

# E-Scrapbook: The Needs of HOTS Oriented Digital Learning Media in Elementary Schools

I Gede Wahyu Suwela Antara<sup>1\*</sup>, Kadek Andre Karisma Dewantara<sup>2</sup> 

<sup>1</sup> Program Studi Pendidikan Dasar, Pascasarjana, Universitas Pendidikan Ganesha, Singaraja, Indonesia

<sup>2</sup> Program Studi Pendidikan Bahasa Inggris, Universitas Pendidikan Ganesha, Singaraja, Indonesia

## ARTICLE INFO

### Article history:

Received March 07, 2022

Accepted April 19, 2022

Available online April 25, 2022

### Kata Kunci:

Analisis Kebutuhan, Media Pembelajaran, Digital, HOTS

### Keywords:

Need Analysis, Learning Media, Digital, HOTS



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright © 2022 by Author.

Published by Universitas Pendidikan Ganesha.

## ABSTRAK

Adaptasi kebiasaan baru pasca pandemi covid-19 berdampak pada kurangnya ketersediaan media pembelajaran yang dapat digunakan untuk menunjang proses pembelajaran. Peranan media pembelajaran sangat penting dalam proses pembelajaran, salah satunya dalam memudahkan peserta didik dalam melatih kemampuan berpikir tingkat tinggi sebagai salah satu keterampilan abad 21 yang wajib dimiliki oleh peserta didik. Penelitian ini bertujuan untuk menganalisis kebutuhan dan mengeksplorasi peranan guru dalam proses pengembangan media pembelajaran digital bermuatan soal-soal berbasis HOTS di sekolah dasar. Penelitian ini merupakan penelitian deskriptif dengan cara melakukan analisis kebutuhan. Pengumpulan data dilakukan dengan metode observasi dan wawancara dengan instrumen berupa lembar observasi dan lembar wawancara. Analisis data dilakukan secara kualitatif. Hasil penelitian menunjukkan bahwa media pembelajaran berbasis digital yang bermuatan soal-soal HOTS yang digunakan dalam pembelajaran pasca pandemi covid-19 masih terbatas dan belum bervariasi. Selain itu, guru juga belum berperan besar dalam mengembangkan media pembelajaran berbasis digital yang bermuatan soal-soal HOTS. Hal ini mengindikasikan bahwa pengembangan media pembelajaran berbasis digital yang bermuatan soal-soal HOTS perlu dikembangkan sebagai upaya untuk meningkatkan kualitas pembelajaran pada masa pandemi covid-19.

## ABSTRACT

The adaptation of new habits after the COVID-19 pandemic has an impact on the lack of availability of learning media that can be used to support the learning process. The role of learning media is very important in the learning process, one of which is to facilitate students in practicing higher-order thinking skills as one of the 21st century skills that must be possessed by students. This study aims to analyze the needs and explore the role of teachers in the process of developing digital learning media containing HOTS-based questions in elementary schools. This research is a descriptive research by conducting a needs analysis. The data was collected using observation and interview methods with instruments in the form of observation sheets and interview sheets. Data analysis was carried out qualitatively. The results show that digital-based learning media containing HOTS questions used in post-covid-19 learning are still limited and not varied. In addition, teachers also have not played a major role in developing digital-based learning media containing HOTS questions. This indicates that the development of digital-based learning media containing HOTS questions needs to be developed as an effort to improve the quality of learning after the COVID-19 pandemic.

## 1. INTRODUCTION

The 21st century learning paradigm is oriented towards improving character, competence, thinking skills, and literacy (Arifin, 2017; Fityana et al., 2017). Students are expected to be able to solve the problems faced by involving the ability of communication, collaboration, think critically, creative thinking, and innovative thinking in the learning process (Amanah et al., 2017). This is in line with the 21st century learning objectives which prepare students to master the skills that will be needed to face the challenges in their lives (Aliftika et al., 2019). 21st century learning is closely related to the development of technology and information (Dewi & Purwanti, 2019; Widodo et al., 2020). Therefore, students are

required to master several skills which include learning and innovation skills, mastering media and information technology, as well as life and career skills. (Zubaidah, 2016). The current learning paradigm demands learning that is oriented towards the literacy, numeracy, and high order thinking skills (HOTS) of students. (Pratiwi & Fasha, 2015; Widihastuti & Suyata, 2014). This is reinforced by the holding of a National Assessment as a sign of the changing paradigm of educational assessment. The National Assessment has the main objective of encouraging the improvement of the quality of learning and student achievement from cognitive learning outcomes which include literacy, numeracy, and higher-order thinking skills (Novita et al., 2021; Rokhim et al., 2021). Questions related to the National Assessment require understanding and high-level thinking skills to be able to answer them (Novita et al., 2021; Nurjanah, 2021). Therefore, students should be trained in order to develop higher-order thinking skills according to their respective potentials.

