



## **The Effectiveness of Using Digital School Applications in Management of Online Civics Learning**

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### **Abstrak**

Covid-19 melanda seluruh dunia, bahkan Indonesia, yang mengharuskan pembelajaran dilakukan secara daring. Sekolah membutuhkan sarana untuk menunjang pembelajaran daring. Penelitian ini bertujuan untuk mendeskripsikan efektivitas aplikasi sekolah digital dalam pengelolaan pembelajaran PPKn secara daring. Penelitian ini merupakan penelitian deskriptif kualitatif dimana teknik pengumpulan data menggunakan 3 teknik yang pertama observasi, kedua wawancara dengan 1 guru PPKn, dan yang terakhir pembagian kuesioner ke 36 siswa kelas X TSM 1. Teknik analisis data dilakukan dengan cara reduksi data, penyajian data, dan kesimpulan. Hasil penelitian menunjukkan bahwa terdapat enam aspek yang dapat membuktikan bahwa sekolah digital efektif digunakan dalam pengelolaan pembelajaran PPKn secara daring. Aspek-aspek tersebut adalah kualitas informasi, kualitas sistem, kualitas pelayanan, tingkat penggunaan, kepuasan pengguna, dan manfaat yang diperoleh. Hasil kuesioner menunjukkan bahwa 6 aspek tersebut memperoleh rata-rata sebesar 78,17%. Dengan terpenuhinya aspek-aspek tersebut, maka dapat disimpulkan bahwa sekolah digital efektif dan dapat menjadi salah satu sarana yang dapat digunakan dalam pembelajaran daring.

**Kata Kunci:** Efektivitas, Pengelolaan Pembelajaran, Sekolah Digital.

### **Abstract**

*Covid-19 has hit the whole world, even Indonesia, which requires to be online learning. Schools need facilities to support online learning. This research aims to describe the effectiveness of digital school applications in the management of online learning. This research is a qualitative descriptive study in which the technique data collection uses 3 techniques, the first is observation, the second is interviews with 1 teacher PPKn, and the third is distributed questionnaires to 36 students of class X TSM 1. Data analysis techniques are carried out through data reduction, data presentation, and conclusions. The results showed that six aspects can prove that digital schools are effectively used in managing online civics learning. These aspects are information quality, system quality, service quality, intention to use, user satisfaction, and net benefits. The results of the questionnaire showed that the six aspects obtained an average of 78.17%. With the fulfillment of these aspects, so it can be concluded that digital schools are effective and can be one of the facilities that can be used in online learning.*

**Keywords:** Effectiveness, Online Learning, Learning Management

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## INTRODUCTION

The COVID-19 pandemic that has spread throughout the world, including Indonesia, has significantly impacted all aspects of people's lives. The work from home (WFH) policy is one of the efforts to prevent the transmission of COVID-19 (Putra & Kasmiarno, 2020). With the implementation of the policy, schools and universities were closed so that learning was carried out online. The implementation of the online learning policy is done so that students always get their rights to study without having to be limited in time and space (Farell et al., 2021). Online learning poses a big challenge for schools, teachers, students, and parents (Aji, 2020). Online learning is learning that can be carried out without having to meet in person and not being fixated on the time and place to be used, or in other words, online learning is flexible learning (Munasiah et al., 2021). Online learning can be done through a facility or place on the internet. Teachers and students can communicate through these facilities so that the success of the learning process can run well and learning objectives can be achieved (Sofyana & Rozaq, 2019).

The quality of learning outcomes and student learning productivity can be guaranteed with good learning management (Buchari, 2018). Learning leadership is a teacher's effort in choosing how to convey material to students so that students can understand the material quickly and learning objectives can be achieved. There are four strategies in learning management, namely planning, actuating, implementing learning, and evaluating (Marnia & Jasrial, 2021; Naway, 2016). When learning management can be done well, learning effectiveness can be formed. The point of learning is a measuring tool in seeing whether the teaching is following the objectives to be achieved and as a standard in the quality of education (Magdalena et al., 2020). Indicators that can affect the effectiveness of learning include teaching quality (quality), teaching accuracy (appropriateness), intensive, and time (Saleh, 2020; Slavin, 2009).

