ARCS LEARNING MODEL WITH SAFETY EDUCATION AS A LEARNING SOLUTION FOR THE NEW NORMAL ERA

Ahmad Lutfi
Universitas Islam Sultan Agung
amdlutfi25@gmail.com

Akbar Muntoha Gufron
Universitas Islam Sultan Agung
akbarmuntoha1@gmail.com

Dyana Wijayanti
Universitas Islam Sultan Agung
dyana.wijayanti@unissula.ac.id

Abstract

The purpose of writing this article is to describe and give an overview of ARCS learning model loaded with safety education in the new normal era. Using the writing method of literature review the author collects information related to learning in the new normal era, ARCS learning model and safety education from sharing sources ranging from books, journal articles and news media. ARCS is an instructional design learning model developed by Keller that focuses on motivation. Become a learning model to increase students' learning motivation. The ARCS model is very appropriate in the new normal era in the form of student protection through an educational perspective. It is hoped that with this reference educators can more optimally create a new normal era teaching plan that must apply health protocols strictly by paying attention to the psychological needs of students. This motivational model has four aspects that represent various motivational characteristics that exist in each individual, consisting of: attention, relevance, confidence and satisfaction. The safety educatin charge was initiated to provide provisions to students for the importance of protecting themselves and the environment from the current pandemic situation. Learning arcs model loaded with safety education can be carried out in various educational units while maintaining safety and health. So that learning activities take place optimally.

Keyword: *ARCS, Safety Education, Learning, New Normal Era*

INTRODUCTION

Education will remain a major aspect of importance in a nation's development. Formal education at school is a form of learning for someone to improve their capacity. Learning is defined as a form of modification in the form of strengthening behavioural changes based on experience[1].

---

[1] Oemar Hamalik, *Kurikulum Dan Pembelajaran* (Jakarta: Bumi Aksara, 2015).

Types of human behaviour such as: closed-open behaviour, conscious-unconscious, reflective-non-reflective, positive-negative and so on will be modified in an activity so as to gain experience. Learning activities through formal education are generally carried out in a class. The process of learning activities will take place in a face-to-face manner that brings together educators and students.

Since the decision on 11 March 2020 Covid-19 became a pandemic through the *World Health Organization* (WHO)[2], all lines of life have made adjustments. The field of education is no exception. After developing for several months, the term new normal was finally applied. Many people still misunderstand the term, many people think that new normal is a state of returning to normal before the Covid-19 pandemic. Whereas new normal is an adaptation to new habits, which means that all activities are carried out with the principles and application of health protocols such as wearing masks, washing hands, maintaining distance, maintaining healthy living habits and so on[3].

In Indonesia on 24 March through a decree of the minister of education and culture issued a regulation establishing distance learning to anticipate the outbreak of the Covid-19 virus[4]. The learning process that takes place inevitably has to undergo changes, starting from the models, methods, approaches and strategies and media used. The experience gained during learning during normal times compared to during the Covid-19 pandemic is clearly different. Before the Covid-19 pandemic, the system used was face-to-face teaching using various approaches, models, methods and strategies.

Learning in normal situations without the Covid-19 pandemic conditions such as the current situation is generally carried out face-to-face in a classroom. Face-to-face learning is an activity in the form of student and educator interaction through learning resources that occurs continuously at the same time and place[5]. Communication in verbal form occurs in the implementation of face-to-face learning. Thus, face-to-face learning relies heavily on the presence of educators and students to follow the learning process. There are many references that discuss approaches, models, methods and learning strategies through face-to-face learning. Educators also know a lot about it. The problem at this time is how to learn during the new normal era.

Several studies conducted elaborate on the perception and comparison of face-to-face and online learning, the results show the perception of face-to-face learning is more optimal than distance learning based on social presence, social interaction, and satisfaction[6]. Several studies on student learning motivation have been conducted to identify the level of student learning motivation. Because it cannot be denied that motivation is the driving factor for a person to carry out activities including learning activities. These studies show the low learning motivation that students have during the online learning process during the Covid-19 pandemic. The next research

---

[2] Domenico Cucinotta and Maurizio Vanelli, "WHO Declares COVID-19 a Pandemic," *National Library of Medicine* 91, no. 1 (2020): 157–60, https://doi.org/10.23750/abm.v91i1.9397.

