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E-learning management in St. Nikolaus Tomohon junior high school

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Abstract

This research aims to describe planning, organization, and evaluation of E-Learning in Lokon St. Nikolaus Junior High School Tomohon city. The writer uses the descriptive research with qualitative scientific approach. In collecting data the writer uses observation, interview, and documentary study. E-Learning management in Junior Lokon St. Nikolaus Junior High School, includes firstly the planning of e-learning process; preparing the facilities will be used on it, discussion method, media and e-learning process, some training activities such as Office 365, get to know the specific online learning process that is used in Lokon St. Nikolaus Junior High School Tomohon. Secondly, in order to organize the e-learning activities in this school which includes position, limitation, duties and responsibilities, and also establish good cooperation between all units in Lokon Education Foundation (YPL). All the management is arranged and supervised by Lokon Education Foundation with trainings and workshop. Thirdly, the e-learning process used by the teacher includes: the opening video (bumper), opening prayer, greetings, checking the attendance, the purpose of the study (goals), the lesson's concept, discussion and collaboration, presentation, conclusion, closing prayer, greetings, and closing video (bumper). Lastly, the evaluation of e-learning process in Junior High School Lokon St. Nikolaus Tomohon is carried out through the supervision and evaluation meeting. The school leaders arranged the schedule of supervision day and the assessment standards. The result of monitoring and evaluation are given to the teacher concerned so that can be used as a reflection for improvement and development. This research provides the following recommendations: (1) The school needs to have an independent e-learning plan so that the strategic steps that will be made actually lead the school to the achievement of its vision, mission and goals, and those are based on the analysis of the needs and resources. (2) School management must ensure that the placement of each member in the organizational structure is in accordance with their skill and competence. (3) The equalization of skills in the use of instructional media and mastery student-centered learning models, need to be done continuously. (4) The online learning platforms created by the schools are a proper standard that must be followed. However, it does not prevent the development of the teacher's creativity.

Keywords: management, E-learning, junior high school

1. Introduction

Science and technology in particular information and communication technology is developing rapidly. Its development is felt and affects all sectors of life, including education. The teaching and learning process as the most important part of education itself underwent significant changes. The conventional learning model with its main characteristic is centered on the teacher as a learning resource, turning to an active learning model that is centered on students. This transition brings with it many new things in the learning atmosphere in the classroom. Students no longer sit quietly listening to lectures from the teacher, but they are more active in discussion, collaboration, and presentation activities, as well as the use of more diverse learning resources.

One of the innovations in the field of education is to apply the concept of learning through electronic media networks known as e-learning (electronic learning). The learning process that previously used teaching materials delivered through face-to-face conventionally turned to the use of technology such as computers, laptops, smartphones, and gadgets as learning media that allows students to access more information to enrich and deepen their knowledge of the learning topics provided by the teacher. The concept of e-learning has encouraged the emergence of various applications or platforms that can be used by teachers for teaching and

learning activities in the classroom or used by students independently, such as Edmodo, Google Classroom, Microsoft Office 365, Ruang Guru, Khan Academy, LMS (Learning Management) system, and so on.

The school's commitment to implementing e-learning is driven by the serious attention of stakeholders to realize the ideals of 21st century education that integrates knowledge, skills, and attitudes, as well as mastery of Information and Communication Technology. The school assesses that e-learning using Office 365 can encourage students to develop 4 skills required in the 21st century as packaged in the 2013 curriculum learning process, namely (1) Critical Thinking and Problem Solving Skills, (2) Communication Skills, (3) Creativity Skills and Innovation, and (4) Collaboration Skills.

However, efforts to implement e-learning using Office 365 in this school have not been carried out smoothly. Based on the pre-observation activities, the following problems were found: first, the use of Office 365 in the teaching and learning process was not based on careful planning, both in terms of human resources (teachers and students), as well as in terms of infrastructure. This can be seen from the lack of understanding of teachers and students about the applications used, as well as the slow internet network, so that learning time is taken up by efforts to answer technical problems and wait for the internet work process (loading). Second, in practice, not all teachers are found to use Office 365 in their teaching and learning process. In fact, the Foundation continues to encourage all parties in their schools to maximize e-learning using Office 365 in the teaching and learning process. Third, the lack of information about examples of e-learning management from similar institutions as well as from studies that can be used as references. This makes the management process appear to have not run optimally. Based on the background of this problem, the researcher is interested in researching more about how e-learning management uses Office 365 in the teaching and learning process at junior high school Lokon St. Nikolaus Tomohon. Researchers are also very encouraged to research these topics which are classified as new issues in the world of education at the secondary school level, especially in North Sulawesi Province.