The means that can support the online learning process is to use learning applications. The success of an application can be seen from six aspects, namely how the quality of the information produced (information quality), how the quality of the system (system quality), how the quality of services provided (service quality), how the level of user usage (intention to use), how is user satisfaction with the application (use satisfaction), and the benefits of the application (net benefit) (Hidayatullah et al., 2020). Currently, many applications can be used in online learning, such as zoom, google meet, google classroom, and others. With so many applications, schools can freely determine what learning applications are suitable for students' conditions (Dewi, 2020). Aspects which can be considered in the choice of learning applications, namely the environment, the suitability of the applications and learning styles of the students, the characteristics of the students, and the objectives to be achieved (Baety & Munandar, 2021).

Successful online learning can be obtained, if teachers and students can adapt to the application of online learning. In addition, the success of online learning can be determined by several factors such as; the quality of information, the quality of learning, the quality of service institutions, and the quality of the facilities used (Baety & Munandar, 2021). But in reality, many schools are confused about choosing the proper learning application. This is undoubtedly an obstacle to the success of online learning. Ineffective learning applications will harm the quality and learning outcomes obtained, and learning objectives cannot be achieved. The problem encourages researchers to find out what learning applications are used at SMK N 3 Salatiga, and how effective the use of Digital School learning applications is in managing online learning.

Previously there is a number of related research with effective use application digital school in online learning, namely research entitled *Sekolah Digital Sebagai Solusi Pembelajaran Efektif Pada Masa Pandemi Covid-19 di SMA N 2 Wates* by Andriyan Wuryantini on the year 2019. From the results of the research, it was found that digital schools are suitable for use as online learning media. Appropriateness the seen in the utilization application of digital school, in the form of three stages namely, planning, implementation, and evaluation (Wuryantini, 2019). The next research is entitled *Pengaruh Antusiasme Belajar dan Media Belajar*

Website “Sekolah Digital SMKN 3 Salatiga” Terhadap Prestasi Belajar Simulasi Digital by Yehoshua John ary Anando & Adriyanto Juliastomo Gundo on 2022. The research result showed that enthusiasm for study and learning media in digital school provides a positive impact and is significant to performance learning gained by students (Anando & Gundo, 2022). The next research is entitled *Implementasi Model Kesuksesan Sistem Informasi Delone and McLean Terhadap Sistem Pembelajaran Berbasis Zoom Di Saat Pandemi Covid-19* by Sharif Hidayatullah, Umu Khourroh, Irany Windhyastiti, Ryan Gerry Patalo, and Abdul Waris on year 2020. The results showed that aspects in the success model system information Delone and Mc Lean each other related and give impact positive on learning done through zoom (Hidayatullah et al., 2020).

The difference between this research with previous research that is in the form of effective application digital school isn't it only seen from the teacher's side or student's side but from both sides. Besides that, the effectiveness of digital schools will be analyzed using the success model system information by Delon and McLean. This study aims to describe the effectiveness of using the Digital School learning application in managing online learning. The results from this research expected that will be a reference for schools in the selection of learning applications that can support successful online learning.

## RESEARCH METHOD

This research is a qualitative descriptive study with research subjects, 1 PPKn teacher and 36 students of class X TSM 1 who use the Digital School application in online learning. Researchers made observations by participating in the online learning process in the Digital School application. After participating in the online learning process, the researcher conducted interviews with selected subjects, Civics Teachers, to obtain more open and in-depth data. After the researchers conducted interviews with the teachers, the researchers then distributed questionnaires to the students of class X TSM 1. After getting the data, the researcher performs data analysis and tests the validity of the data, which can later help check data from various sources.

Data collection techniques were carried out through observation, interviews, and questionnaires. The instruments in this study are observation guidelines, interview guidelines, and questionnaire sheets. Two expert lecturers carried out the validity of the instrument. The instrument's validity contains four aspects: clarity, content accuracy, content validity, no bias, and language accuracy. The observation guide includes a table with Yes or No answers with the observed aspects in the form of the teacher's steps in managing to learn. Interview guidelines in the form of questions related to four learning management strategies, learning effectiveness, and the applications' success. The questionnaire sheet contains 20 questions related to the success of the digital school application. The validity of the data was tested by triangulation of sources and triangulation of methods.

The data analysis technique uses the Miles and Huberman model (Sugiyono, 2015). The first stage is data reduction which is done by determining the important points obtained by the researcher through observations, interviews, and questionnaires. The data reduction stage can also be said to be the result of the summary of the researcher's data. The next stage is the presentation of the data, which is done by recapitulating the research results that have been reduced. The recapitulation of the research results is entered into the table. The last stage is conclusion or verification.