[3] M Nilzam Aly et al., "Panduan Aman 'New Normal' Menghadapi Pandemi Covid-19," *Jurnal Layanan Masyarakat (Journal of Public Services)* 4, no. 2 (2020): 415, https://doi.org/10.20473/jlm.v4i2.2020.415-422.

[4] Kemendikbud, "Mendikbud Terbitkan SE Tentang Pelaksanaan Pendidikan Dalam Masa Darurat Covid-19," Kementerian Pendidikan dan Kebudayaan, 2020, https://www.kemdikbud.go.id/main/blog/2020/03/mendikbud-terbitkan-se-tentang-pelaksanaan-pendidikan-dalam-masa-darurat-covid19.

[5] Emik Pattanang, Mesta Limbong, and Witarsa Tambunan, "Perencanaan Pelaksanaan Pembelajaran Tatap Muka Di Masa Pandemi Pada SMK Kristen Tagari," *Jurnal Manajemen Pendidikan* 10, no. 2 (2021): 112–20, https://doi.org/10.33541/jmp.v10i2.3275.

[6] S. Bali and M. C. Liu, "Students' Perceptions toward Online Learning and Face-to-Face Learning Courses," *Journal of Physics: Conference Series* 1108, no. 1 (2018), https://doi.org/10.1088/1742-6596/1108/1/012094.

shows that student learning motivation when learning online during the Covid-19 pandemic is at a percentage of 58.25% with a low category[7]. Other research shows that student learning motivation during online learning during the covid-19 pandemic has not been maximised so teachers need to make efforts to increase it[8]. Subsequent research has also shown that students' learning motivation in distance learning during the pandemic has decreased from before[9].

Distance learning is a new process for most teachers. For example, our initial study shows that teachers are still confused about how to implement distance learning. Starting from the problem of practical use in terms of mastery of technology. It is inevitable that there will be many problems and issues related to the implementation of distance learning. From the parents' side, some problems arise such as the limited time of parents to accompany students because after all, students need guidance from parents to adapt to new habits.

Parents or guardians want their children to be able to follow face-to-face learning, but on the other hand, educational institutions or schools themselves comply with government regulations regarding new normal learning activities. Blended learning is the right method to use in the new era. In addition to training teachers in making online learning materials as easy as possible so that students can understand during distance learning. On the other hand, in face-to-face learning during the new normal era, all school members really pay attention to the ideal health protocol requirements.

Not all schools, students and educators across Indonesia are the same. Both geographical, community and school facilities. The guidelines issued by the Ministry of Education and Culture are too general, in this case the emergency curriculum, which states that face-to-face learning permits are based on three zones. However, in fact, in the field, the zone only considers data from hospitals without considering real data from the community. Following the development of the number of Covid-19 cases that occurred in the country, in the end the government through the 2022 Joint Ministerial Decree issued a policy regarding limited face-to-face learning[10]. Responding to things that change according to the development of Covid-19 cases, educators must continue to hone themselves in order to carry out an optimal learning process.

Based on what has been stated above, there is a need for references regarding alternative learning models that can be an option in learning activities in the new normal era. Based on this, the problem formulation of this article is: How is the application of the Attention, Relevance, Confidence, Satisfaction (ARCS) learning model with safety education content in the new normal era? Based on the formulation of the problem, the objectives of writing this article are: To explain the application of the Attention, Elevance, Confidence, Satisfaction (ARCS) learning model with safety education in the new normal era.

METHODS

---

[7] Arif Budi Santoso, "Analisis Motivasi Belajar Siswa Pada Pembelajaran Jarak Jauh Dengan Menggunakan Aplikasi Microsoft Teams," in *Prosiding Seminar Nasional Pendidikan Sultan Agung*, vol. 2, 2021, 152–57.

