Roles of the teacher for increasing learning quality of students

Winda Erlia[1]

[1]Universitas Djuanda, Jawa Barat, Indonesia

ABSTRACT

Background: Understanding the role of teachers in improving the quality of student learning and knowing that students even though using e-learning can learn effectively or not and can improve the quality of student learning, even though they do not learn face-to-face or directly but the teacher must be able to know the ability of students to master and understand this learning and students get maximum and effective learning from the teacher because the teacher is an educator. In this education, especially in e-learning, teachers or educators do not provide maximum learning or are less effective in E-learning.
Purpose: In order to know the teacher's perspective on improving the quality of student learning in E-learning.
Design and methods: This type of research uses the case study method, data sources: documents and interviews using a qualitative approach. The research subjects were 6 elementary school teacher respondents. Data validation used inter-researcher triangulation.
Results: the results of this study show that there are various kinds of teacher roles that are very important in improving the quality of student learning, even though e-learning is less effective in improving the quality of student learning.

Keywords: e-learning, the role of teachers, improving the quality of student learning

Introduction

Education is very important for all humans, education which is learning for all humans who can make someone understand and learn everything (Askhabul, 2017; Febriyani & Haerudin, 2020). Education, especially in schools, needs a teacher who is an educator for students. Educators or teachers need to understand the improvement of the quality of learning in students, especially in this COVID-19 condition which requires students to learn using E-learning. In E-learning is learning that uses online or online, which is that using E-learning is effective and ineffective in the learning process (Kusmana, 2017).

E-learning which will be explained is in the form of learning from a form of information technology applied in education in the form of a type of application both on WhatsApp group, classroom or on zoom according to the teacher in the learning process carried out and the teacher plays a role in this E-learning. The role of the teacher is very important in improving the quality of learning of students, especially in E-learning(Yazdi, 2012), the role of the teacher determines in efforts to improve the quality of learning education, teachers are required to be able to carry out the best learning process and the teacher also has a function and role that very important in improving the quality of student learning (Irjus, 2014).

This research aims to understand the role of teachers in improving the quality of learning of students and knowing that students even though using e-learning can learn effective or not and can improve the quality of student learning, even though they do not learn face-to-

face or directly, the teacher must be able to know the ability of students to master and understand this learning and students get maximum and effective learning from the teacher because the teacher is an educator, who knows the role in learning and knows how to improve the quality of student learning, especially in e-learning. With the teacher's role, there is a need for professionals in the learning activities they manage.

This education, especially in teacher E-learning, is very important in the role of improving the quality of student learning to be more effective and maximized. However, the reality in this education, especially in e-learning teachers or educators, does not provide maximum learning or is less effective in E-learning (Mutia & Leonard, 2015). This learning is because the distance learning process makes the teacher pay less attention to the learning process of students in this E-learning. Teachers who cannot directly monitor the learning process, do not know the learning process of students to understand or not in the teaching process or a material, the teacher is not maximal in understanding students towards improving the quality of their learning.

Most of the teachers do not master the use of information and communication technology in learning which is useful for their own development and useful for students in understanding the material presented by the teacher. That teachers are professional educators whose main task is to educate, guide, train, evaluate students, therefore teachers in the context of education have a very important and very large role for students. The teacher should be able to interact directly with students to educate, guide, and assess students as the ability of the learning process. But with the existence of e-learning, many teachers are not optimal in the teaching process and are not effective in the learning process towards improving the quality of learning of these students.

Many teachers pay less attention to students in the learning process, teachers only give assignments to students without explaining a material so that students can understand the material. The role of teachers that really must be considered in e-learning is so that students can improve the quality of learning that is good and stable. Many students do not understand a lesson or a material due to a lack of direction from a teacher.