Higher order thinking skills can be trained by integrating them in learning (Ariandari, 2015; Rahayu et al., 2020). The learning carried out should provide space for students to be able to explore various concepts of knowledge by carrying out various meaningful activities (Agustihana & Suparno, 2018; Widihastuti & Suyata, 2014). Therefore, the learning carried out must provide training in higher order thinking skills (HOTS). However, in reality, the implementation of HOTS-oriented learning still cannot be carried out optimally. There are various obstacles that appears, both from students and teachers. One of the obstacles that appear from students is the lack of training of students in solving HOTS-related questions, and one of the obstacles that appear from the teacher's point of view is the lack of ability possessed by teachers in developing HOTS-oriented learning. (Nofrion & Wijayanto, 2018; Pratama & Istiyono, 2015). The Covid-19 pandemic has impacted various aspects of people's lives around the world (Qurrotaini et al., 2020; Yuangga & Sunarsi, 2020). One aspect of life that has been affected by the COVID-19 pandemic is education. The transformation in the field of education can be seen from the learning process that has changed from what was previously carried out face-to-face, is now carried out online through various platforms. This causes various challenges and obstacles for teachers and students in the process of implementing the learning process. The biggest obstacle experienced is the difficulty of delivering learning materials optimally. This is due to several factors such unstable internet network, low economic condition of the community which has implications for the lack of supporting infrastructure for online learning, and is exacerbated by the lack of knowledge and skills in using various technologies to support online learning.

The implementation of online learning also causes the use of learning media to be less than optimal. Whereas learning media is one of the important components supporting the learning process, but in current situation there are not many appropriate learning media used in online learning (Atsani, 2020; Qurrotaini et al., 2020). This causes the learning process during the Covid-19 pandemic to only focus on the teacher as the only source of student learning. This shows the lack of student involvement in the learning process (Arizona et al., 2020; Harahap et al., 2021). One solution in overcoming various problems that arise during the Covid-19 pandemic is to use innovative learning media which in accordance with technological developments. Learning media is defined as a tool that can be used by students to get new information and knowledge to understand the learning material provided by the teacher (Fanny & Suardiman, 2013; Sabtaningrum et al., 2020). Learning media in the learning process have a function as intermediary that can delivering information to students (Kusumayuni, 2021; Supriyono, 2018). This study aims to analyze the needs and explore the role of teachers in the process of developing digital learning media containing HOTS in elementary schools. The use of interesting learning media is expected to increase the interest and motivation of students to learn. In addition, integrating HOTS into learning media as an exercise material is also expected to improve students' higher-order thinking skills.

## 2. METHODS

This research is a qualitative descriptive study (Bogdan & Biklen, 1982; Sugiyono, 2014). In this study, a needs analysis of learning media was carried out (Dadi et al., 2019). The analysis was conducted to analyze the use of learning media in schools as a whole. Data were taken by interviewing and direct observation of the condition of learning media in schools. Interviews were conducted with teachers and students. The teacher was given questions about the use of learning media during online learning. Furthermore, learning observations were also carried out to determine the use of instructional media in schools directly, besides that observations also aimed to strengthen the results of the analysis. The instrument was made by considering 5 aspects consisting of (1) the types of learning media commonly used; (2) Frequency of digital media use; (3) The advantages of commonly used learning media; (4) Lack of commonly used learning media and (5) teacher constraints in developing learning media. These five aspects are used because they are considered the main aspects that need to be observed in the

implementation of the use of learning media in schools. The data from the interviews were analyzed descriptively. The analysis refers to the reasons for the low or high use of learning media. The results of data analysis in the form of a descriptive description.

