



The Influence of Teacher Skills Using the Whatsapp Application, powerpoint and Assessment Techniques on the Professionalism of Primary School Teachers Inpress Loka Bantaeng District

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Abstrak

Pelaksanaan pembelajaran masih kurang variatif, proses pembelajaran memiliki kecenderungan pada metode tertentu (konvensional), dan tidak memerhatikan tingkat pemahaman siswa terhadap informasi yang disampaikan. Siswa kurang aktif dalam proses belajar, siswa lebih banyak mendengar dan menulis, menyebabkan isi pelajaran sebagai hafalan sehingga siswa tidak memahami konsep yang sebenarnya. Penelitian ini mengkaji tentang pengaruh keterampilan guru menggunakan aplikasi Whatsapp, Powerpoint dan teknik penilaian terhadap profesionalisme guru di Gugus SD Inpres Loka Kecamatan Uluere Kabupaten Bantaeng. Jenis penelitian ini Jenis penelitian yang digunakan penelitian kuantitatif dengan tipe penelitian deskriptif. Teknik sampel yang digunakan adalah sampling jenuh 48 guru wali kelas dengan pengukuran instrumen penelitian yaitu; skala likerts. Adapun teknik analisis data yang digunakan adalah teknik analisis statistik deskriptif dan teknik analisis regresi berganda dengan bantuan aplikasi software SPSS version 26. Berdasarkan hasil penelitian dan analisis data keterampilan guru menggunakan aplikasi Whatsapp, Powerpoint dan teknik penilaian terhadap profesionalisme guru di gugus SD Inpres Loka Kecamatan Uluere Kabupaten Bantaeng diketahui bahwa nilai F hitung = 28.476 dengan tingkat signifikan sebesar 0,000 lebih kecil < 0,05 maka variabel (X) kuat pengaruhnya terhadap variabel (Y) dengan demikian dapat diketahui bahwa Ha diterima dan H0 ditolak karena nilai Sig. lebih kecil dari 0,05. Sehingga dapat disimpulkan bahwa terdapat pengaruh Keterampilan Guru Menggunakan Aplikasi Whatsapp, Powerpoint dan Teknik Penilaian Terhadap Profesionalisme Guru di Gugus SD Inpres Loka Kecamatan Uluere Kabupaten Bantaeng.

Kata Kunci : Keterampilan, Media Pembelajaran, Profesionalisme Guru

Abstract

The implementation of learning is still less varied, the learning process has a tendency towards certain methods (conventional), and does not pay attention to the level of students' understanding of the information conveyed. Students are less active in the learning process, students listen and write more, causing the lesson content to be rote so that students do not understand the actual concept. This study examines the effect of teacher skills using the Whatsapp application, Powerpoint and assessment techniques on the professionalism of teachers at SD Inpres Loka Uluere District, Bantaeng Regency. This type of research used quantitative research with descriptive research type. The sample technique

used is saturated sampling of 48 homeroom teachers with research instrument measurements namely; likerts scale. The data analysis technique used is descriptive statistical analysis techniques and multiple regression analysis techniques with the help of the SPSS version 26 software application.

Based on the results of research and analysis of teacher skills data using the Whatsapp application, Powerpoint and assessment techniques on teacher professionalism at SD Inpres Loka Uluere District, Bantaeng Regency, it was known that the calculated F value = 28,476 with a significant level of 0.000, less than <0.05 , the variable (X) has a strong effect on variable (Y) thus it can be seen that H_a is accepted and H_0 is rejected because of the Sig value. smaller than 0.05. So it can be concluded that there is an influence of Teacher Skills Using the Whatsapp Application, Powerpoint and Assessment Techniques on Teacher Professionalism at SD Inpres Loka Uluere District, Bantaeng Regency.

Keywords: *Skills, Learning Media, Teacher Professionalism*

Introduction

Education has an important role in efforts to improve the quality of human resources and efforts to realize the ideals of the Indonesian nation for general welfare and the intelligent life of the nation. The government has formulated it in Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System which explains that education is useful for developing the potential of students so that they become human beings who are devout, knowledgeable and have good character. In other words, education is a planned, systemized and purposeful process, through both formal and non-formal learning processes. Looking at the goals of national education, teacher professionalism is required to have competence as mandated by law, therefore teachers have a very important role in realizing the goals of the national education system, namely through the learning process. Thus, teachers are required to have competence in developing learning strategies, models, media and methods for carrying out effective learning process activities.