With some of the existing research results, there is a need for additional counselors to improve the quality of learning in schools on an ongoing basis by carrying out evaluations and making gradual improvements to the quality standards that have been set for providing guidance and counseling services for students. Educational institution policies in utilizing internet technology towards E-learning need in-depth study and design. E-learning is not just about transferring all learning to the internet. The essence of improving the quality of education through E-learning is a learning process that is expressed through internet technology (Hastini et al., 2020).

Then there is other research that based on the results of the tests and discussions that have been carried out, the following conclusions can be drawn: 1) The learning model with virtual classes (e-learning) is a new breakthrough in the field of teaching and learning, because it is able to minimize differences in teaching methods and materials, so that it provides a more consistent quality standard of learning. 2) The e-Learning system is absolutely necessary to anticipate the changing times with the support of information technology where all are heading towards the digital era, both mechanism and content. And other research that, in order to produce an effective teaching-learning activity, the school created a web-based application made with PHP and My SQL as its database and assisted by Dreamweaver CS6 software to make it easier and make an attractive appearance at the time of manufacture, the implementation of this e-learning system can be done during school hours and outside school hours, so that students and teachers can interact well without having to be in class (Agusli & Azianah, 2014).

So this study aims to find out the teacher's perspective on improving the quality of student learning in this E-learning or with e-learning like this. The importance of the role of the teacher in improving the quality of student learning, especially in e-learning. And knowing the role that teachers apply in e-learning to improve the quality of learning of these students.

Methods

Type of research is using the case study method (Gall et al., 2003). The data sources are documents and interviews using a qualitative approach, where qualitative as a research procedure that produces descriptive data in the form of written or spoken words from the person or teacher who is the source of being observed. The data used in this study was also done by interviewing several respondents, namely SDN Selaawi teachers, the data was also taken by using a questionnaire which contained several questions for respondents which could give respondents the freedom to answer questions, and this study also used document data, with some research journals. Therefore, the research will reveal the role of the teacher in improving the quality of student learning in this E-learning, and with this qualitative research to understand how a respondent or teacher responds to or accepts this issue. Qualitative research not only gets explanations for granted but also helps to get deeper explanations.

This research technique uses interviews. Through this interview, the researchers extracted data, information and information or explanations from research subjects, direct interviews were conducted face-to-face, even though with pandemic conditions like this, interviews were conducted using existing health protocols, interviews were given to SDN Selaawi teachers. The technique of collecting data using interviews is carried out by observing a phenomenon that occurs and is expected to obtain data that is appropriate and relevant to the research topic. The research procedure, the researcher interviewed 6 respondents or teachers, the steps that must be taken were started by making a time or schedule with the respondent or teacher, after the agreed schedule, the researcher made a question instrument that would be asked and answered by the respondent, the questions that were related to the teacher's perspective on whether or not the maximum quality improvement of student learning during this E-learning. The interview is conducted so that researchers get accurate information, deep and honest understanding so that there is information about the teacher's perspective on the teacher's role on the problems to be studied. Where it aims to obtain information in the form of a teacher's perspective on whether or not it is maximized on improving the quality of student learning in this E-learning.

In qualitative research, which uses interview techniques. The interview technique is a data collection technique that is carried out through face-to-face and direct question and answer between the researcher and the source or respondent, using qualitative methods of data collection and validation techniques with inter-researcher triangulation which is done by using more than one person who is the most skilled. directly involved in data collection and analysis. And with the existence of qualitative research using interview techniques, interviews are carried out by direct data collection. So with the technique of validating research data so that researchers can improve understanding of information and retrieve data accurately and get in-depth information on respondents according to the teacher's perspective on the topic of the problem.

Findings & Discussion

Findings

From the results of the research on the Role of Teachers on the Improvement of the Quality of Students' Learning that from the interviews conducted by researchers to several respondents, namely elementary school teachers. At SDN Selaawi, teachers use e-learning in the form of learning through WhatsApp groups, because when using other applications, they do not really understand its use. In the interview, the respondents thought that the role of the teacher was very important for students. The role of the teacher varies but the role is very important, namely the teacher must be able to become a facilitator or mediator, evaluator for students, especially in e-learning, the teacher must be able to monitor and provide learning directions for students and the teacher must be able to assist students in learning by explaining material and provide exercises to students. In learning, teachers must be creative in using media or methods in the learning process.