### 3. RESULTS AND DISCUSSION

#### Result

Based on the results of interviews with fourth grade elementary school teachers, the information is summarized as in the [Tabel 1](#).

**Tabel 1.** Results of Observations on the Use of Learning Media in Elementary Schools

No.	Aspek	Hasil Pengamatan
1	Types of learning media commonly used in online learning	Student books, materials in pdf form, student worksheets
2	Frequency of using digital media in learning	A time a week, but not in full it can be followed by all students due to limited internet quota/other facilities.
3	The advantages of commonly used learning media	The learning media used are very practical and do not require many supporting facilities, and the preparation time is also relatively short.
4	Lack of commonly used learning media	The learning media used are very monotonous, less attractive, and make students bored.
5	Teacher constraints in developing learning media	Not having enough time to develop interesting learning media, lack of skills in developing digital learning media.

In addition, it was also found that teachers had difficulty in determining the most appropriate media in online learning. In addition, the teacher stated that there was no learning media that could train higher-order thinking skills. The teacher agrees if the development of online learning media that contains HOTS is carried out. One form of media that can be developed based on the results of the needs analysis is *E-Scrapbook*.

#### Discussion

The 21st century learning paradigm directs students to achieve various competencies and life skills including critical thinking, creative and innovative thinking, communication skills, collaboration, and confidence. (Erdogan, 2019; Halverson, 2018). In addition, students are also expected to be able to think critically, analytically, and creatively. Thinking critically, analytically, and creatively are indicators of higher order thinking skills (HOTS) (Kristanto, 2020; Nurhasanah & Yarmi, 2018). The main problem that generally occurs in Indonesia is the low level of high-order thinking skills of students (Agustihana & Suparno, 2018; Antara et al., 2020). This is evidenced by the results of international studies, namely PISA and TIMSS.

Another problem that has greatly impacted the world of education is the Covid-19 pandemic. The Covid-19 pandemic has had a huge impact on various aspects of human life (Sari, 2021; Yuzulia, 2021), one of them is education. Covid-19 is one of the factors causing the face-to-face learning process in the classroom must be transform into online learning. The implementation of online/blended learning results in the use of learning media as a component of supporting learning to be less than optimal (Asmuni, 2020). There are not many learning media that can be used in online learning. This causes the learning process during the Covid-19 pandemic only focus on the teacher as the only source of student learning (Diningrat et al., 2020; Wahyuni et al., 2021). The implementation of online learning also shows a lack of student involvement in the learning process. Efforts and actions are needed to overcome these problems. The form of efforts made is by developing learning media for online learning/blended learning which is also oriented to higher order thinking skills (HOTS). One form of media that can be developed based on the results of the needs analysis is *E-Scrapbook*.

*E-Scrapbook* is a form of development of scrapbook media designed in electronic form (Wusqo et al., 2021). *E-Scrapbook* is a digital-based learning media in the form of an electronic book (e-book) that contains information or explanations related to learning materials presented with pictures/decorations that can attract the attention of students and make it easier for them to understand the material (Kasdriyanto & Wardana, 2021; Wusqo et al., 2021). The use of *E-Scrapbook* media can be used as a

solution to the problem of the lack of availability of learning media that can be used in online learning or *blended learning*. (Wusqo et al., 2021). *E-Scrapbook* learning media can be integrated with HOTS questions that are inserted at the end of each learning topic. The use of *E-Scrapbook* media containing HOTS-based questions that can help students practicing high-level thinking skills. In addition, this learning media increases students' interest in learning, practice critical and creative thinking skills, and increases students' active participation in learning. In addition, the use of *E-Scrapbook* media also helps students explore and understand the basic concepts of the material taught by the teacher and stimulate students' curiosity. *E-Scrapbook* learning media containing HOTS-based questions which has an important role to be applied and developed in the learning process. The use of learning media that oriented to higher order thinking skills will provide opportunities for students to practice solving problems by using higher thinking skills (Pratiwi & Fasha, 2015)..

#### 4. CONCLUSION

Digital-based learning media that containing HOTS used in post-covid-19 learning are still limited and not varied. In addition, teachers also have not played a major role in developing digital-based learning media containing HOTS questions. This indicates that the development of digital-based learning media containing HOTS questions needs to be developed as an effort to improve the quality of learning during the COVID-19 pandemic. One form of media that can be developed based on the results of the needs analysis is *E-Scrapbook*.