Professional teachers have competency criteria, namely pedagogical competence, professional competence, social competence and personality competence. These four competencies must be possessed by every teacher when carrying out learning at school, so that the learning process activities are achieved in

accordance with the planned objectives, Dekawati, (2015). In National Education Minister Regulation Number 18 of 2007 concerning In-Service Teacher Certification, professional teachers can be measured through 10 components, including (1) academic qualifications; (2) education and training; (3) teaching experience; (4) planning and implementing learning; (5) assessment from superiors and supervisors; (6) academic achievement; (7) professional development work; (8) participation in scientific forums; (9) organizational experience in the educational and social fields; and (10) awards relevant to the field of education

Currently, Indonesia is still hit by Covid-19 and is still fighting against the Covid-19 pandemic, which is spreading more massively. The government has made various methods and efforts to prevent the spread of Covid-19. One of the government's efforts is to issue a home-centered learning system policy or home learning (BDR). Minister of Education and Culture Nadiem Makarim initiated a Learning From Home (BDR) policy, as a solution so that teaching and learning activities can continue to be carried out amidst the Covid-19 outbreak.

Of course, the policy issued by the Minister of Education and Culture requires a teacher to be able to take appropriate steps so that online learning or learning from home can run as well as possible. A teacher is challenged to create

a learning strategy by utilizing various learning media based on information and communication technology. Because the existence of ICT-based learning media will really help teachers in delivering learning material during the Covid-19 pandemic.

Online learning is a teaching and learning activity carried out with the help of an internet network as learning access. Online learning is a form of distance learning that utilizes telecommunications and internet technology (Sadikin & Hamidah, (2020). The implementation of online learning supports the implementation of learning in the 4.0 era which utilizes technology that utilizes all forms of digital information in the learning process.

Success in teaching and learning activities cannot be separated from the learning media used by the teacher. One of the benefits of learning media is that it makes it easier for teachers to convey the material to be taught and students focus more on learning. ICT or ICT-based learning media is very necessary nowadays, where in the current conditions students learn from home (BDR). Of course, it will be very difficult for teachers if in the current conditions teachers do not use ICT-based learning media in learning. Briggs defines learning media as physical means used to send messages to students so as to stimulate them to learn, Asyhar & Harjono, (2012). According to Budiman, (2017) Information and Communication Technology is all activities related to processing, manipulation, management and transfer of information.

Methods

This research uses quantitative research with a survey method because researchers want to know the influence of teachers' skills using WhatsApp, Powerpoint applications and assessment techniques on teacher professionalism. Therefore, this researcher uses a quantitative type of research because in

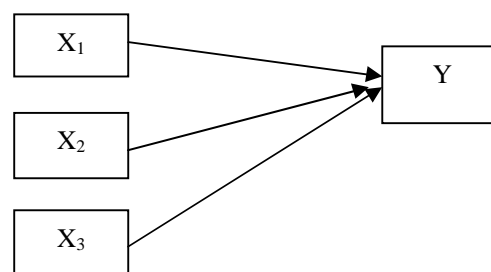
this research there are two variables that want to be studied, namely to find out the influence of variable X on variable Y.

The type of research used in this research is descriptive research. Because quantitative descriptive research seeks data based on population samples, the research is then analyzed according to the statistical methods used. Likewise in this research, researchers conducted research by distributing questionnaires to each population, namely class members in the Inpres Elementary School cluster area, Ulu Ere District, then the results of the questionnaires will be analyzed.

The variables examined in this research consist of two variables, namely teacher skills using WhatsApp (X1), teacher skills using Powerpoint (X2), and teacher skills in conducting assessment techniques (X3) as the independent variable and teacher professionalism as the dependent variable symbolized Y.

This research is a quantitative research, namely to determine the influence of teacher skills using WhatsApp, Powerpoint applications and assessment techniques on teacher professionalism in the Inpres Loka SD cluster, Uluere District, Bantaeng Regency.

