



Learning Media for Islamic Religious Education during a Pandemic: Systematic Literature Review Analysis

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Abstract

This study intends to analyze the learning media utilized for Islamic religious education in Indonesia during the Covid-19 pandemic. This study is a systematic literature review utilizing the Prisma methodology. Mendeley and Garudaarticedatabaseswithlimitedarticlespublishedfrom 2020 to 2023 are utilized. Using the search terms “Islamic religious education, learning media, covid, pandemic”, 53 articles were located. Utilizing field research and accepting only journal articles made it possible to include data. Consequently, only twenty articles were examined. The Phillips Marrying content analysis technique was used for data analysis. Coding data with the Atlas.ti application. The results of the study indicate that the types of learning media utilized during the pandemic are synchronous and asynchronous. Jitsi Meet, Google Meet, Zoom, and Microsoft Teams are examples of synchronous learning media. The asynchronous media utilized are learning management systems such as e-learning in educational institutions, Google Classroom, and Edmodo, as well as other supporting media such as Google Forms, Kahoot,

Quizizz, Microsoft PowerPoint, YouTube, and videos. During a pandemic, there were several issues with the use of internet-based learning media, including inadequate devices, poor internet infrastructure, and the inability of students' parents to pay. The use of learning media for distance education must take several factors into account for learning to proceed smoothly.

Keywords: learning media; Islamic education; systematic literature review.

1. Introduction

Islamic religious education is an important part of the education system that aims to form individuals who believe, have faith, and practice religious teachings as a whole. However, during the pandemic, the education sector is experiencing major challenges in implementing effective and meaningful learning for students.¹ The presence of the Covid-19 pandemic at the end of 2019 has had a significant impact on the world of education and learning around the world. There are at least a few major impacts that have occurred, including disruptions to the learning process. The Covid-19 pandemic has significantly disrupted the learning process at various levels, from primary to tertiary education. Social restrictions and school closures to prevent the spread of the virus have forced the use of distance learning or a combination of online and offline learning (hybrid learning).² This leads to many other challenges, including unequal access to technology, difficulties in adapting to online learning, and disruptions to social interactions and learning experiences.³

¹ Arunaz Kumar et al., "Impact of the COVID-19 Pandemic on Teaching and Learning in Health Professional Education: A Mixed Methods Study Protocol," *BMC Medical Education* 21, no. 1 (2021): 1–7, <https://doi.org/10.1186/s12909-021-02871-w>. the education of this workforce is multifaceted and challenging. It relies on various sources of learning from teachers, peers, patients and may focus on Work Integrated Learning (WIL

² Adi Sumandiyar et al., "The Effectiveness of Hybrid Learning as Instructional Media amid the COVID-19 Pandemic," *Jurnal Studi Komunikasi* 5, no. 3 (2021): 651–64.

³ Tea Pavin Ivanec, "The Lack of Academic Social Interactions and Students' Learning Difficulties during COVID-19 Faculty Lockdowns in Croatia: The Mediating Role of the Perceived Sense of Life Disruption Caused by the Pandemic and the Adjustment to Online Studying," *Social Sciences* 11, no. 2 (2022): 42.

The pandemic has also exacerbated educational inequality. Not all students have equal access to necessary technology and learning resources.⁴ Students from low economic backgrounds, remote areas or minority groups face greater access barriers and risk falling behind in learning.⁵ These inequalities can deepen the education gap and reduce equitable opportunities for all students.

On the other hand, the pandemic has also prompted a paradigm shift in learning. In the face of physical restrictions, schools and educators are required to be more creative and innovative in developing flexible and adaptive learning strategies.⁶ In addition, the utilization of technology and online learning has increased significantly. Educators and students are faced with new challenges in utilizing technology, developing digital skills and improving digital literacy in order to optimize learning potential in limited situations.⁷

The Covid-19 pandemic has forced many educational institutions to adopt distance learning methods, including Islamic religious learning.⁸ Learning media plays a crucial role in providing accessibility and a good learning experience for students, especially in the current pandemic situation. In the context of Islamic religious education, learning media can be an effective means to convey religious values, deepen understanding of Islamic teachings, and motivate students to practice these teachings in their daily lives. Therefore, it is important for educators and practitioners of Islamic religious education to explore and optimize the use of learning media during this pandemic.