#### 5. REFERENCES

- Agustihana, S., & Suparno. (2018). Effectiveness of Physics Mobile Learning Media to Improve Higher Order Thinking Skills of Students in Thermodynamics. *Journal of Physics: Conference Series*, 1097(1). <https://doi.org/10.1088/1742-6596/1097/1/012031>.
- Aliftika, O., Purwanto, & Utari, S. (2019). Profil keterampilan abad 21 siswa sma pada pembelajaran project based learning (PJBL) materi gerak lurus. *WAPFI (Wahana Pendidikan Fisika)*, 4(2), 141–147.
- Amanah, P. D., Harjono, A., & Gunada, I. W. (2017). Kemampuan Pemecahan Masalah dalam Fisika dengan Pembelajaran Generatif Berbantuan Scaffolding dan Advance Organizer. *Jurnal Pendidikan Fisika Dan Teknologi*, 3(1). <https://doi.org/10.29303/jpft.v3i1.334>.
- Antara, I. G. W. S., Sudarma, I. K., & Dibia, I. K. (2020). The Assessment Instrument of Mathematics Learning Outcomes Based on HOTS Toward Two-Dimensional Geometry Topic. *Indonesian Journal Of Educational Research and Review*, 3(2), 19–24. <https://doi.org/ijerr.v3i2.25869.g15588>.
- Ariandari, W. P. (2015). Mengintegrasikan Higher Order Thinking dalam Pembelajaran Creative Problem Solving. *Seminar Nasional Matematika Dan Pendidikan Matematika Uny 2015*, 489–496.
- Arifin, Z. (2017). Mengembangkan Instrumen Pengukur Critical Thinking Skills Siswa pada Pembelajaran Matematika Abad 21. *Jurnal THEOREMS (The Original Research of Mathematics)*, 1(2), 92–100. <http://dx.doi.org/10.31949/th.v1i2.383>.
- 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. <https://doi.org/10.29303/jipp.v5i1.111>.
- Asmuni, A. (2020). Problematika Pembelajaran Daring di Masa Pandemi Covid-19 dan Solusi Pemecahannya. *Jurnal Paedagogy*, 7(4), 281. <https://doi.org/10.33394/jp.v7i4.2941>.
- Atsani, K. L. G. M. Z. (2020). Transformasi media pembelajaran pada masa Pandemi COVID-19. *Jurnal Studi Islam*, 1(1), 82–93. <http://ejournal.kopertais4.or.id/sasambo/index.php/alhikmah/article/view/3905>.
- Bogdan, R. C., & Biklen, S. K. (1982). *Qualitative Research for Education: An Introduction to Theory and Methods. Third Edition*. Boston: Allyn and Bacon.
- Dadi, I. K., Redhana, I. W., & Juniartina, P. P. (2019). Analisis Kebutuhan Untuk Pengembangan Media Pembelajaran Ipa Berbasis Mind Mapping. *Jurnal Pendidikan Dan Pembelajaran Sains Indonesia (JPPSI)*, 2(2), 70. <https://doi.org/10.23887/jppsi.v2i2.19375>.
- Dewi, K. P., & Purwanti, S. (2019). Integrasi kecakapan abad 21 dalam rencana pelaksanaan pembelajaran sekolah dasar. *Seminar Nasional Hasil Pengabdian Kepada Masyarakat*, 465–472. <http://seminar.uad.ac.id/index.php/senimas/article/view/2262>.
- Diningrat, S. W. M., Nindya, M. A., & Salwa, S. (2020). Emergency Online Teaching: Early Childhood Education Lecturers' Perception of Barrier and Pedagogical Competency. *Jurnal Cakrawala Pendidikan*, 39(3), 705–719. <https://doi.org/10.21831/cp.v39i3.32304>.