This study aims to obtain a detailed and clear description of:

1. Planning of e-learning at St. Nikolaus Tomohon Junior High School.
2. Organizing e-learning at St. Nikolaus Tomohon Junior High School.
3. Implementation of e-learning at St. Nikolaus Tomohon Junior High School..
4. Evaluation of e-learning at St. Nikolaus Tomohon Junior High School.

2. Literature Review

2.2 Education Management Concept

The term management comes from the word *managio*, namely 'management' or *managiare* which means "training in managing steps. From the meaning of this word, management is understood as a system of human behavior that works together in a guided manner to achieve goals. In order to achieve a goal, it is necessary to plan, organize, implement, and evaluate an effort from the members of the cooperating organization. This is confirmed by James AD Stoner as follows, "management is the process of planning, organizing, leading and controlling the efforts of

organizational members and the use of other organizational resources in order to achieve stated organizational goals" (Sagala, 2010: 50- 51) ^[6]. In the field of education, especially in the school environment, management is understood as a process of utilizing school resources through school program planning activities (planning), organizing the main tasks of the school (organizing), moving the entire school system (actuating) and supervising or controlling school performance. (controlling) (Sagala, 2010: 55) ^[6].

The function of education management in principle starts from the process of planning, organizing, implementing or mobilizing, and assessing or evaluating. A brief description of each function is as follows:

a. Educational Planning

Educational planning is the first thing to do from all processes to achieve goals as stated by Banghart and Trull in (Sagala, 2010:56) ^[6] "Educational planning is first of all a rational process". In schools, planning activities take the form of RKAS (school activity plans and budgets). The RKAS is prepared by the school leadership together with the teacher council with the scope of school administration in curriculum, supervision, student affairs, finance, facilities and infrastructure, educators and education staff, community relations, and learning facilities (Sagala, 2010:57) ^[6]. Planning made by schools will help schools determine targets or targets to be achieved through clear and measurable programs.

b. Education Organizing

Planning activities that have been carried out at the beginning of the process will be followed by organizing activities, namely determining and regulating the people who will play a role in carrying out certain tasks and responsibilities based on the activities that have been programmed in the planning. Organizing in schools shows the level of ability of the principal together with educators and education staff in carrying out all managerial processes (Sagala, 2010:60) ^[6]. In other words, in organizing activities, the principal must be able to determine the structure of tasks, authorities and responsibilities, and determine the functions of each personnel in a balanced manner according to the main tasks and functions.

c. Education Implementation

The next management function is implementation. This function is attached to the function of direction by the principal as a leader or manager. The principal is responsible for orienting everyone who will carry out certain tasks and responsibilities. In this orientation, instructions and explanations regarding the work must be given so that the process of implementing activities can run according to plan. The principal also needs to provide opportunities for his colleagues to participate in expressing ideas, suggestions, and suggestions. During the process of implementing activities, the role of the principal as an advisor and motivator is important to note (Kompri, 2015:102) ^[3].

d. Education Supervision

The activities that have been carried out need to be assessed whether the activities are in accordance with the plan or not and what are the difficulties and challenges faced during the

process of implementing the activities. For this reason, the management function that must be realized is supervision. This function is understood as an activity to know the realization of the behavior of each member and the level of goal achievement with the aim of determining improvement and development steps (Sagala, 2010:65)^[6]. The parties who need to be involved in supervisory activities, namely the principal for school supervision, supervisors for supervision of learning services, and education personnel who are authorized to supervise educational technical services.