In improving the quality of student learning, especially in e-learning, respondents answered that there are many ways to improve the quality of student learning, such as teachers looking for interesting and meaningful lessons so that students are motivated and enthusiastic in the learning process, learning can be done in house individually, for example, practical learning using materials or tools around the house that are adapted to existing materials. Although in improving the quality of student learning, especially in e-learning, it differs in learning outcomes unlike face-to-face learning, because the teacher does not directly observe the activities or learning processes of students, sometimes students also get great scores not their own work. But these obstacles are not that difficult.

Respondents have also conducted evaluations in e-learning to determine the increase in the quality of learning in students, respondents have conducted evaluations such as using google form by giving questions to students but the results of the answers are mostly filled in by their parents. So in this way it is not very effective because the questions answered by parents are not answered directly by students. With the application of e learning to improve the quality of learning of these students is less appropriate than face-to-face learning, so with this the role of the teacher is very important. Teachers must try harder so that e-learning can motivate students' learning so that the quality of student learning is at least good.

Solutions in improving the quality of student learning, especially in e-learning, respondents answered that there are various kinds of solutions, such as by looking for weaknesses in the e-learning media that the teacher uses, because it could be that the media used by the teacher is wrong in applying it so that it is not optimal in improving the quality of student learning. And there is a solution, namely making the teacher's role as a motivator, in this role it can be a solution to improving the quality of student learning, teachers are required to be inspired or innovate to continue to develop children's interest through approaches to students, and make the learning process fun.

Discussion
Understanding E-learning
E-learning comes from a combination of two words, namely e 'and, learning'. e 'stands for electronic and learning is learning. So E-learning can literally be interpreted as learning using electronic media, especially computer devices. The term E-learning contains a very broad meaning, so that many experts describe the definition of E-learning from various points of view.

JayaKumar C. Koran (2002) defines e-learning as any teaching and learning that uses electronic circuits (LAN, WAN, or the internet) to convey learning content, interaction, or guidance. There are also those who interpret e-learning as a form of distance education conducted via the internet media. Meanwhile, Dong (in Kamarga, 2002) defines e-learning as an asynchronous learning activity through computer electronic devices that obtain learning

materials according to their needs. Rosenberg (2001) emphasizes that e-learning refers to the use of internet technology to deliver a series of solutions that can enhance knowledge and skills. This is in line with Campbell (2002), Kamarga (2002) which basically emphasizes the use of the internet in education as the essence of e-learning. Even Onno W. Purbo (2002) explains that the term "e" or an abbreviation of electronics in e-learning is used as a term for any technology used to support teaching efforts through internet electronic technology. Internet, Intranet, satellite, audio / video tapes, interactive TV and CD-ROM are some of the electronic media used. Teaching may be delivered 'synchronously' (at the same time) or 'asynchronously' (at different times). Teaching and learning materials delivered through this media have text, graphics, animation, simulation, audio and video. It must also provide facilities for 'discussion groups' with professional assistance in their respective fields. Onno W. Purbo (2002) requires three things that must be fulfilled in designing e-learning, namely: simple, personal, and fast. A simple system will make it easier for students to take advantage of existing technology and menus, with the convenience on the panel provided, will reduce the introduction of the e-learning system itself, so that participants' learning time can be streamlined for the learning process itself and not on learning using the e system. -learning it. Personal requirements mean the teacher can interact well like a teacher who communicates with students in front of the class. With a more personal approach and interaction, students pay attention to their progress, and are assisted by all the problems they face. This will make students feel at home for a long time in front of their computer screen. Then this service is supported by speed, fast response to complaints and the needs of other students. Thus the improvement of learning can be done as quickly as possible by the teacher or manager. The use of e-learning cannot be separated from internet services, because the learning techniques available on the internet are so comprehensive, and this will affect the teacher's task in the learning process. In the past, the teaching and learning process was dominated by the role of educators, because it was called the era of teachers. Now, the learning and teaching process is largely dominated by the role of educators and books (the era of teacher and book) and in the future the teaching and learning process will be dominated by the role of educators, books and technology (the era of teacher, book and technology). In this global era, like it or not, like it or not, we have to deal with technology, especially information technology. This is because this technology has affected our daily lives.