[8] Dedi Robandi and Mudjiran Mudjiran, "Dampak Pembelajaran Dari Masa Pandemi Covid-19 Terhadap Motivasi Belajar Siswa SMP Di Kota Bukittinggi," *Jurnal Pendidikan Tambusai* 4, no. 3 (2020): 3498–3502, https://doi.org/10.31004/jptam.v4i3.878.

[9] Adhetya Cahyani, Iin Diah Listiana, and Sari Puteri Deta Larasati, "Motivasi Belajar Siswa SMA Pada Pembelajaran Daring Di Masa Pandemi Covid-19," *IQ (Ilmu Al-Qur'an): Jurnal Pendidikan Islam* 3, no. 01 (2020): 123–40, https://doi.org/10.37542/iq.v3i01.57.

[10] Direktorat Sekolah Dasar, "Semua Sekolah Wajib Melaksanakan PTM Terbatas Pada 2022," Kementerian Pendidikan dan Kebudayaan, 2022, https://ditpsd.kemdikbud.go.id/artikel/detail/semua-sekolah-wajib-melaksanakan-ptm-terbatas-pada-2022.

Writing this article uses the literature review method. Literature review study is a way of obtaining information or sources related to a particular topic obtained from various sources such as books, journal articles and other literature. The data sources referred to in this paper consist of books and journal articles that are directly related to the latest learning methods that can be used in all conditions and their placement in new normal era learning activities that focus on ARCS (Attention, Relevance, Confidence, Satisfaction) and safety education. Literature sources from reputable and credible publishers.

Searching for publication articles on Google, Google Schoolar using relevant keywords, namely: ARCS and safety education. Books and journal articles that fit the criteria were taken and used as sources of information for further analysis. By paying attention to the criteria of credible journals, the author synthesises to finally obtain the information needed. Data and information from journal articles were synthesised using the narrative method.

RESULTS

Problem Analysis

Before writing the article, the researcher analysed the problem whose stages are presented in Figure 1 below:
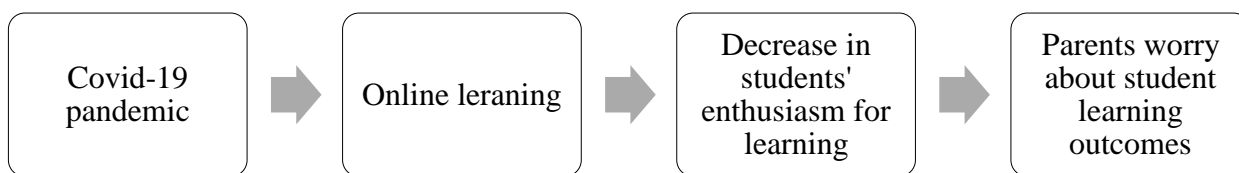

Figure 1. Problem Analysis

The writing of this article can be used as a reference to the current developments regarding the Covid-19 pandemic. The current situation makes the education system inevitably follow the changes with the implementation of online learning. Initial studies show that student learning motivation has decreased. This must be addressed immediately because motivation is a driving factor for students to have the desire to learn.

ARCS Learning Model

ARCS is a learning model with instructional design developed by Keller with a focus on developing students' motivation to learn[11]. It is an innovative learning model that can maintain student learning motivation, with a problem-solving approach this approach is designed to encourage the growth of student motivation in the learning process. The ARCS learning model provides opportunities for students to construct forms of knowledge obtained from students' prior knowledge in order to solve the problems given. The ARCS learning model was first developed and published by Keller in 1987[12]. Which stands for Attention, Relevance, Confidence, and

---

[11] Erni Maidiyah and Cut Zulisna Fonda, "Penerapan Model Pembelajaran ARCS Pada Materi Statistika Di Kelas XI SMA Negeri 2 RSBI Banda Aceh," *Jurnal Peluang* 1, no. 2 (2013): 12–21.
[12] John M Keller, "Development and Use of the ARCS Model of Motivational Design," *Journal of Instructional Development* 10, no. 1932 (1987): 2–10.