- Erdogan, V. (2019). Integrating 4C Skills of 21st Century into 4 Language Skills in EFL Classes Vacide Erdoğan. *International Journal of Education and Research*, 7(11), 113–124.
- Fanny, A. M., & Suardiman, S. P. (2013). Pengembangan Multimedia Interaktif untuk Mata Pelajaran Ilmu Pengetahuan Sosial (IPS) Sekolah Dasar Kelas V. *Jurnal Prima Edukasia*, 1(1), 1. <https://doi.org/10.21831/jpe.v1i1.2311>.
- Fityana, I. N., Sarwanto, & Sugiarto. (2017). Pengembangan Instrumen Penilaian Autentik Pada Pembelajaran IPA Berbasis Proyek Untuk Siswa SMP / MTs Kelas VII. *Jurnal Materi Dan Pembelajaran Fisika (JMPPF)*, 7(2), 23–27.
- Halverson, A. (2018). 21 st Century Skills and the “ 4Cs ” in the English Language Classroom by Andy Halvorsen. *American English Institute*, 0–4.
- Harahap, S. A., Dimiyati, D., & Purwanta, E. (2021). Problematika Pembelajaran Daring dan Luring Anak Usia Dini bagi Guru dan Orang tua di Masa Pandemi Covid 19. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 5(2), 1825–1836. <https://doi.org/10.31004/obsesi.v5i2.1013>.
- Kasdriyanto, D. Y., & Wardana, L. A. (2021). Pengembangan Media Scrapbook Berbasis Picture And Picture Berorientasi Wawasan Kebangsaan. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(1), 271–278. <https://doi.org/10.31004/obsesi.v6i1.1255>.
- Kristanto. (2020). Pengembangan Soal HOTS (Higher Order Thinking Skills) Terkait Dengan Konteks Pedesaan. *PRISMA, Prosiding Seminar Nasional Matematika*, 3, 370–376.
- Kusumayuni, P. N. (2021). *Pengembangan E-Book Berorientasi Ilmiah Pada Pelajaran IPA Sekolah Dasar Kelas V*. <http://dx.doi.org/10.23887/jisd.v5i1.32048>.
- Nofrion, N., & Wijayanto, B. (2018). Learning Activities in Higher Order Thinking Skill (HOTS) Oriented Learning Context. *Geosfera Indonesia*, 3(2), 122–130. <https://doi.org/10.19184/geosi.v3i2.8126>.
- Novita, N., Mellyzar, M., & Herizal, H. (2021). Asesmen Nasional (AN): Pengetahuan dan Persepsi Calon Guru. *JISIP (Jurnal Ilmu Sosial Dan Pendidikan)*, 5(1). <https://doi.org/10.36312/jisip.v5i1.1568>.
- Nurhasanah, N., & Yarmi, G. (2018). Workshop Pengembangan Higher Order Thinking Skill ( HOTS ) Melalui Penerapan Pendekatan Sainifik Dalam Pembelajaran Di SDN Beji 1 Depok Jawa Barat. *Prosiding Seminar Dan Diskusi Pendidikan Dasar*, 523–528.
- Nurjanah, E. (2021). Kesiapan Calon Guru SD dalam Implementasi Asesmen Nasional. *Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar*, 3(2), 76–85. <https://doi.org/10.36232/jurnalpendidikandasar.v3i2.1120>.
- Pratama, N. S., & Istiyono, E. (2015). Studi Pelaksanaan Pembelajaran Fisika Berbasis Higher Order Thinking (HOTS) pada Kelas X Di SMA Negeri Kota Yogyakarta. *PROSIDING : Seminar Nasional Fisika Dan Pendidikan Fisika*.
- Pratiwi, U., & Fasha, E. F. (2015). Pengembangan Instrumen Penilaian Hots Berbasis Kurikulum 2013 Terhadap Sikap Disiplin. *Jurnal Penelitian Dan Pembelajaran IPA*, 1(1), 123. <https://doi.org/10.30870/jppi.v1i1.330>.
- Qurrotaini, L., Sari, T. W., & Sundi, V. H. (2020). Efektivitas Penggunaan Media Video Berbasis Powtoon dalam Pembelajaran Daring. *Prosiding Seminar Nasional Penelitian LPPM UMJ, E-ISSN: 27, 7*.
- Rahayu, S., Yusuf, S., & Pranata, O. H. (2020). Pengembangan soal High Order Thinking Skill untuk Meningkatkan Kemampuan Berpikir Tingkat Tinggi Matematika Siswa Sekolah Dasar. *Jurnal Ilmiah Mahasiswa Pendidikan Guru Sekolah Dasar*, 7(2), 127–137.
- Rokhim, D. A., Rahayu, B. N., Alfiah, L. N., Peni, R., Wahyudi, B., Wahyudi, A., & Widarti, H. R. (2021). Analisis Kesiapan Peserta Didik Dan Guru Pada Asesmen Nasional (Asesmen Kompetensi Minimum, Survey Karakter, Dan Survey Lingkungan Belajar). *JAMP: Jurnal Administrasi Dan Manajemen Pendidikan*, 4(1), 61–71. <http://journal2.um.ac.id/index.php/jamp/article/view/18042>.
- Rosihah, I., & Pamungkas, A. S. (2018). Pengembangan media pembelajaran scrapbook berbasis konteks budaya Banten pada mata pelajaran ilmu pengetahuan sosial di sekolah dasar. *Muallimuna: Jurnal Madrasah Ibtidaiyah*, 4(1), 35–49. <https://doi.org/10.31602/muallimuna.v4i1.1405>.
- Sabtaningrum, F. E., Wiyokusumo, I., & Leksono, I. P. (2020). E-book Tematik Terpadu Berbasis Multikultural Dalam Kegiatan SFH (School from Home). *Jurnal Ilmiah Sekolah Dasar*, 4(2), 153. <https://doi.org/10.23887/jisd.v4i2.24796>.
- Sari, I. K. (2021). Blended Learning sebagai Alternatif Model Pembelajaran Inovatif di Masa Post-Pandemi di Sekolah Dasar. *Jurnal Basicedu*, 5(4), 2156–2163. <https://doi.org/10.31004/basicedu.v5i4.1137>.
- Sugiyono. (2014). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D)*. Alfabeta.
- Supriyono. (2018). Pentingnya Media Pembelajaran Untuk Meningkatkan Minat Belajar Siswa SD. *Edustream: Jurnal Pendidikan Dasar*, 2(1), 43–48. <https://journal.unesa.ac.id/index.php/jpd/article/view/6262>.