Phases of the Learning Cycle (E-learning Cycle)

There are 5 phases of the learning namely, interest generation, exploration, explanation, concept application, evaluation. Interest Generation Phase (Engagement) Activities in this phase aim to get students' attention, encourage thinking skills, and help them access the initial knowledge they already have. The emergence of students' curiosity about the theme or topic to be studied by asking students questions about facts / phenomena related to the material to be studied.

In Exploration Phase, students are given the opportunity to work either independently or in groups without direct instruction from the teacher. Students work to manipulate an object, conduct experiments (scientifically), make observations, collect data, and make conclusions from the experiments being carried out.

Explanation Phase The activities of this phase are aimed at completing, perfecting, and developing the concepts obtained by students. The teacher explains the concept he understands in his own words, shows examples related to the concept to complete the explanation, and can introduce new terms that are not yet known to students.

Concept Application Phase (Elaboration) This learning activity directs students to apply the concepts that have been understood and the skills they have in new situations. This phase

of activity aims to increase students' understanding of what they already know, so that students can make accommodations through the relationship between concepts and understanding becomes more stable.

Evaluation Phase There are two things you want to know in this learning activity, namely learning experiences that have been obtained by students and reflection to carry out further cycles for learning on the next concept. Evaluation is the final stage of the learning cycle.

Components - E-learning components

According to Gottschalk (1995), the main components in E-learning consist of: 1) Students. Meeting student needs is the foundation of every effective E-learning. When instruction is delivered remotely, new challenges arise because learners are separated from one another from different backgrounds. 2) Faculty. The success of E-learning depends on the faculty. The role of the instructor in E-learning is: a) understanding the characteristics and needs of students without direct contact, b) applying teaching methods that are in line with learning expectations, c) developing delivery technology, while still focusing on its role as a teacher, and d) functioning in an appropriate manner. effective as an adept facilitator. 3) Facilitator. A facilitator must understand the needs of students and the expectations of the instructor. Most importantly, the facilitator must be willing to follow the instructor's directions. The facilitator provides equipment, collects assignments, supervises exams, and acts as the instructor's senses. 4) Support staff. Support staff ensure that the details necessary for the success of the program are used effectively. Most successful E-learning programs use support staff to take care of enrollment for study, duplication of material distribution, textbook ordering, facility scheduling, grade processing, and more. 5) Administrator. Administrators function as deal makers, decision makers and mediators. They ensure that technological resources are used effectively to further the academic mission of educational institutions.

Advantages and Disadvantages of E-learning

According to Empty and Zhuang (2005), there are several advantages of E-learning, including: 1) Reducing costs. By using E-learning, we save time and money to reach a learning place. With E-learning we can access from various locations and places. 2) Flexibility of time, place and speed of learning. By using E-learning, teachers can determine the time to study anywhere. And students can learn according to their respective abilities. In contrast to studying in class, where all students learn and stop at the same time. 3) Standardization and effectiveness of learning. E-learning always has the same quality every time it is accessed and it doesn't depend on the teacher's mood. E-learning is designed so that students can understand better.