In facing the pandemic, learning Islam through the media has several significant advantages. First, learning media can overcome the distance and time constraints faced by students and educators. With online learning, students can access Islamic learning materials anytime and anywhere according to the availability of internet access. This allows for greater flexibility in study time.

⁴ Gertrude R Gauthier et al., "Exacerbating Inequalities: Social Networks, Racial/Ethnic Disparities, and the COVID-19 Pandemic in the United States," *The Journals of Gerontology: Series B* 76, no. 3 (2021): e88–92.

⁵ Gary Orfield et al., "Losing Our Future: How Minority Youth Are Being Left behind by the Graduation Rate Crisis," *Civil Rights Project at Harvard University (The)*, 2004.

⁶ Monica Ioniță Ciolacu et al., "Fostering Engineering Education 4.0 Paradigm Facing the Pandemic and VUCA World," *Procedia Computer Science* 217 (2023): 177–86.

⁷ Maria Spante et al., "Digital Competence and Digital Literacy in Higher Education Research: Systematic Review of Concept Use," *Cogent Education* 5, no. 1 (2018): 1519143.

⁸ Nurdin Nurdin, Nurliana Nurliana, and Saepudin Mashuri, "Online Islamic Religious Education Learning During Covid-19 Pandemic," *International Journal of Contemporary Islamic Education* 4, no. 1 (2022): 38–53.

Second, learning media can provide variations in the delivery of Islamic learning materials. Through the use of images, audio, video and animation, students can gain a more interesting and interactive learning experience, thus increasing their interest and motivation in learning Islam. Third, learning media can expand the scope of learning.⁹ With access to abundant online resources, students can access a rich variety of Islamic content, including sacred texts, tafsir and other religious literature, which can help them deepen their understanding of Islam.

However, the use of learning media in Islamic religious education during the pandemic is also faced with a number of challenges. One of the main challenges is the inequality of access and availability of technology.¹⁰ Not all students have equal access to electronic devices and stable internet. This can result in a gap in Islamic learning between students who have access and those who do not. In addition, it is also important to consider the role of educators in organizing and presenting learning materials through media properly. Not all educators may have sufficient skills and knowledge to optimize the use of learning media. Sufficient training and support are needed to improve educators' competence in utilizing learning media effectively.

Although faced with challenges, the use of learning media in Islamic religious education during the pandemic also opens up valuable opportunities. One of opportunity is the collaboration between educators and students in creating Islamic learning content. Students can actively contribute in creating videos, blogs or podcasts on interesting and relevant Islamic topics. This can increase students' participation in learning and give them an active role in spreading Islamic knowledge to fellow students.¹¹ In addition, the use of learning media can also open doors for collaboration between Islamic education institutions and other educational institutions. For example, collaboration with technology education institutions can be done to develop an innovative Islamic learning application or platform that suits the needs of students.

⁹ Nasrullah Yusuf, "The Effect of Online Tutoring Applications on Student Learning Outcomes during the COVID-19 Pandemic," *Italienisch* 11, no. 2 (2021): 81-88.

¹⁰ Pushkar Dubey and Deepak Pandey, "Distance Learning in Higher Education during Pandemic: Challenges and Opportunities," *The International Journal of Indian Psychology* 8, no. 2 (2020): 43-46.

¹¹ Mohammad Nurul Islam, "Independent English Learning through the Internet," *Journal of Language Teaching and Research* 2, no. 5 (2011): 1080.

2. Methods

This research is library research using a systematic literature review approach. This study used the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework. PRISMA is a guide used to identify, evaluate and synthesize literature studies relevant to a particular research question.¹² This approach allows researchers to conduct a comprehensive and objective analysis of existing literature studies.

The first step in this research method is to formulate clear and specific research questions related to learning media in Islamic religious education during the pandemic. This research question becomes a reference for identifying relevant literature studies that will be included in the review.¹³ Next, a systematic and comprehensive literature search was conducted using relevant databases, such as scientific journals, conferences, and other reliable sources of information. The search was conducted using relevant keywords and predetermined search strategies. The keywords used in this research were compiled using Boolean techniques including the keywords “Islamic religious education, learning media, covid, pandemic”. The databases used are Google Scholar, Garuda and Mendeley with search years 2020 to 2023. After the literature search was completed, a selection of literature studies was made based on pre-defined inclusion and exclusion criteria. Inclusion criteria included year of publication, language, topic scope, and quality of research methodology. At this stage, literature studies that meet the inclusion criteria will be analyzed in more depth.