Meanwhile, the relationship pattern between the independent variable and the dependent variable in this research can be described as follows:



Information:

X1 = Teacher's the Whatsapp application

X2 = Teacher's skills in using Powerpoint

X3 = Teacher's skills in conducting

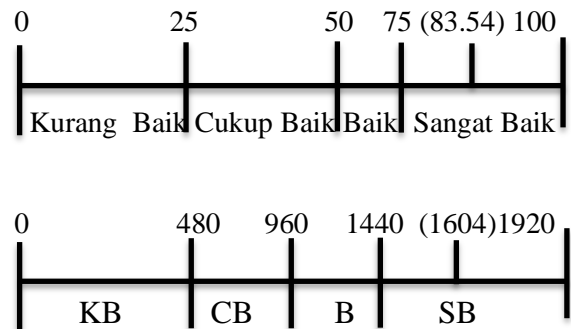
Y = Teacher Professionalism

Results and Discussion

The school used as the location for this research is a school in the Inpres Loka SD Cluster area, Uluere District, Bantaeng Regency. In this cluster there are eight elementary schools, namely SD Inpres Bangkeng Bonto having an address at Bangkeng Bonto, Bonto Lojong, SD Inpres Loka having an address at Loka, Bonto Marannu Village, SD Negeri 35 Lanyying having an address at Lanyying, Bonto Lojong, SD Inpres Talakayya having an address at Talakayya, Bonto Tangga, SD Inpres Paranga is located at Paranga, Bonto Daeng, SD Negeri 75 Kayu Tanning is located at Lanyying, Bonto Lojong, SD Muntea is in Bonto Lonjong Village which is a long distance school from SD Inpres Lanyying

Based on the results of research conducted using a questionnaire, several things were found related to the answers given by 48 respondents. In this research, there are 4 variables used as research objects. The variables in question are the teacher's skills in using WhatsApp (X1), the teacher's skills in using Powerpoint (X2), and the teacher's skills in carrying out assessment techniques (X3) as well as teacher professionalism as the dependent variable symbolized (Y).

keterampilan guru menggunakan aplikasi Whatsapp dalam pembelajaran pada siswa di Gugus SD Inpres Loka Kecamatan Uluere Kabupaten Bantaeng sebesar 83,54%. Apabila di interpretasikan maka nilai 83,54% berada pada penilaian sangat baik. Sedangkan nilai 1604 termasuk dalam kategori interval sangat baik. Secara kontinum dapat dibuat kategori sebagai berikut



Information:

Poor (KB) = 1 = $1 \times 48 \times 10 = 480$

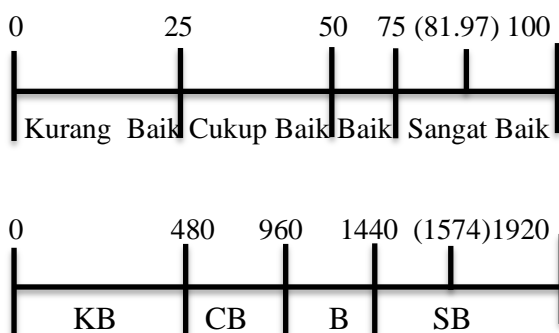
Fairly Good (CB) = 2 = $2 \times 48 \times 10 = 960$

Well (B) = 3 = $3 \times 48 \times 10 = 1440$

Very Good (SB) = 4 = $4 \times 48 \times 10 = 1920$

Based on the results of research on teacher skills using the Whatsapp application in learning for students at the Inpres Loka Elementary School Cluster, Uluere District, Bantaeng Regency, the results were 83.54%, which shows that the respondent's implementation of variable X1 "teacher skills using the Whatsapp application" is rated very good. According to the researcher's observations, this shows that the teacher's skills in using the Whatsapp application in learning for students at the Inpres Loka Elementary School Cluster, Uluere District, Bantaeng Regency are considered very good, with a score of 1604.

The teacher's skill in using Powerpoint in learning for students at the Inpres Loka Elementary School Cluster, Uluere District, Bantaeng Regency is 81.97%. If interpreted, the value of 81.97% is considered very good. Meanwhile, the value of 1574 is included in the very good interval category. On a continuum the following categories can be made.