The advantages possessed by E-learning, as for the shortcomings that must be known, include: 1) Students must have computers and internet access. 2) Students must also have computer skills with the program, such as internet browsers, e-mail, and office applications. 3) Good internet connection, because it is really needed in taking subject matter. 4) In the absence of a routine in the classroom, students may stop learning or get confused about learning activities and assignment grace periods, which will make students fail. 5) Students will feel very distant from the instructor. Because instructors are not always there to help students, so students must be disciplined and do assignments independently without the help of instructors. 6) Students must also have writing skills.

The Role of Teachers

The Role of Teachers in the Learning Process Referring to the function of the curriculum in the learning process which is a means of achieving educational goals, then as an educational

tool, the curriculum has supporting components that support one another. Which one of these components is a component of the teaching and learning process? This component is of course very important in a learning process. The ultimate goal of the teaching and learning process is the change in children's behavior. This component is also closely related to the learning atmosphere in the classroom and outside the classroom. Various efforts by educators to develop motivation and creativity in learning, both inside the classroom and individually (outside the classroom), are the right steps.

In relation to the role of the teacher in the learning process, Gage and Berliner (in Suyono and Hariyanto) see three main functions of the teacher in learning, namely as a planner (planner), implementer and manager (organizer) and assessor (evaluator). Meanwhile, Abin Syamsuddin Makmur (2000) in relation to education as a medium and a vehicle for the transfer of the value system argues that there are five roles and functions of teachers, namely as a conservator (maintainer) of the value system which is a source of maturity norms, a system innovator (developer). the value of science, as a transmitter (successor) of the value system to students, the transformer (translator) of the value system through incarnation in personal and behavior, through a process of interaction with students, as well as an organizer (organizer) creating an educational process that can be accounted for in the value system transformation process.

From the picture of the future classroom, Gary Flewelling and William Higginson (2003) describe the role of the teacher as follows: 1. Provide stimulation to students by providing rich learning tasks and well-designed to improve intellectual, emotional, and emotional development. spiritual and social; 2. Interact with students to encourage courage, inspire, challenge, discuss, share, explain, affirm, reflect, assess and celebrate development, growth and success; 3. Shows the benefits obtained from studying a subject; 4. Acting as someone who helps, someone who exerts and gives affirmation, someone who gives soul and inspires students by arousing curiosity, enthusiasm and passion.

According to Dr. Rusman, Mpd, the teacher's role is considered dominant as follows: 1. Teacher as a demonstrator Through his role as a demonstrator, the teacher should master the material or learning material to be taught and develop it, because this will greatly determine the learning outcomes achieved by students. 2. Teachers as class managers In their role as class managers (learning managers). The teacher should be able to handle the classroom, because the class is an environment that needs to be organized. 3. Teachers as mediators and facilitators As mediators, teachers should have sufficient knowledge and understanding of educational media, because educational media are a means of communication in order to make the teaching and learning process more effective. Likewise the teacher as a facilitator, the teacher should be able to find learning resources that are useful and can support the achievement of goals and the teaching and learning process, whether in the form of resource persons, textbooks, magazines, or newspapers. 4. The teacher as the evaluator The teacher as a good evaluator, the teacher should carry out an assessment to find out whether the objectives that have been formulated have been achieved or not, whether the material being taught has been mastered or not by students, and whether the method used is sufficiently correct.

Improving the Quality of Students' Learning

Quality is a structured process to improve the resulting output. Quality is not something magical or something complicated. Quality is based on common sense. Quality creates an environment for educators, parents and society to work together to provide students with the

resources needed to meet society's, and their academic challenges, both now and in the future. If the quality of education is to be improved, there needs to be a leader from educational professionals.

The quality of learning is part of the overall quality of education. The quality of education is the school's ability to manage the school operationally and efficiently for components related to schools, resulting in added value to these components according to applicable norms or standards (Kemendikbud, 2014: 7). From that understanding, the quality of learning is the ability of the school to carry out learning effectively and efficiently so as to produce high value benefits for the achievement of predetermined teaching goals.