## RESULT AND DISCUSSION

### Result

The learning application used at SMK N 3 Salatiga is Jagaratu, or it has now changed its name to Digital School. Digital School is a web-based learning application developed by the Head of the Central Java Provincial Education Office to assist teachers in online learning (Samoling et al., 2022). The effectiveness of using Digital School learning applications can be seen from two sides: the teachers and the students. The

effectiveness of using the Digital School application from the teacher's perspective is the availability of features that can support online learning management.

**Table 1**  
**Features of Digital School**

<b>Features</b>	<b>Utility</b>
School Information	Announcement (Principal)
Learning	Online Learning (Learning Place)
	Online Assignments
	Learning Resources
	Consultation Room
Online Rating	Question Package
	Exam Schedule
	Monitor Exam Students
Presence	Daily Report
	Monthly Report
My Folder	Study Module
Master Data	Teacher Data
	Student Data

There are four stages of learning management that can be done through digital schools. The first stage is planning, starting with the teacher making classes in digital schools according to a predetermined schedule. How to create a class in a digital school begins with the teacher logging into the digital school by entering a username and password; the teacher selects the online learning feature and selects the “+” button on the top right; the teacher enters data in the form of subjects, semesters, material titles, classes, methods, media, dates, starting hours, and ending hours; after all the data is filled in the teacher can save the data and automatically the class has been saved. After the course is completed, the teacher prepares material in the form of videos uploaded on Youtube or PowerPoint. Video and PowerPoint will later be used as a learning module. The way the teacher uploads the material begins with the teacher selecting the class that has been created; the teacher selects the learning module input icon; in the material input icon there is data in the form of subjects, material titles, classes, and material content, teachers can enter links or files into the material content column, and click save. Based on interviews with PPKn teachers, learning preparation in digital schools is considered better because teachers can upload materials long before learning begins so that students can read or study the materials first. In addition, the principal and the curriculum team can also directly monitor online learning carried out in digital schools. This is because the principal and the curriculum team have tokens that can be used to see which teachers do not enter a schedule and do not upload materials.

The second stage is actuating. Based on the questionnaire results, the teacher started learning in class according to the schedule. Of 36 students, as much as 91.67% agreed that learning carried out in digital schools began according to the written schedule. Students are automatically registered as absent when they click on the online learning feature and enter the class that has been provided. There is a recapitulation of student absenteeism on the top right which contains the number of students, the number of students present, and the number of absences. Based on the results of interviews with PPkn teachers, the teacher agreed to the tolerance for student tardiness. The teacher informs the students regarding the activities that will be carried out during the learning process. These activities include reading material, discussing questions and answers, and doing assignments or evaluations.

The third stage is the implementation of learning. The teacher starts the lesson by saying greetings. The teacher checks students' readiness to participate in education by asking what material will be discussed. The teacher asks students about the material that the teacher has given. The teacher material uploaded in the digital school can be seen or read by students because it is next to the pop-up chat. The learning method used is discussion and question-and-answer. Discussions, questions, and responses are carried out in the chat feature

at Digital School. The way to enter the chat feature in digital schools is to click on the online learning feature; select the appropriate class, schedule, and subject; click start learning; after clicking start learning, a pop-up will appear containing a chat column for sending messages; discussion and question and answer is done by sending messages that can be in the form of writing, stickers, or voice notes. Teachers and students are actively involved in the learning process; this is by the questionnaire results, which showed that out of 36 students, 77.78 % stated that they were actively engaged in learning through digital schools. Based on the interviews, the teacher provides motivation or stimulus to students to be active in learning by giving points or scores for students who can answer questions and participate in learning from beginning to end. When students start to leave the topic being discussed, the teacher reprimands or warns students to return to the learning topic being discussed. Following the results of the questionnaire, which stated that out of 36 students, 97.22% agreed that when students made mistakes and did not follow the lesson correctly, the teacher reprimanded or gave warnings.

The fourth stage is evaluation, based on the results of interviews, and the results show that the review or assessment is carried out by working on questions through the google form link that the teacher shared. Student learning outcomes show that teachers effectively use digital schools in managing their classes, it can be seen from the percentage of student learning outcomes that reaches 86.11 %. The details are as follows; of 36 students, 31 belonged to the Completed category, and 4 belonged to the incomplete class. The minimum completeness criteria value in the Civics Education lesson at SMK N 3 Salatiga is 75.