2.2 E-learning management

E-learning management means planning, organizing, implementing, and supervising e-learning. There are several important elements that support the effectiveness and efficiency of e-learning management in teaching and learning activities in schools, namely policy support, understanding of each school component about e-learning, readiness of users both teachers and students regarding the facilities that will be used to support e-learning, readiness of supporting infrastructure, human resource development system, financing, implementation process, and quality control system, as well as the impact of the implementation process on improving student achievement. The steps in e-learning management can be done as follows: first, conducting a needs analysis and using the SWOT method (strengths, weaknesses, opportunities, and threats). Second, formulate strategies to achieve goals. Third, developing e-learning management using the SOAR (Strenght, Opportunity, Action, Result) method (Frayuda in www.academia.edu, accessed on Thursday, October 10, 2019).

On the other hand, Azhar Arsyad (in Zainiyati, 2017:62-63)^[10] states that learning media have the following general characteristics:

- a. has a physical sense known as hardware (hardware);
- b. has a non-physical meaning or software (software);
- c. emphasis on visuals and audio;
- d. have an understanding as a tool in the learning process;
- e. used in the context of communication and interaction between teachers and students;
- f. used en masse (radio, television), large and small groups (films, slides), or individuals (modules, computers).

Learning media is considered to have significant functions and uses. In general, learning media serves as a means to facilitate the process of communication and interaction between teachers and students inside and outside the classroom. Levie and Lentz (Arsyad, 2005:16-17)^[1] suggest that learning media has four functions, namely the function of attention, affective function, cognitive function, and compensatory function. The function of attention means that the learning media attracts and directs students' attention to focus on the content of the lesson being discussed. Affective function, namely the media can touch the feelings or emotions of students so that the learning material is increasingly enjoyed by students. Furthermore, learning media serves to facilitate the achievement of goals to understand and remember information or is called a cognitive function. Through the media, students who are weak and slow in receiving and understanding the material can be facilitated because the media also has a

compensatory function, which is to accommodate information in the text and recall it.

Besides having many functions, learning media also has many uses. In general, the uses of learning media include clarifying the presentation of messages, overcoming the limitations of space, time and senses, overcoming the passive attitude of students, providing the same stimulus, and being able to equalize students' perceptions and experiences (Arsyad, 2005:17-18)^[1]. Furthermore, the use of appropriate and varied learning media is useful for stimulating student learning, enabling more direct interaction between students and the environment and reality, and enabling students to learn independently according to their abilities and interests (Sadiman, Rahardo, *et al.*, 2014:17- 18).

Learning media has many types. Teachers certainly need to know and understand the types of learning media, so that they can determine the appropriate learning media with the material and learning methods. Arsyad (in Suryani, Setiawan, and Putria, 2018:48-55)^[8] argues that the types of learning media consist of human-based media (teachers and students), print-based (textbooks, guide books, journals, magazines, and sheets of paper), visual (concept maps, mind mapping, pictures), audio-visual (projectors, tape recorders, radio, television, video), and computer media. The rapid development of the internet today has an impact on the development of learning media. The internet can be used as a learning medium. Haughey (in Zainiyati, 2017:154-155)^[10] suggests that the use of the internet in learning can be done in three forms, namely Web Course, Web Centric Course, and Web Enhanced Course.

Learning Management System commonly abbreviated as LMS is software for teaching and learning activities in the network. LMS is a system for managing training and education records via the internet with online collaboration features. In addition, LMS facilitates students to be more independent and responsible in the teaching and learning process, because student self-service is available. Through this feature students can register themselves and can access learning, assessment, collaborative learning (for example, sharing applications, discussions) and everything is presented online (<https://en.wikipedia.org>, Learning Management System, accessed on Saturday, 16 November 2019). LMS can help plan, implement a learning process. LMS allows teachers to manage, deliver, and monitor their students. LMS combines traditional courses with digital media and interactive tools including online courses, virtual live sessions, and discussion forums. LMS has the following characteristics:

- use self-service and self-guided services.
- collect and deliver content. fast learning.
- consolidate training initiatives on a scalable web-based platform.
- supports portability and standards.
- personalize content and enable knowledge reuse. ([http://www.monsoonacademy.com/article/151454/Apa-itu-LMS-\(Learning-Management-System\)](http://www.monsoonacademy.com/article/151454/Apa-itu-LMS-(Learning-Management-System))).