Some of the steps taken to improve the quality of education include: Improving the Quality Education input is something that must be available for the ongoing educational process. Something that must be available is in the form of human resources and non-human resources (human resources and non-human resources), software, and expectations as guides for the ongoing process of education. Human resource input includes heads of educational institutions, teachers, counselors, students, and employees. Meanwhile, non-human resource input includes, among others, equipment, equipment, funds, materials and others. Human resources in education are divided into educators and education personnel, the most important thing is educators. The task of educators in an effort to guide and educate students so that they have a Muslim personality brings special consequences for educators, among others, educators must provide role models for students, among others, have deep scientific insights, are willing to add education to meet the minimum standard requirements of eligibility as an educator, and willing to participate in various scientific activities.

As has been stated that improving the quality of learning will be realized well if in its implementation it is supported by quality improvement components that take part in its implementation, including (Rosdijati & Widyaiswara, 2015): 1) Teacher appearance. The component that supports the improvement of the quality of learning is the teacher's appearance, which means that the series of activities carried out by a teacher in carrying out teaching will determine the quality of learning produced.

The key to its success is considering that the teacher is one of the actors and even the main role in the implementation of learning, so it is hoped that the appearance of the teacher must really have the ability, skills and professional attitude which in turn can support the improvement of the quality of learning to be achieved. 2) Mastery of Material / Curriculum. Another component that supports improving the quality of learning is mastery of the material / curriculum. This mastery is absolutely necessary for the teacher to carry out learning, given its function as an object to be conveyed to students. Thus mastery of the material is the key that determines success in improving the quality of learning, so that a teacher is required or pressured to master the material / curriculum before teaching in front of the class. 3) Use of Teaching Methods. The use of teaching methods is also a component in improving the quality of learning, which shows that the teaching methods that the teacher will use in explaining in front of the class will certainly contribute to improving the quality of learning. By using the correct and appropriate teaching methods, it is possible to make it easier for students to understand the material to be delivered. 4) Utilization of Educational Tools / Facilities. Another ability that determines the improvement of the quality of learning is the utilization of educational facilities. The quality of learning will be good if the implementation of learning is supported by available educational tools / facilities. This will make it easier for teachers and students to carry out learning, so it is hoped that the utilization of learning tools / facilities must get good attention for schools in an effort to support improving the quality of learning. 5) Implementation of Learning and Evaluation. The quality of learning is determined by the implementation of learning and evaluation which

shows that basically the quality will be influenced by the process. Therefore, teachers must be able to manage the implementation and evaluation of learning, so that they can achieve optimal quality improvement. 6) Implementation of Curricular and Extra-curricular Activities. Improving the quality of learning is also influenced by the implementation of curricular and extra-curricular activities which indicate that the quality will be able to be improved if student learning is added to the presence of curricular and extra-curricular activities. These activities need to be carried out, knowledge of students outside the core teaching in the classroom and of course this will be better, especially in increasing student creativity and competence.

The Role of Professional Teachers in Improving Quality

According to Surya (2005: 48) teachers are an important component in the learning process. With this professionalism the teacher will be able to improve the learning process, so that it can automatically improve the quality of education. Because professional teachers will certainly give all their abilities for the benefit of advancing the quality of education itself. The more professional the teacher, the more it can improve the learning process, and the higher the quality of the achievement of learning objectives, because the teacher has a big role in learning, namely: 1) As a planner: The teacher is a planner of everything before the learning process is carried out. 2) As an organizer: The teacher acts as the organizer of the educational process and is required to be able to organize the learning process as well as possible. 3) As a facilitator: It is the teacher who gives way to easily solve a lesson problem.