The effectiveness of using the Digital School application from the student's perspective can be seen from six aspects: information quality, system quality, service quality, intention to use, user satisfaction, and net benefits.

**Table 2**  
**The Effectiveness of Digital School Applications from the Student's Side**

Aspects	Results
Information Quality	Students understand the material delivered through digital school applications. This follows the learning outcomes of students who obtained a percentage of completeness of 86.11% with a KKM score of 75 and the results of a questionnaire which stated that of 36 students, 75% of students claimed to understand the material presented by the teacher through digital schools.
System Quality	Of the 36 students, 69.44% stated that digital school applications did not require large storage, 69.44% said they did not need a large quota, and 88.89% stated that digital school applications could be easy to use.
Service Quality	Of the 36 students, 83.33% stated that the features in the digital school were easy to use, 66.7% stated that there were no problems when logging in to the digital school, 86.11% stated that the chat, module, announcements, grades, and tests can be used easily, and 77.78% stated that accessing materials through digital schools is relatively easy.
Intention to Use	Of the 36 students, 86 1.11 % stated that all subjects at SMK N 3 Salatiga used digital school applications.
User Satisfaction	Of the 36 students, 61 1.11 % stated that there were no obstacles or difficulties when participating in learning through digital schools. Of the 36 students, their impressions during online learning were; 14 students stated that digital schools were easy to use, 15 students enjoyed learning through digital schools, 1 student stated that there were no problems, 1 student stated that they often experienced lag, and 4 students stated that learning through digital schools was difficult.
Net Benefits	Ease of students participating in online learning, sending assignments online, interacting with teachers, obtaining information or announcements from schools, using digital schools, and the available features.

Based on the results above, it can be said that students in online learning effectively use digital schools. The summary of the questionnaire results can be seen in the following table.

**Table 3**  
**Recapitulation of Questionnaire Results**

Question	Answer		Total Students	
	Yes	Not	Yes	Not
Is the application easy to use?	88.89%	11.11%	32	4
Doesn't it need massive phone storage?	69.44%	27.78%	25	10
Doesn't it need a lot of quotas?	69.44%	30.56%	25	11
Is there no difficulty logging in?	66.67%	33.33%	24	12
Are there no difficulties in following the lesson?	61.11%	38.89%	22	13
Is accessing the material easy?	77.78%	22.22%	28	8
Are there no problems or troubles when learning?	63.89%	36.11%	23	13
Are the features easy to use?	83.33%	13.89%	30	5
Features such as announcements, chat, & modules are easy to use?	86.11%	11.11%	31	4
Do all subjects use this application?	86.11%	11.11%	31	4
Do you understand the material?	75%	25%	27	9
Does learning start according to schedule?	91.67%	8.33%	33	3
Does the teacher give a warning?	97.22%	2.78%	35	1
Are you actively involved in learning?	77.78%	22.22%	28	8
<b>Average</b>	<b>78.17%</b>	<b>21.03%</b>		

Based on the recapitulation of the questionnaire results, the digital school application can be used effectively for online learning, as indicated by the average "Yes" students' answers to the questions in the questionnaire, which reached 78.17%.

## Discussion

The results of the study show that the learning steps that teachers take in digital schools are in line with the four stages of learning management, there are four stages that teachers must do in learning management, namely planning (learning planning), actuating (organizing the learning process), implementing learning, and evaluation (Naway, 2016; Marnia et al., 2021). Through digital school applications, teachers can still manage their classes. They started by preparing for classes, uploading materials, coordinating students, using learning methods that make students active, providing motivation, giving warnings, and providing evaluations.