Satisfaction. The ARCS model produces four parts that represent various motivational characteristics found in each individual. The ARCS model is very appropriate to be implemented in new normal era learning which can provide child protection in terms of education. It is hoped that with this activity educators can more optimally package new normal teaching plans that must implement strict health protocols by paying attention to the psychological needs of students.

The ARCS model has four categories that represent various motivational characteristics found in each individual. The model defines four kinds of conditions that must be fulfilled in learning in order to keep students engaged and motivated[13] nemely:

a.   *Attention*

The first condition, Attention, relates to student interest/attention. This is a prerequisite for learning to begin in order to gain and maintain attention. Under certain conditions teachers can adjust things that can attract students' attention. Activities such as loud voices, quiet pauses, and dramatic problems can be used to attract students' attention. Of course, in this new normal era, education needs to provide new breakthroughs in learning.

b.   *Relevance*

Relevance is related to students' daily lives, it can be in the form of past experiences, present experiences or future experiences that are closely related to students. Learning that takes place must have value, usefulness and usefulness in students' lives so that students will have relevance to their lives. Learning takes place with a clear purpose, thus students will understand what abilities they have and what experiences they will get. Students' questions regarding relevance will not be far from the question "why should I learn this?". When the answer does not come, the problem of relevance will arise. Teachers in direct learning practice must be able to provide learning experiences that are truly relevant in the new normal.

ARCS learning model has got a good place, as evidenced from several research implementations that involve this model in its implementation. Chang & Lehman utilised this model in combination with the creation of a multimedia program, the results showed that the relevance of the ARCS context had a positive impact on learning[14].

c.   *Confidence*

Confidence relates to an attitude of trust, confidence in success or related to the hope of achieving success. There are several factors involved in a person's level of confidence. The fear of failure is often stronger in learning. This must be anticipated by educators. The challenge for teachers in generating or maintaining motivation is to foster self-confidence despite the external competition and control that usually occurs in the school environment.

d.   *Satisfaction*

Satisfaction relates to a sense of pride, satisfied with the results of achievement. Generally, student success in achieving something will cause a sense of satisfaction or pride.

---

[13] Keller.

[14] Mei Mei Chang and James D. Lehman, "Learning Foreign Language through an Interactive Multimedia Program: An Experimental Study on the Effects of the Relevance Component of the ARCS Model," *CALICO Journal* 20, no. 1 (2003): 81–98, https://doi.org/10.1558/cj.v20i1.81-98.

The success and pride is used as motivation for the student to engage in further achievement. Intrinsic pride occurs when the feeling of satisfaction or pride can achieve, get or do something. Extrinsic pride is when someone in achieving success gets feedback from outside the individual's environment which can be verbal or non-verbal. Students will be more motivated if the tasks and rewards are determined. Teachers must still pay attention to this aspect in the process of implementing learning in the new normal era.

Safety Education

Safety is a condition that allows avoidance of hazards or accidents that result in losses for someone. Safety is priceless, but only a small number of people are aware of the effort to maintain their own safety[15]. Safety education is education about safety in preventing or overcoming the risk of injury or accident. Safety education provided from an early age will have an impact on knowledge about various safety risks so that safe behavioural attitudes arise[16].

In its implementation, safety education can be done in many ways. The learning process to children must be in accordance with the stages of child development so that the delivery can understand optimally. This method can increase knowledge and provide experience to children about hazards and how to avoid them. Regarding safety education in children will be more effective if done not only through theory, but accompanied by direct practice. Because in this case students will understand more quickly if accompanied by direct practice in the field[17].