According to Usman (2004: 6-9) the role and function of teachers in improving the quality of learning include: 1) The teacher as a demonstrator serves to demonstrate a learning material, so that it is easier for students to understand and understand. Therefore, the teacher must be able to master the material or subject matter that will be taught and always develop his abilities which in the end can demonstrate what he taught didactically. 2) The teacher as a class manager functions to control and organize students in the class so that they are more focused on learning goals. Therefore, teachers must be able to manage the class because the class is a learning environment and is an aspect of the school environment that needs to be organized. 3) The teacher as a mediator and facilitator functions to demonstrate a media or learning tool that supports the material so that students feel clearer. Therefore, teachers should have sufficient knowledge and understanding of educational media as a means of communication in order to streamline learning. 4) The teacher as an evaluator functions to evaluate student learning outcomes. Therefore, teachers must carry out evaluations at certain times during an educational period to assess the results that have been achieved, both by educated parties and by educators.

Conclusion

E-learning is learning that uses online or online, in the form of learning from a form of information technology that can help learning online. By using e learning, it is necessary to have mastery of technology in order to make learning more effective. The role of the teacher is also very important in this e learning, the teacher acts as a mediator or facilitator, as class manager, demonstrator and even as an evaluator.

The quality of learning is the ability to learn effectively or not so that the quality of this learning can produce high-value benefits for the achievement of predetermined teaching goals. Especially in the quality of student learning so that teachers can find out how the learning abilities of students during the learning process, especially in e learning learning.

So it can be concluded that in this study at SDN Selaawi that e-learning uses WhatsApp group learning, and in the results of interviews conducted by researchers that the role of the

teacher is very important, but in improving the quality of student learning, especially in e-learning, this is less effective in improve the quality of learning of students because teachers cannot directly monitor students whether in the learning process they can understand or not, because the learning process is better when learning face-to-face so that teachers can find out how to improve the quality of student learning. Even in this e-learning, several respondents conducted evaluations in order to find out the improvement in the quality of student learning via google form. And the results of the respondents also answered that although in improving the quality of learning in e-learning, various solutions could be used, they were still less effective.

Suggestion
In improving the quality of student learning, especially in e-learning, teachers can find out how the teacher's role is to improve the quality of student learning to improve the quality of learning properly. And teachers can find solutions so that e-learning is more effective in the learning process. The teacher makes e-learning more creative and fun so that students can be motivated or enthusiastic in the learning process, especially in e-learning. Although this e-learning is not effective, it is not like face-to-face learning, but the teacher must know how the teacher's role maximally in order to improve the quality of learning of students.

References

Agusli, R., & Azianah, R. M. (2014). Implementasi E-Learning Berbasis Web di SD Negeri Pasarkemis 1. *Jurnal Sisfotek Global*, *4*(2).

Askhabul, K. (2017). Peran Guru dan Peserta Didik dalam Proses Pembelajaran Berbasis Multikultural. *Jurnal Agama Pendidikan Islam*, *3*(1).

Febriyani, A. R., & Haerudin, D. (2020). Motivation of a slow learner in elementary school. *ETUDE: Journal of Educational Research*, *1*(1), 13–18.

Gall, M. D., Gall, J. P., & Borg, W. R. (2003). *Educational Research: An Introduction*. Pearson Education.

Hastini, L. Y., Fahmi, R., & Lukito, H. (2020). Apakah pembelajaran menggunakan teknologi dapat meningkatkan literasi manusia pada generasi Z di Indonesia? *Jurnal Manajemen Informatika (JAMIKA)*, *10*(1), 12–28.

Irjus, I. (2014). Meningkatkan Mutu Pendidikan Melalui Metode E-Learning. *Jurnal AL-AFKAR*, *3*, 69–83.

Kusmana, A. (2017). E-learning dalam pembelajaran. *Jurnal Ilmu Tarbiyah Dan Keguruan*, *14*(1), 35–51.

Mutia, I., & Leonard. (2015). Kajian penerapan e-learning dalam proses pembelajaran di perguruan tinggi. *Faktor Exacta*, *4*, 278–289.

Yazdi, M. (2012). E-learning sebagai media pembelajaran interaktif berbasis teknologi informasi. *Jurnal Ilmiah Foristek*, *2*(1).