Four things can prove that the learning process can be said to be effective, namely quality (quality of teaching), appropriateness (teacher's accuracy in education), intensive, and time (Saleh, 2020; Slavin, 2009). In line with research conducted by Saleh (2020), the quality of learning through digital schools can be seen from the extent to which teachers can help students understand the material. In online learning conducted through digital schools in class X TSM 1, the teacher uses discussion and question-and-answer methods to help students understand the material to be taught. Discussions and question-and-answer are carried out through digital school applications by sending messages in writing, stickers, or voice notes. One of the reasons teachers choose the discussion and question-and-answer learning method is so that students are actively involved in the learning process; in addition to the teacher giving questions to students automatically, students will be moved to study the material so that they can answer the questions given by the teacher. Appropriateness of learning in digital schools can be seen in the ability of teachers to know whether students are ready to take part in learning. Based on the study results, learning preparation in digital schools is considered better because teachers can upload materials long before learning begins so that students can read or study the material first. Intensive education through digital schools can be seen in the ability of teachers to motivate students. Based on the research results, the stimulus or encouragement given by the teacher to students is in the form of providing points or points to students who actively answer the teacher's questions and follow the learning from beginning to end. Giving rewards in the form of grades or points to students is one way to motivate students to understand the material better. The teacher's ability to know how long

students can understand the material well is called time. In online learning conducted through digital schools, the maximum Time required is two times forty- five minutes for each meeting. Counted in two forty-five minutes of learning, the result is that students' understanding of the material is quite good, it can be seen from the effects of good student evaluations, with the acquisition of a completeness percentage of 86.11% with a KKM score of 75. Based on the research results, the effectiveness of online learning can still be formed through digital school applications.

In line with research conducted by Hidayatullah (2020), An application can be said to be successful or effective if it contains six aspects including information quality, system, service quality (quality of service), intention to use (level of use), user satisfaction, and net benefits (Hidayatullah et al., 2020). The results showed that the digital school learning application was considered effective because it contained these six aspects. The quality of information obtained from digital school learning applications, namely the material that the teacher conveys, can be accepted by students so that student learning outcomes are good, this is following the results of the questionnaire, which showed that 71.8% of students said they understood the material delivered through digital schools. The acquisition of student learning outcomes from 36 students, 31 students, belonged to the Completed category, and 4 students belonged to the uncompleted class with a KKM score of 75. The quality of the system that digital schools have includes the ease of running the application; seen from the results of the questionnaire, which reached 89.7 % stated that digital schools were easy to use, 66.7% of students stated that digital schools were not applications that required large quotas, 73.7% of students stated that digital schools do not require a lot of phone storage, because digital schools can be accessed via a browser without the need to download an application. The service quality of digital schools is good; this is evident from the many features suitable for online learning. The principal and curriculum can determine whether the teacher has uploaded the material or made a schedule and can monitor learning directly. In addition, the teacher is also facilitated in recapitulating journals or history during the learning process, because it can automatically be printed after the teacher ends the lesson. Attendance data is also automatically written in the digital school. Based on the questionnaire results, 66.7 % of students did not find it difficult to log in to digital schools, and 86.8% of students stated that the features contained in digital schools could be used efficiently. The level of use of digital schools is high in SMK Negeri 3 Salatiga; this is because digital schools are the main learning applications teachers in all subjects must use. The questionnaire results of 89.5 % of students said that all subjects use digital schools. As many as 61.5 % of students stated that they were satisfied with the features of the digital school and did not experience any difficulties. 23 students said there were no problems when using digital schools, 7 students said they had signal problems, 4 students had quota problems, and 2 students said that the application often had errors. Based on these data, it can be said that digital schools have succeeded in becoming one of the suitable learning applications for online learning.

## CONCLUSION

The learning application used at SMK N 3 Salatiga is the Digital School. Based on the above discussion, it can be concluded that digital school applications are effectively used for online PPkn learning management at SMK N 3 Salatiga. The effectiveness of digital schools can be seen from the availability of features that teachers can use for learning management. The advantage of digital school applications is that online learning management can be well organized; this is because the principal and the curriculum team can directly monitor the online learning process. In addition, teacher planning in learning management can be said to be better because teachers can provide material earlier so students can learn the fabric first. Using digital school applications does not require ample phone storage and does not require a lot of quotas. An automatic absence recapitulation can make it easier for teachers to recap student attendance. A teaching journal recapitulation is automatically saved when the teacher ends the lesson. Students can download learning modules before



learning takes place. The many features in a digital school can help students understand the material well. Students can be actively involved in discussions with teachers through digital schools. The weakness of digital school applications is that when many users use the application, it usually takes a long time to load. Constraints often occur in online learning through digital schools are signals, quotas, and teachers' learning methods.

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- 6109 *The Effectiveness of Using Digital School Applications in Management of Online Civics Learning* – Luthfina Riska Aprilia, Nani Mediatati  
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