Information:

Poor (KB) = 1 = 1 × 48 × 10 = 480

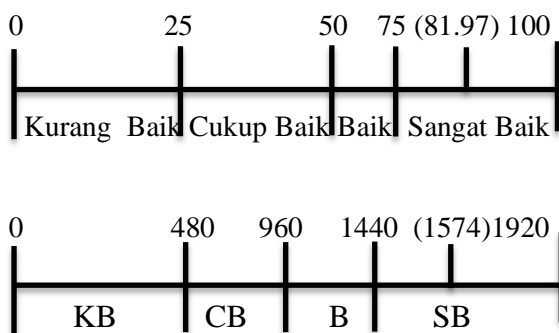
Fairly Good (CB) = 2 = 2 × 48 × 10 = 960

Well (B) = 3 = 3 × 48 × 10 = 1440

Very Good (SB) = 4 = 4 × 48 × 10 = 1920

Based on the results of research on teacher skills using Powerpoint in learning for students at the Inpres Loka Elementary School Cluster. implementation of variable X2 "teacher skills using Powerpoint" was rated as very good.

the value of 1561 is included in the very good interval category. On a continuum the following categories can be made.



Information:

Poor (KB) = 1 = 1 × 48 × 10 = 480

Fairly Good (CB) = 2 = 2 × 48 × 10 = 960

Well (B) = 3 = 3 × 48 × 10 = 1440

Very Good (SB) = 4 = 4 × 48 × 10 = 1920

Based on the results of research on teachers' skills in assessing students' learning in the Inpres Loka Elementary School Cluster, Uluere District, Bantaeng Regency, the results were 81.30%, which shows that the respondents' implementation of variable X3 "teachers' assessment skills" was rated very well.

According to the researcher's observations, this shows that the teacher's skills in assessing students' learning in the Inpres Loka Elementary School Cluster, Uluere District, Bantaeng Regency are considered very good, with a score of 1561.

With the results obtained in variable teacher's skills in conducting assessments in learning

The teacher's skill in using Whatsapp has a positive effect on teacher professionalism, and the teacher's skill in using Powerpoint variable has a positive effect on teacher's professionalism, and the teacher's skill in conducting assessment techniques has a negative effect on teacher's professionalism, and the teacher's skill in using Whatsapp variable has the most dominant effect simultaneously on teacher's professionalism. as a learning medium for students at the Inpres Loka Elementary School Cluster, Uluere District, Bantaeng Regency

B. Discussion

The results of research on teachers' skills in using the Whatsapp application in learning for students at the Inpres Loka Elementary School Cluster, Uluere District, Bantaeng Regency, obtained a result of 83.54%, which shows that the respondent's implementation of variable X1 "teachers' skills in using the Whatsapp application" was rated as very good. According to the researcher's observations, this shows that the teacher's skills in using the Whatsapp application in learning for students at the Inpres Loka Elementary School Cluster, Uluere District, Bantaeng Regency are considered very good, with a score of 1604.

Researchers' findings in the field in implementing the use of WhatsApp as a distance learning medium, there are several obstacles, namely signal interference, full cellphone memory, lack of interaction, difficulty knowing the

seriousness of students' learning, lack of student motivation to learn, online learning support facilities, and difficulty understanding the material provided. .

Whatsapp is a means of communicating by exchanging information, including text messages, images, videos and even telephone calls (Suryadi, et al, 2018). This opinion can be seen that WhatsApp makes it easy to convey information. With the results obtained in variable directly the teacher's skills in using the WhatsApp application in learning.

This is in line with research conducted by Wiji (2021) that teachers have used WhatsApp as a learning medium to support online learning activities by utilizing various available features such as photo, video, document and video call features.

Wati (2016) states that presentations using Microsoft PowerPoint are one method used to introduce or explain something that is summarized and packaged into several interesting slides. With the results obtained in variable teacher's skills in using Powerpoint in learning.

This is in line with research by Sutisna & Elkarmah, (2020) which states that in community service activities, teachers at SDN Menteng Atas 02 Pagi Setiabudi, South Jakarta are able to gain knowledge about making Microsoft PowerPoint and displaying learning videos independently. So teachers are expected to be able to use learning media to improve teacher quality and the atmosphere of learning activities to support the 2013 curriculum program launched by the government.

The results of research on teachers' skills in assessing students' learning in the Inpres Loka Elementary School Cluster, Uluere District, Bantaeng Regency, obtained a result of 81.30%, which shows that the respondents' implementation of variable X3 "teachers' assessment skills" was rated as very good. According to the

researcher's observations, this shows that the teacher's skills in assessing students' learning in the Inpres Loka Elementary School Cluster, Uluere District, Bantaeng Regency are considered very good, with a score of 1561.