The analysis process is carried out by identifying and extracting relevant data from the selected literature studies. The data extracted includes information about the learning media used, the context of application, effectiveness, challenges and opportunities related to the use of learning media in Islamic religious education during the pandemic. Once the data was extracted, synthesizing and analyzing the findings was done. This involves comparing and combining findings from various relevant literature studies to provide a

¹² David Moher et al., “Preferred Reporting Items for Systematic Reviews and Meta-Analyses: The PRISMA Statement,” *Annals of Internal Medicine* 151, no. 4 (2009): 264–69.

¹³ Matthew J Page, David Moher, and Joanne E McKenzie, “Introduction to PRISMA 2020 and Implications for Research Synthesis Methodologists,” *Research Synthesis Methods* 13, no. 2 (2022): 156–63.

comprehensive understanding of learning media in Islamic religious education during the pandemic.

The PRISMA mechanism used in this study is as follows:

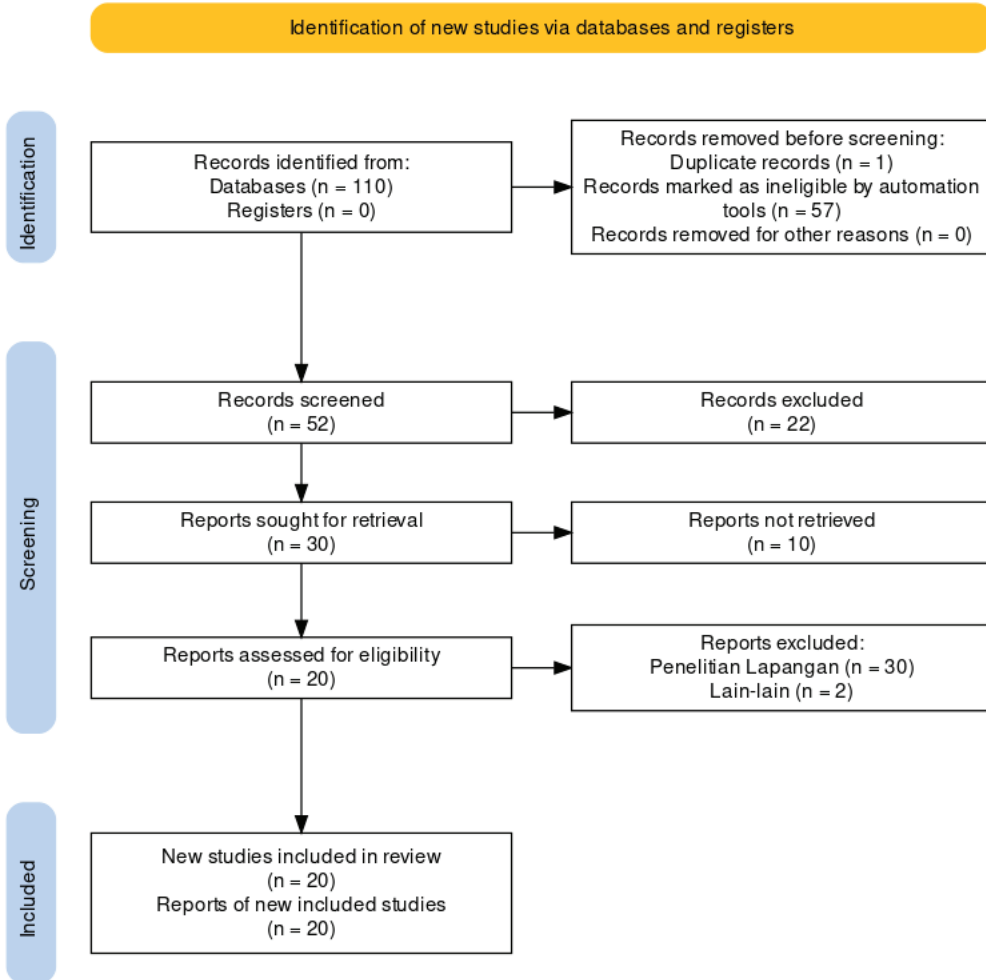


Figure 1 PRISMA mechanism¹⁴

The Existing data from various sources were analyzed using Philip Marring’s content analysis. This data analysis method involves a systematic

¹⁴ Neal R Haddaway et al., “PRISMA2020: An R Package and Shiny App for Producing PRISMA 2020-compliant Flow Diagrams, with Interactivity for Optimised Digital Transparency and Open Synthesis,” *Campbell Systematic Reviews* 18, no. 2 (2022): e1230.