School Environment Management

The importance of education in the new normal era for the importance of teaching and learning activities for students is stated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 5 Paragraph 1 which reads "every citizen has the right to receive quality education"[18]. The safety and security of all school members, including students, teachers and education personnel, is the main requirement for the implementation of teaching in schools. In addition to understanding the importance of safety education for students and teachers, the facilities provided by schools should be in accordance with the standardisation of health protocol security. Therefore, environmental management during the Covid-19 pandemic to run the national education system must pay attention to good school environmental management. Regarding the purpose of educational environment management is to

---

[15] Fitri Evanti Hutasoit and Evi Widowati, "Gambaran Penerapan Safety Education (Pendidikan Keselamatan) Di Sekolah Dasar," *JHE (Journal of Health Education)* 2, no. 1 (2017): 66–72, https://doi.org/10.15294/jhe.v2i1.19111.
[16] Fierdania Yusvita, "Pendidikan Keselamatan Di Sekolah Pada Siswa/i SDN 11 Pagi Duri Kepa Jakarta Barat," *Jurnal Abdimas: Jurnal Pengabdian Masyarakat* 3, no. 1 (2016): 45–50, https://doi.org/https://doi.org/10.47007/abd.v3i1.1660.
[17] R. Lamb et al., "Children's Acquisition and Retention of Safety Skills: The Lifeskills Program," *Injury Prevention* 12, no. 3 (2006): 161–65, https://doi.org/10.1136/ip.2005.010769.
[18] Pemerintah Pusat, "Sistem Pendidikan Nasional" (2003).

present conditions and conditions of education that are conducive and safe[19]. Some things related to school environment management that can be done are:

a. School environment arrangement

   The learning process during the Covid-19 pandemic will run effectively if it is supported by a comfortable environment and as expected by students. In the seating arrangement, students should be as far apart as possible so as to minimise the occurrence of students to crowd and of course make it easier for teachers when implementing learning in the new normal era.

b. Cleanliness of the school environment

   Classroom cleanliness should be the responsibility of all class members. From this process comes a sense of responsibility in students. With a clean learning environment, students will feel comfortable when participating in the ongoing learning process, especially during the current Covid-19 pandemic, of course cleanliness must always be prioritised.

c. Availability of required infrastructure

   The availability of adequate infrastructure to prevent the transmission of Covid-19 in the learning process is an important part. Hand sanitiser, temperature checker, and good air circulation must be prepared by the school. Because it is directly related to the process of preventing transmission and early anticipation.

d. Teachers teach according to the curriculum guidelines.

   The role of educators in classroom learning activities is crucial in creating a learning environment. In its current development, the government has made several updates in terms of curriculum. Most recently, schools can implement three curriculum choices, namely the Kurikulum 2013, Kurikulum darurat dan Kurikulum Merdeka[20]. Teachers are expected to adjust the curriculum implemented in their respective education units.

The scope of educational environment management consists of the overall management in and around the environment of educational institutions, including:

a. Physical environment management in the form of quality control in the field of facilities and infrastructure both in the school environment or in the school environment which must comply with standardised health protocols for the prevention of Covid-19.

b. Social environment management, namely controlling the harmonious relationship of all elements of education in the school environment. This can be done by reminding each other between each school community to comply with health protocols such as always wearing masks, keeping a distance, often using hand sanitisers.

c. Management of the academic environment, namely controlling the atmosphere of the academic environment in the learning process in order to create a scientific personality, is very important for students in the midst of the Covid-19 pandemic.

---

[19] Asmendri, *Teori Dan Aplikasi Manajemen Peningkatan Mutu Pendidikan Sekolah/Madrasah* (Yogyakarta: Deepublish, 2012).

[20] Ahmad Junaidi, "Kurikulum Merdeka : Ide Untuk Sekolah-Sekolah Indonesia Di Dunia Pasca Pandemi," no. November (2021), https://doi.org/10.13140/RG.2.2.21313.07522.