Based on Minister of Education and Culture Regulation No. 104 of 2014 concerning assessment of learning outcomes for educators in primary and secondary education, it is explained that assessment of learning outcomes is the process of collecting information about learning achievements that have been carried out by students in order to develop knowledge, skills and attitude competencies which in its implementation are carried out systematically during and after the learning process.

With the results obtained in variable teacher's skills in conducting assessments in learning.

As research results from Subakti et al, (2021) state that (1) techniques, namely practical skills in brave learning, have been implemented by teachers and students are given practical singing assignments in the form of videos sent via the teacher's personal WhatsApp application using gadget media. (2) Product skills assessment has been carried out by the teacher by giving the task of making a collage and photographing evidence of the work with the students. (3) Assessment of project and portfolio skills cannot be carried out because in learning it is brave to carry out these two assessment techniques. (4) In assessing skills during courageous learning, if there are problems with students, where students do not understand the purpose of the material presented, the teacher will provide an explanation and ask the students' parents to guide their children at home.

Criteria for teacher professionalism include the ability to: master materials, manage PMB, manage classes, manage media or resources, master educational foundations, become familiar with

teaching and learning interactions, assess learning achievements, become familiar with BP service functions and programs, and become familiar with school administration (Yusutria, 2017).

With the results obtained on variable Y, this illustrates that the professionalism of teachers in learning at the Inpres Loka Elementary School Cluster, Uluere District, Bantaeng Regency is very influential, this is proven in the respondents' responses to the questionnaires distributed and when the researchers were in the field and saw directly the professionalism of teachers in learning. .

In line with research conducted by Tarmini et al, (2020) with the title "Increasing teacher professional competence through webinars evaluating learning outcomes for MTs Al-Ma'arif 1 Aimas teachers" The results of the activity show that the understanding and competence of MTs teachers. Al Ma'arif 1 Aimas Sorong increased significantly, namely with an initial average of 25.9% to 86.6%. This training activity can be used as a training model to improve the professional competence of teachers.

Based on the interpretation of the data, it is clear that teachers' skills in using WhatsApp applications, Powerpoint and assessment techniques have a strong influence on teacher professionalism in the Inpres Loka elementary school cluster, Uluere District, Bantaeng Regency. For the use of the WhatsApp application, Powerpoint and the assessment technique itself, it has been used well, but other aspects of use still need to be paid attention to. In using the WhatsApp application, Powerpoint and the assessment technique itself, the teacher as the technical implementer of learning has provided learning media that provides space for students to be able to obtain information about lessons easily. Apart from that, the Whatsapp, Powerpoint and Assessment Technique applications

provide easy access for students to take long distance lessons during the past pandemic.

Based on the results of observations and research that has been carried out, information has been obtained regarding the skills of teachers who often use the Whatsapp application, Powerpoint and assessment techniques as learning media, including those dominated by WhatsApp users as the top or most often used as learning media. However, in using the Whatsapp application, Powerpoint and Assessment Techniques, there are still shortcomings that are obstacles in utilizing the Whatsapp Application, Powerpoint and Assessment Techniques as a means for conducting distance learning. This can be seen from the still weak quality of the network in Uluere District so that distance learning is difficult to carry out. On the other hand, not all students have smartphones.

According to the calculation results, it can be seen that the influence of teachers' skills using Whatsapp, Powerpoint applications and assessment techniques on teacher professionalism in the Inpres Loka SD cluster, Uluere District, Bantaeng Regency has an influence of 66.0% and this is considered good, although there are still other factors that can influence teacher professionalism. However, it should be an important note that there is a 66.0% influence of teachers' skills in using WhatsApp, Powerpoint applications and assessment techniques on teacher professionalism, so that in the future they will be wiser in choosing learning media, especially for students who still tend to be unstable in using social media. Because if you don't pay careful attention it will have an impact on students' relationships.

This is in line with research conducted by Maharani, Nurashia, & Amalia, (2020) with the title "Analysis of Elementary School Teacher Professionalism in Implementing Online

Learning During the Covid-19 Pandemic". This research aims to analyze the professionalism of elementary school teachers in implementing learning during the Covid-19 pandemic. Pedagogical competence as a professional teacher consists of three indicators, namely the ability to plan the learning process, the ability to manage the learning process and the ability to evaluate (assess) learning. The results show that the teacher's ability to plan learning and the teacher's ability to evaluate learning have been carried out professionally, but the teacher's ability to manage learning cannot be done professionally

This research aims to determine the effect of using examples non-examples learning using audio-visual media on motivation and social studies learning outcomes for class V SD Negeri 3 Ranomeeto, South Konawe Regency.

