of student understanding of the material because the teacher's explanation is not optimal. There is a sense of lazy students in reading so that the assignments that students do are less than optimal. However, all assignments given by the teacher are always done by students. With high student enthusiasm, it triggers teachers to make changes to their teaching methods or ways during the pandemic. Based on this background, this study aims to determine whether or not there is a relationship between teacher creativity and student interest in learning at SD Inpres Lolu during the pandemic.

¹³ Azizah Azizah and Siti Fajeriah, "The Effect of Offline Learning Model Assisted in Practicum Discovery Learning on Learning Outcomes," *Nazhruna: Jurnal Pendidikan Islam* 4, no. 3 (November 2, 2021): 663–71, <https://doi.org/10.31538/nzh.v4i3.1667>.

¹⁴ Rika Sa'diyah, "The Influence of Religious Motivation and Students Learning Outcomes in Islamic Religious Education Towards Students Tolerance Attitude," *TARBIYA: Journal of Education in Muslim Society* 2, no. 1 (June 15, 2015): 70–82, <https://doi.org/10.15408/tjems.v2i1.1672>; Hasan Baharun et al., "Knowledge Sharing Management: Strategy for Improving the Quality of Human Resources," *AL-TANZIM: Jurnal Manajemen Pendidikan Islam* 5, no. 1 (March 31, 2021): 129–39, <https://doi.org/10.33650/al-tanzim.v5i1.1831>.

METHOD

This type of research is quantitative correlational research, according to Sukardi correlation research is "a study that involves data collection actions to determine whether there is a relationship and level of relationship between two or more variables"¹⁵ and according to research quantitative, namely "Research that examines a particular population or sample, collecting data using research instruments, analyzing quantitative data or numbers in statistics to test predetermined hypotheses".¹⁶

The research subject is the whole group or groups that will be used as research subjects. The subjects in this study were students in grades IV-A, V-A, and VI-A along with 3 homeroom teachers of SD Inpres Lolu. The research instrument used is a questionnaire. Before the instrument is used, it must be tested first, namely the validity test, and reliability test after the instrument testing is carried out in class 5. The calculation uses IBM SPSS version 23. The data analysis technique in this study consists of two kinds, namely descriptive data analysis techniques and techniques inferential data analysis.

The sampling technique used in this study is *purposive sampling*. *Purposive sampling* is a sampling technique with certain considerations. The instruments used in this study were a teacher creativity questionnaire and a student learning interest questionnaire. The data analysis technique used in this research is descriptive analysis and inferential analysis.

RESULTS AND DISCUSSION

Findings

Based on the research results obtained from hypothesis testing, it shows that accepting H_a , namely, there is a relationship between teacher creativity and student learning interest, and rejecting H_0 , namely, there is no relationship between teacher creativity and student learning interest. Further discussion of the results of this study will be described as follows.

Table 1. Description of Teacher Creativity Data

Total Score		
N	Valid	3
	Missing	0
Mean		92,91
Std. Deviasi		6,16
Minimum		88,75
Maximum		100

From the descriptive statistical table, it is known that the average (mean) is 92.91, the standard deviation is 6.16, the lowest value is 88.75 and the highest value is 100.

¹⁵ Siska Amelia, Lilik Sabdaningtyas, and Loliyana Loliyana, "Hubungan Intensitas Belajar Dengan Hasil Belajar Peserta Didik," *Pedagogi: Jurnal Pendidikan Dasar* 7, no. 11 (August 28, 2019), <http://jurnal.fkip.unila.ac.id/index.php/pgsd/article/view/19298>.

¹⁶ Sugiyono, *Metode penelitian pendidikan: (pendekatan kuantitatif, kualitatif dan R & D)* (Alfabeta, 2008).

Table 2. Teacher's Creativity Results

Score	Criteria	Frequency	Percentage
0 – 20	Very Low	0	0
21 – 40	Low	0	0
41 – 60	Currently	0	0
61 – 80	Tall	3	100%
81 – 100	Very High	0	0
Amount		3	100%

From the table, it is known that 3 respondents (100%) entered the high criteria. It can be concluded that the creativity of teachers at SD Inpres Lolu Jalan Lasoso, Lolu Village, Sigi Biromaru District, Central Sulawesi is included in the high category. One example of a creative teacher is to decorate the classroom as beautifully as possible so that the learning situation becomes fun, using attractive teaching aids so that students are enthusiastic about learning.

Table 3. Description of Student Learning Interest Data

Total Score			
N	Valid	3	
	Missing	0	
Mean		76,15	
Std. Deviasi		1,9	
Minimum		73,95	
Maximum		77,75	

From the descriptive statistics table, it is known that the average (mean) is 76.15, the standard deviation is 1.9, the lowest value is 73.95 and the highest value is 77.75.

Table 4. Student Interests

Score	Criteria	Frequency	Percentage
0 – 20	Very Low	0	0
21 – 40	Low	0	0
41 – 60	Currently	1	1,35%
61 – 80	Tall	51	68,92%
81 – 100	Very High	22	29,73%
Amount		74	100%

From the table, it is known that 1 respondent (1.35%) has moderate criteria, 51 respondents (68.92%) have high criteria and 22 respondents (29.73%) have very high criteria. It can be concluded that the learning interest of students in grades IV-A, V-A, VI-A SD Inpres Lolu is in the high category.