The following Table 1 are steps that can be used in implementing learning activities based on the ARCS learning model with safety education content:

Table 1. Learning Steps with ARCS Model

Learning Activities	Teacher Activity
Engage and focus students' attention (A)	Teachers focus students' attention with activities that can attract students' attention, for example by giving a loud voice or rising intonation. This can be adjusted to the situation whether it is face-to-face learning or distance learning. The teacher can also provide one of the events to attract students' attention. It is important that the event should be closely related to the students' daily life.
Conveying learning objectives and benefits (R)	The teacher explains the learning objectives and benefits, by linking students' learning experiences that have been obtained by the teacher to make connections so that students gain optimal experience.
Delivering the lesson material (R)	The teacher presents the learning material clearly and in detail in an interactive way. The delivery of material based on an interesting way that aims to foster or maintain students' attention.
Using concrete examples (R)	The teacher provides examples based on daily life that trigger students to be interested and ultimately motivated to solve the problems in the problem.
Provide opportunities to contribute (C dan S)	The teacher provides opportunities for students to ask questions or respond regarding the implementation of learning in the classroom.
Providing feedback (S)	The teacher provides feedback so that it can stimulate students' thinking patterns. After this feedback, students actively respond to the teacher's feedback. Positive feedback can strengthen self-confidence.
Summarise learning and reward learning (S)	At this stage the teacher draws conclusions about the learning activities that have been carried out. Giving rewards can be done by the teacher while still paying attention to instrinsic control in students.

In relation to distance learning teachers can adjust, because basically educators can manage the learning environment to stimulate and maintain motivation, although they cannot control it. Ultimately, each human being is responsible for his or her motivational state, but it is very clear that the environment can have a strong impact on the direction and intensity of a person's motivation.

CONCLUSIONS

Based on data analysis and synthesis, the following conclusions were obtained: The application of the ARCS learning model, namely: raises and focuses students' attention (attention),

forms the objectives and benefits of learning activities by paying attention to students' previous experiences to be associated with the learning process that will take place (relevance), provides opportunities for students to participate in learning (confidence and satisfaction), provides feedback (satisfaction), concludes every material that has been delivered at the end of learning and can be in the form of giving rewards while still paying attention to some controls (satisfaction). Safety education in the new normal era is that learning activities in children must be adapted to the patterns and forms of child development. In the application of safety education in the Covid-19 pandemic situation, it can be in the form of implementing health protocols according to standards. The benefits of applying the ARCS learning model with safety education content in the new normal era are to attract students' interest in learning again after online learning, where students experience a decrease in terms of motivation in participating in learning, increase students' experience of how to deal with learning situations side by side with the Covid-19 pandemic, foster students' confidence to face and pass the Covid-19 pandemic situation.

REFERENCES

Aly, M Nilzam, Aprilia Nur'aini Rizma Outri, Ghina Rosyida, Aufa Hamidah, Annisa Septiana Ahmad, Hikmah Ayu Suryani, Afil Qurrota A'yuni, Putri Hamidah Khairunnisa, Nisrina Nadia Rachmadicha, and Isrini Qaidatul Ilmi. "Panduan Aman 'New Normal' Menghadapi Pandemi Covid-19." *Jurnal Layanan Masyarakat (Journal of Public Services)* 4, no. 2 (2020): 415. https://doi.org/10.20473/jlm.v4i2.2020.415-422.

Asmendri. *Teori Dan Aplikasi Manajemen Peningkatan Mutu Pendidikan Sekolah/Madrasah*. Yogyakarta: Deepublish, 2012.

Bali, S., and M. C. Liu. "Students' Perceptions toward Online Learning and Face-to-Face Learning Courses." *Journal of Physics: Conference Series* 1108, no. 1 (2018). https://doi.org/10.1088/1742-6596/1108/1/012094.

Cahyani, Adhetya, Iin Diah Listiana, and Sari Puteri Deta Larasati. "Motivasi Belajar Siswa SMA Pada Pembelajaran Daring Di Masa Pandemi Covid-19." *IQ (Ilmu Al-Qur'an): Jurnal Pendidikan Islam* 3, no. 01 (2020): 123–40. https://doi.org/10.37542/iq.v3i01.57.

Chang, Mei Mei, and James D. Lehman. "Learning Foreign Language through an Interactive Multimedia Program: An Experimental Study on the Effects of the Relevance Component of the ARCS Model." *CALICO Journal* 20, no. 1 (2003): 81–98. https://doi.org/10.1558/cj.v20i1.81-98.