3. Research Method

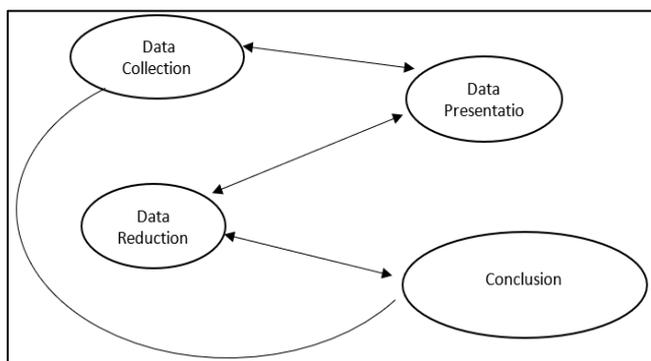
This study uses a descriptive method, which describes or provides an overview of an object under study with a qualitative research approach, namely the research is carried out in natural conditions (Sugiyono, 2011:14)^[7]. The reason for using this method and approach is that the researcher

intends to gain a deeper understanding of E-learning management in the teaching and learning process at junior high school Lokon St. Nikolaus Tomohon. Place This research was carried out at junior high school Lokon Nikolaus Tomohon. The research period was carried out for 6 (six) months, from October 2020 to April 2021.

The data from this study were obtained from two sources, which were grouped into two, namely primary data sources and secondary data sources (Moleong, 2007:157). - Primary data sources mean the main data sources or key sources, namely school principals, deputy principals, and representatives of subject teachers and student representatives. - Secondary data sources come from existing official documents in the form of notes, pictures, photos and other materials that can support this research.

Researchers use triangulation techniques, namely "data collection techniques that combine various data collection techniques and existing data sources" (Sugiyono, 2011:330) [7]. The data collection techniques that will be combined are observation, interviews, and documentation studies. Through these three data collection techniques, researchers obtained information about the planning, implementation, and evaluation of E-learning in the teaching and learning process at junior high school Lokon St. Nikolaus Tomohon. Data collection techniques are carried out by observation, interviews and documentation studies

The research procedure carried out can be seen in the image below:



Source. Sugiyono, 2016:338

Fig 1: components in data analysis

4. Result and Discussion

4.1 E-learning Planning at Lokon St Nikolaus Tomohon Junior High School

Lokon St. Middle School Nikolaus Tomohon since its establishment, has aspired to integrate technology in learning through e-learning. This is driven by the situation and conditions of the times, where technology plays an important role in every aspect of life. Long before the COVID-19 pandemic, schools had planned e-learning in collaboration with Microsoft Indonesia. The plan is made at the beginning of the semester or the beginning of the new school year, together with the leadership of the foundation. The planning steps that have been made first, provide the infrastructure; computer labs, student and teacher laptops/tablets, wi-fi internet networks, and Microsoft Office 365 applications. Second, train teachers/employees in using learning applications/media. Third, forming an ad hoc curriculum team and formulating an online learning platform typical of Losnito, and fourth, socializing and

simulating the use of a typical Losnito online learning platform.

On the one hand, schools have implemented appropriate planning steps, but on the other hand there are things that still need to be considered. E-learning planning must be integrated into official school documents containing semester/annual planning, namely RKAS (Activity Plan and School Budget). Sagala (2010:57) [6] suggests that the RKAS is prepared by the school leadership together with the teacher council with the scope of school administration, curriculum, supervision, student affairs, finance, infrastructure, educators and education staff, community relations, and learning facilities. Schools can plan e-learning in the RKAS in the short term, medium term, or long term, and take into account the condition of students and the surrounding environment (Kemendiknas 20011:29).

4.2 Organizing E-learning at Lokon St Nikolaus Tomohon Junior High School

Organizing e-learning at SMP Lokon St. Nikolaus is directly attached to the duties and responsibilities of each personnel as stated in the school organizational structure. The existence of the organizational structure indicates a good organizational activity. This is in accordance with what was stated by Kompri (2015: 102) [3] regarding the principles that need to be considered so that organizational goals can be achieved. The intended principles, namely clear objectives and understood by all members, have an organizational structure that describes the existence of one order, balance of duties, authority, and responsibilities.