The next step is the initial data analysis (data normality test) and final data analysis (correlation and coefficient of determination analysis). This analysis aims to test the hypothesis of this study. The normality test of the relationship between teacher creativity and interest in learning is used to determine whether the items to be tested are normally distributed or not. After the reliability test, a normality test was performed with the help of SPSS version 23 Shapiro-wilk.

Based on the results of the normality test, it is known that the Teacher Creativity variable (X) has a value of sig = 0.194 which means more than 0.05 or it can be concluded that the X variable has a normal data distribution, while the learning interest variable (Y) has a sig value = 0.501 which means more than 0.05 which means that the Y variable has a normal distribution of data.

In this study, correlation analysis uses product-moment correlation analysis with the help of SPSS 23, namely input data then click Analyze > Correlate > Bivariate. To test the hypothesis proposed in this study, the value of r_{count} is compared with a significance level of 5%. If r_{count} is greater than the significance level then H_a is accepted and H_0 is rejected, but if r_{count} is smaller than the significance level then H_a is rejected and H_0 is accepted.

Table 5. Correlation Analysis of Teacher Creativity and Interest in Learning

	X		Y
X	Pearson Correlation	1	0,355*
	Sig.(2-tailed)		0,769
	N	3	3
Y	Pearson Correlation	0,355*	1
	Sig.(2-tailed)	0,769	
	N	3	3

To test the hypothesis proposed in this study, the value of r_{count} is compared with a significance level of 5%. If r_{count} is greater than the significance level then H_a is accepted and H_0 is rejected, but if r_{count} is smaller than the significance level then H_a is rejected and H_0 is accepted.

From the table above, it can be seen that the relationship between the teacher's creativity variable and interest in learning is 0.355 and is positive. The value of r_{count} is compared with a significance level of 5%, which is 0.05. Based on these data, it is found that r_{count} is greater than the significance level ($0.355 > 0.05$), then H_a is accepted and H_0 is rejected. Based on these results, there is a significant relationship between teacher creativity and student interest in class IV-A, V-A, VI-A SD Inpres Lolu Jalan Lasoso, Lolu Village, Sigi Biromaru District, Central Sulawesi.

To find out how much influence the variables X and Y are expressed in percentage terms, the coefficient of determination must be calculated using the following formula.

$$KD = r^2 \times 100\%$$

Information:

KD = coefficient of determination

R (r) = correlation coefficient value

$$\begin{aligned} \text{KD} &= (0,355)^2 \times 100\% \\ &= 0,12 \times 100\% \\ &= 12\% \end{aligned}$$

From the calculation, the determination (r^2) of the teacher's creativity (X) with student learning interest (Y) is 0,12 so the contribution of the X variable to Y is 12%. This means that 12% of the variation in the teacher's creativity score affects students' interest in learning. As for the remaining 88% of other factors that affect creativity and student interest in learning.

Discussion

Based on the research results obtained from hypothesis testing, it shows that accepting H_a , namely, there is a relationship between teacher creativity and student learning interest, and rejecting H_0 , namely, there is no relationship between teacher creativity and student learning interest. Further discussion of the results of this study will be described as follows. The research conducted at the Inpres Lolu Elementary School aims to see the relationship between teacher creativity and student interest in learning at Lolu Inpres Elementary School during the pandemic. After the data was analyzed, the researcher found that there was a relationship between teacher creativity and student interest in learning.

The learning interest of students in grades IV-A, V-A, VI-A SD Inpres Lolu is in the high category with a percentage of 68.92%, a very high category of 29.73%, and a medium category of 1.35%. While the creativity of teachers is in the high category with a percentage of 100%. One example of a creative teacher is to decorate the classroom as beautifully as possible so that the learning situation becomes fun, using attractive teaching aids so that students are enthusiastic about learning.

In general, in the process of teaching and learning activities, interest in learning is needed to determine student achievement. However perfect the method or teaching method used by educators is, if students' learning interest is lacking, then teaching and learning activities between students and teachers will not run according to the specified target and ultimately student learning achievement will not be achieved with the predetermined goals.¹⁷

Interest in learning is influenced by many factors, one of which is the creativity of the teacher. Based on the research conducted, there is a relationship between teacher creativity and student interest in student learning at Inpres Lolu Elementary School which has a value of 0.355 or is represented by 12%, which means that 12% of the variation in student interest in learning scores is influenced by teacher creativity, while the remaining 88% is influenced by other factors. Other factors that influence students' interest in learning are a pleasant classroom atmosphere, peers, as well as the school environment.

In research that has been carried out on several teachers and students, it shows that students have an interest in learning which is characterized by having feelings of pleasure in learning, having great curiosity, and actively participating in the teaching and learning process due to the teacher's ability to express ideas to solve problems and have the ability to provide a unique response.

¹⁷ Herdiyanto and Rahmat, *Hubungan Minat Belajar Dengan Prestasi Belajar Siswa Mata Pelajaran IPS SD Negeri 2 Bandransari Tahun Ajaran 2019/2020* (Lampung, 2019).

CONCLUSION

Based on the results of research and discussion, it can be concluded that the creativity of teachers is in the good category with a percentage of 3 respondents (100%) entering the high criteria and student interest in learning at SD Inpres Lolu with 74 respondents consisting of 3 classes in the high category with a percentage of 68.92%, very high category of 29.73%, and moderate category of 1.35%. The results showed that there was a significant relationship between teacher creativity and student interest in learning. This is indicated by the correlation coefficient r of 0.355 and the coefficient of determination (r^2) of 0.12, and the significance test of the correlation coefficient r_{count} is greater than the 5% significance level, which is $0.355 > 0.05$. This shows that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

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