Factors that cause low grades in the fifth grade social studies subject are: 1) limited learning media, 2) classical and monotonous teacher learning models, 3) and lack of student interest in learning and motivation.

Obstacles are not only for students, but also for teachers. Based on the results of initial observations of the social studies learning process, information was obtained on the methods used by the teacher, such as writing and asking questions. Learning is still dominated by teachers, while students are still relatively passive in class, just listening to what the teacher explains. Learning methods like this are often used considering that there is still limited understanding and teachers are not used to carrying out various variants of current and varied learning methods.

Based on the percentage of learning motivation, it shows that the learning motivation of experimental class students after treatment has a greater influence than the learning motivation of experimental class students before treatment.

Based on the results of research on the learning motivation of students in the experimental class and control class, it can be concluded that the learning motivation of students in the experimental class has a greater influence than the learning motivation of students in the control class.

Conclusions

Based on the results of research and data analysis of teacher skills using Whatsapp, Powerpoint applications and assessment techniques for teacher professionalism in the Inpres Loka Elementary School cluster, Uluere District, Bantaeng Regency, it can be concluded as follows:

The teacher's skill in using the Whatsapp application in learning for students at the Inpres Loka Elementary School Cluster, Uluere District, Bantaeng Regency obtained a result of 83.54%, which shows that the respondent's implementation of variable X1 "teacher's skill in using the Whatsapp application" is rated as very good. According to the researcher's observations, this shows that the teacher's skills in using the Whatsapp application in learning for students at the Inpres Loka Elementary School Cluster, Uluere District, Bantaeng Regency are considered very good, with a score of 1604.

The teacher's skill in using Powerpoint in learning for students at the Inpres Loka Elementary School Cluster, Uluere District, Bantaeng Regency obtained a result of 81.97%, which shows that the respondent's implementation of variable X2 "teacher's skill in using Powerpoint" was rated as very good. According to the researcher's observations, this shows that the teacher's skills in using Powerpoint in teaching students at the Inpres Loka Elementary School Cluster, Uluere District, Bantaeng Regency are considered very good, with a score of 1574.

The teacher's skills in assessing students' learning in the Inpres Loka

Elementary School Cluster, Uluere District, Bantaeng Regency obtained a result of 81.30%, which shows that the respondent's implementation of variable X3 "teacher's skills in assessing" was rated as very good. According to the researcher's observations, this shows that the teacher's skills in assessing students' learning in the Inpres Loka Elementary School Cluster, Uluere District, Bantaeng Regency are considered very good, with a score of 1561.

Teacher professionalism in learning at the Inpres Loka Elementary School Cluster, Uluere District, Bantaeng Regency obtained a result of 82.13%, which shows that the respondent's implementation of variable Y "teacher professionalism" was rated as very good. According to the researcher's observations, this shows that the professionalism of teachers in learning at the Inpres Loka Elementary School Cluster, Uluere District, Bantaeng Regency is considered very good, with a score of 1577.

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Profil Penulis

Nurlaidah, lahir di Kabupaten Jeneponto pada tanggal 06 Januari 1988, penulis merupakan anak ketiga dari lima bersaudara, dari pasangan bapak Pasa Ribi dan Ibu Siti Norma, penulis menyelesaikan pendidikan dibangku UPT SD 9 Bontoramba Kabupaten Jeneponto tamat pada tahun 2000, dan melanjutkan di MTsN Binamu Kabupaten Jeneponto tamat pada tahun 2003, dan melanjutkan di SMA 2 Kabupaten Jeneponto tamat pada tahun 2006, penulis melanjutkan pendidikan Strata 1 (S1) di Universitas Muhammadiyah Makassar Jurusan Pendidikan Guru Sekolah Dasar pada Fakultas Ilmu Keguruan dan Ilmu Pendidikan dan selesai pada tahun 2012, kemudian melanjutkan Strata 2 (S2) di Universitas Muhammadiyah Makassar Program Pascasarjana Magister Pendidikan Dasar dan selesai pada tahun 2023.

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