Although structurally, the organization of e-learning was initiated directly by the foundation, in practice the organization of e-learning was left to schools. Prior to the COVID-19 pandemic, e-learning was arranged flexibly according to the ability of teachers and the availability of supporting infrastructure. However, since the implementation of the study from home policy due to the COVID-19 emergency situation, schools have taken more regular organizational steps. This can be seen clearly from the division of teacher teaching tasks, the arrangement of picket teachers, the organization of lesson hours, and the organization of time and supervision participants from the school leadership to all teachers.

Organizing is the second step after planning. Through organizing activities, the role of each person in the organization becomes very clear and specific, because each person is given a description of their respective duties and functions. Therefore, the principal as the main organizer must be able to determine the structure of tasks, authorities and responsibilities, as well as the functions of each member in a balanced manner. Sagala (2010:60) [6] asserts that organization in schools shows the level of ability of principals, teachers and employees in carrying out all managerial processes.

Organizing activities at SMP Lokon St. Nikolaus is not only in the hands of the principal and his staff, but is very dependent on the process created by the foundation. In organizing e-learning in particular, programs come from foundations, teachers and employees are participants who are required to follow programs that have been arranged by the foundation in coordination with school leaders. The organizing mechanism was implemented due to good communication and coordination. Fattah (2006:71) suggests that communication between people who work together is

one of the characteristics of the cooperative system in the organization. With communication, cooperation can be established and the opportunity to achieve organizational goals is getting bigger.

4.3 Implementation E-learning at Lokon St Nikolaus Tomohon Junior High School

Lokon St. Middle School Nikolaus Tomohon implements hybrid/blended e-learning, which is a learning process that takes place in the classroom where the teacher facilitates students in learning by using learning media from Microsoft Office 365. The use of this media provides opportunities for students to access materials, teaching materials, quizzes assignments and other learning activities through their respective gadgets during learning, as well as outside class hours, such as when studying independently at home/dormitory. This learning model is known as mobile learning because it relates to the use of mobile devices that help users access learning anywhere and anytime (Salaki, Moge, and Oroh in the International Conference on Electrical Engineering, Informatics, and Its Education, 2015: 31). In the context of e-learning at SMP Lokon, mobile learning is related to online learning that students can access through their respective gadgets, Office 365 applications have been installed on the devices they use. In using learning media, Levie and Lentz (in Arsyad, 2005:16-17) ^[1] remind about the function of learning media, namely the function of attention (attracting and directing students' attention), affective function (touching students' feelings or emotions, cognitive function (facilitating the achievement of goals) to understand and remember information), and compensatory functions (accommodating information in the text and recalling it).

Implementation of e-learning at SMP Lokon St. Nikolaus Tomohon follows an online learning format or platform developed creatively and independently by the curriculum ad hoc team. Losnito's online learning platform consists of three main parts, namely preliminary activities, core activities, and closing activities. First, preliminary activities. The teacher opens the class group he has created in Microsoft Teams and starts the meeting (video) 15 minutes before class starts. The teacher shares a screen containing a bumper video about the characteristics of the school and the subject itself. Meanwhile, the teacher distributes forms for attendance. When the lesson hours are appropriate, the teacher greets students, invites students to open the lesson with prayer, checks attendance, and conveys learning objectives

Implementation of e-learning at SMP Lokon St. Nikolaus Tomohon will be more successful if the directive function is implemented optimally. The principal as a leader or manager has a great responsibility to direct every teacher and employee to know and master their duties and responsibilities. In addition, according to Kompri (2015:102) ^[3], during the implementation process, the principal must act as an advisor and motivator.