- Wahyuni, V. S., Wulandari, D., & Hardhienata, S. (2021). Long Distance Learning, Challenges And Opportunities. *EDUTECH: Journal of Education And Technology*, 4(3), 368-374. <https://doi.org/10.29062/edu.v4i3.188>.
- Widihastuti, & Suyata. (2014). Model AFL untuk Meningkatkan Pemahaman dan Higher Order Thinking Skills Mahasiswa Vokasi Bidang Busana. *Jurnal Penelitian Dan Evaluasi Pendidikan*, 18(2), 275-289.
- Widodo, A., Indraswati, D., Sutisna, D., Nursaptini, & Anar, A. P. (2020). Pendidikan IPS Menjawab Tantangan Abad 21 : Sebuah Kritik Atas Praktik Pembelajaran IPS di Sekolah Dasar dikuasai siswa dalam menghadapi abad 21 hanyalah kemampuan terhadap teknologi dan. *Jurnal Pendidikan Ilmu Pengetahuan Sosial Dan Ilmu-Ilmu Sosial*, 2(2), 186-198. <http://dx.doi.org/10.19105/ejpis.v2i2.3868>.
- Wusqo, I. U., Khusniati, M., Pamelasari, S. D., Laksono, A., & Wulandari, D. (2021). The effectiveness of digital science scrapbook on students' science visual literacy. *Jurnal Pendidikan IPA Indonesia*, 10(1), 121-126. <https://doi.org/10.15294/jpii.v10i1.27130>.
- Yuangga, K. D., & Sunarsi, D. (2020). Pengembangan media dan strategi pembelajaran untuk mengatasi permasalahan pembelajaran jarak jauh di pandemi covid-19. *JGK (Jurnal Guru Kita)*, 4(3), 51-58. <https://doi.org/10.24114/jgk.v4i3.19472>.
- Yuzulia, I. (2021). The Challenges Of Online Learning During Pandemic : Students ' V oice. *Jurnal Bahasa Dan Sastra*, 13(1), 8-12. <https://doi.org/10.31294/w.v13i1.9759>.
- Zubaidah, S. (2016). Keterampilan abad ke-21: Keterampilan yang diajarkan melalui pembelajaran. *Seminar Nasional Pendidikan*, Vol. 2, No. 2, pp. 1-17. <https://www.academia.edu/download/55066726/SitiZubaidah-STKIPSintang-10Des2016.pdf>.