Cucinotta, Domenico, and Maurizio Vanelli. "WHO Declares COVID-19 a Pandemic." *National Library of Medicine* 91, no. 1 (2020): 157–60. https://doi.org/10.23750/abm.v91i1.9397.

Direktorat Sekolah Dasar. "Semua Sekolah Wajib Melaksanakan PTM Terbatas Pada 2022." Kementerian Pendidikan dan Kebudayaan, 2022. https://ditpsd.kemdikbud.go.id/artikel/detail/semua-sekolah-wajib-melaksanakan-ptm-terbatas-pada-2022.

Hamalik, Oemar. *Kurikulum Dan Pembelajaran*. Jakarta: Bumi Aksara, 2015.

Hutasoit, Fitri Evanti, and Evi Widowati. "Gambaran Penerapan Safety Education (Pendidikan Keselamatan) Di Sekolah Dasar." *JHE (Journal of Health Education)* 2, no. 1 (2017): 66–72. https://doi.org/10.15294/jhe.v2i1.19111.

Junaidi, Ahmad. "Kurikulum Merdeka : Ide Untuk Sekolah-Sekolah Indonesia Di Dunia Pasca Pandemi," no. November (2021). https://doi.org/10.13140/RG.2.2.21313.07522.

Keller, John M. "Development and Use of the ARCS Model of Motivational Design." *Journal of*

Instructional Development 10, no. 1932 (1987): 2–10.

Kemendikbud. "Mendikbud Terbitkan SE Tentang Pelaksanaan Pendidikan Dalam Masa Darurat Covid-19." Kementerian Pendidikan dan Kebudayaan, 2020. https://www.kemdikbud.go.id/main/blog/2020/03/mendikbud-terbitkan-se-tentang-pelaksanaan-pendidikan-dalam-masa-darurat-covid19.

Lamb, R., M. S. Joshi, W. Carter, G. Cowburn, and A. Matthews. "Children's Acquisition and Retention of Safety Skills: The Lifeskills Program." *Injury Prevention* 12, no. 3 (2006): 161–65. https://doi.org/10.1136/ip.2005.010769.

Maidiyah, Erni, and Cut Zulisna Fonda. "Penerapan Model Pembelajaran ARCS Pada Materi Statistika Di Kelas XI SMA Negeri 2 RSBI Banda Aceh." *Jurnal Peluang* 1, no. 2 (2013): 12–21.

Pattanang, Emik, Mesta Limbong, and Witarsa Tambunan. "Perencanaan Pelaksanaan Pembelajaran Tatap Muka Di Masa Pandemi Pada SMK Kristen Tagari." *Jurnal Manajemen Pendidikan* 10, no. 2 (2021): 112–20. https://doi.org/10.33541/jmp.v10i2.3275.

Pemerintah Pusat. Sistem Pendidikan Nasional (2003).

Ridwan, Muannif, Bahrul Ulum, Fauzi Muhammad, and Universitas Islam Indragiri. "Pentingnya Penerapan Literature Review Pada Penelitian Ilmiah." *Jurnal Masohi* 02, no. 01 (2021): 42–51.

Robandi, Dedi, and Mudjiran Mudjiran. "Dampak Pembelajaran Dari Masa Pandemi Covid-19 Terhadap Motivasi Belajar Siswa SMP Di Kota Bukittinggi." *Jurnal Pendidikan Tambusai* 4, no. 3 (2020): 3498–3502. https://doi.org/10.31004/jptam.v4i3.878.

Santoso, Arif Budi. "Analisis Motivasi Belajar Siswa Pada Pembelajaran Jarak Jauh Dengan Menggunakan Aplikasi Microsoft Teams." In *Prosiding Seminar Nasional Pendidikan Sultan Agung*, 2:152–57, 2021.

Yusvita, Fierdania. "Pendidikan Keselamatan Di Sekolah Pada Siswa/i SDN 11 Pagi Duri Kepa Jakarta Barat." *Jurnal Abdimas: Jurnal Pengabdian Masyarakat* 3, no. 1 (2016): 45–50. https://doi.org/https://doi.org/10.47007/abd.v3i1.1660.