4.4 Evaluation E-learning at Lokon St Nikolaus Tomohon Junior High School

Evaluation of e-learning at SMP Lokon St. Nikolaus Tomohon is carried out in two forms, namely supervision and evaluation meetings. Supervision is an activity to assess teacher performance in teaching and learning process. Supervision is made on a scheduled basis by the school

leadership. The results of monitoring and supervision are conveyed to the teacher concerned to be used as a reflection for improvement or development. The results of monitoring and supervision in general are also discussed in the evaluation meeting for the attention of all parties. Evaluation meetings are held at the school level by the school leadership with the teacher council and at the foundation level together with the foundation leadership. The evaluation meeting not only assesses the process of implementing e-learning, but also produces recommendations needed to overcome problems or challenges faced by teachers during the process of implementing e-learning.

An activity that has been carried out should be evaluated whether the activity was carried out according to the plan or not, and what difficulties and challenges were encountered during the process. The evaluation is made not limited to the activity, but to the subject implementing the activity. According to Sagala (2010:65) ^[6] evaluation as one of the management functions is understood as an activity to know the realization of the behavior of each member and the level of achievement of its goals with the aim of determining steps for improvement and development.

Evaluation activities are closely related to the supervisory function. In the section above, it was stated that one form of evaluation made by schools is supervision. Implementing supervision can be internally (principals and curriculum team) or externally (supervisors from the local education office). Kompri (2015:106) ^[3] states that in realizing the supervisory function, supervisors need to pay attention to supervisory measures such as mapping standards and methods of measuring work performance, measuring work performance repeatedly through direct observation or using measurement instruments, setting work performance standards, taking action. repairs for things that are needed. As mentioned in the section on the e-learning evaluation documentation study on supervision documents, the indicators that are used as assessment standards are clearly stated and known by the teacher, so that teachers can prepare themselves.

5. Conclusion

5.1 Based on the research findings and discussion, some conclusions can be drawn as follows

- a. Planning of e-learning at SMP Lokon St. Nikolaus Tomohon has started since the school was founded. This can be seen from the availability of facilities and infrastructure, such as computer laboratories, internet networks (wi-fi) that can be accessed by all school residents, and ownership of gadgets by teachers and students. The e-learning planning steps that have been implemented by SMP Lokon St. Nikolaus, namely preparing the infrastructure, discussing methods, media and the process of implementing e-learning, carrying out Office 365 trainings, and socializing, and simulating Losnito's typical online learning platform.
- b. Organizing e-learning at SMP Lokon St. Nikolaus can be seen from the school's organizational structure. Behind the structure it becomes clear the position, boundaries, duties and responsibilities, as well as coordination among all parties. The organization of e-learning in this school is always related to the efforts made and regulated by the Lokon Education Foundation (YPL). Various training activities are made, for

example, regulated by the foundation through the directorate of education operations. Communication in clear coordination allows all schools and foundations to work together to achieve the targeted goals. From the independent school side, organizing activities can be seen from the division of teacher teaching tasks, arrangement of picket teachers, organization of lesson hours, and time organization and supervision of participants from school leaders to all teachers.

- c. Implementation of e-learning at SMP Lokon St. Nikolaus Tomohon initially took place online, namely the learning process that took place in the classroom where the teacher facilitated students in learning by using learning media from Microsoft Office 365. However, during the covid-19 pandemic, the implementation of e-learning took place online. SMP Lokon has an online learning format or platform that is characteristic of SMP Lokon. In implementing e-learning the teacher must ensure that the following elements are included in the learning scenario: opening video (bumper), opening prayer, greetings, attendance, learning objectives, concept/material maps, discussion and collaboration, presentations, conclusions, quizzes, prayers. closing, closing greeting, and closing video (bumper).
- d. Evaluation of e-learning at SMP Lokon St. Nikolaus Tomohon is carried out through supervision activities and evaluation meetings. School leaders make scheduled supervision for each teacher and provide socialization about the assessment standards. The results of monitoring and supervision are conveyed to the teacher concerned to be used as a reflection for improvement or development. General matters found during monitoring and evaluation are also discussed in evaluation meetings which are held regularly. Evaluation meetings are not only made by the principal and the teacher council, but also the principal and the head of the foundation. From the evaluation results found several obstacles or difficulties, such as unstable internet network, insufficient internet quota, hardware and software disturbances, decreased student motivation, and so on. However, even if there are obstacles or difficulties, the school still prioritizes so that students can participate in learning well with various alternative open learning media to be used to adapt to the situation and condition of students.

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