process of parsing, analyzing, and giving meaning to the observed text. The stages in this analysis method are:

1. Data collection, data collected from text documents obtained;
2. Determination of the Unit of Analysis. Units of analysis can be words, phrases, sentences, paragraphs, or other text segments. The selection of the unit of analysis is based on the research questions and analysis objectives that have been set;
3. Classification and Coding. This step identifies themes or categories that appear in the data and assigns a code or label to each theme. This classification process was conducted systematically and objectively, with reference to relevant theoretical or conceptual frameworks. The researcher used data analysis software that supported the classification process with the Atlas.ti coding application;
4. Analysis and Interpretation. This involves an in-depth understanding of the emerging themes, the relationships between themes, and the meaning that can be drawn from the patterns. Interpretation is based on the evidence present in the data and linked back to the established research questions; and
5. Reporting the Findings: The researcher describes the main findings and provides in-depth interpretations. Reporting of findings is organized in a clear, systematic and transparent manner.

3. Result and Discussion

Urgensi Media Pembelajaran di Masa Pandemi Covid-19

In the digital era and amidst the current pandemic situation, learning media plays a very important role in distance education.¹⁵ Learning media allows for greater accessibility and inclusivity. In distance learning, students can access learning materials from anywhere and anytime, as long as they have an internet connection. It allows access to education for students who are in remote areas, students with mobility limitations, or those who cannot physically attend

¹⁵ Ben Williamson, Rebecca Eynon, and John Potter, "Pandemic Politics, Pedagogies and Practices: Digital Technologies and Distance Education during the Coronavirus Emergency," *Learning, Media and Technology* (Taylor & Francis, 2020).

school. It also allows students with different learning speeds to set their own learning pace, which can increase the effectiveness of learning.

The use of learning media allows interaction and collaboration between students and educators. Although learning takes place online, learning media allows for direct interaction through discussion forums, study groups, or other communication platforms. With these features, students can discuss, ask questions, and share understanding with educators and classmates, creating a collaborative learning environment despite the distance.¹⁶

Learning media offers various types of interactive and engaging learning materials. In distance education, learning media can include learning videos, animations, simulations and other digital resources that can make learning more interesting and easier to understand. This can help increase students' interest and motivation in learning and facilitate better understanding of concepts.¹⁷

It also enables effective assessment and feedback. In distance learning, students can submit assignments, take online exams, and receive feedback from educators through learning media.¹⁸ Through these features, educators can track students' progress, give appropriate assessments, and provide constructive feedback to assist students in improving their understanding and skills. Overall, learning media plays a crucial role in distance education. By utilizing the right technology and learning media, students can stay connected to quality learning and have an effective learning experience, even in situations that limit physical interaction.¹⁹

Synchronous learning medium

During the pandemic, the use of synchronous learning media has become an important alternative in maintaining direct interaction between educators and students, even though learning is done remotely.

¹⁶ Islam, "Independent English Learning through the Internet."

¹⁷ Islam.

¹⁸ Kumar et al., "Impact of the COVID-19 Pandemic on Teaching and Learning in Health Professional Education: A Mixed Methods Study Protocol."the education of this workforce is multifaceted and challenging. It relies on various sources of learning from teachers, peers, patients and may focus on Work Integrated Learning (WIL)

¹⁹ Kumar et al.the education of this workforce is multifaceted and challenging. It relies on various sources of learning from teachers, peers, patients and may focus on Work Integrated Learning (WIL)

Based on the review of research data, synchronous learning media include Microsoft Teams, Google Meet, Jitsi Meet, and Zoom. The most widely used application is Zoom. The use of Zoom is spread evenly from elementary school to university level,²⁰ namely at SMPN 5 Mandau, MA Darul Ulum Indragiri Hilir, SDIT Al-Marhamah Kampung Dalam, IAIN Pekalongan, Singaperbangsa University Karawang, and SMPN 2 Sokaraja.²¹

Zoom-Meeting application is a two-way (synchronous) communication facility that can be used for distance learning. One of the advantages of Zoom-Meeting is the break out facility that allows learners to have a separate room so that it can be maximized to exchange ideas between one learner and another.²² However, Zoom-Meeting also provides its own challenges in the implementation of education, especially in areas that have limited access to high-speed internet. This is because its two-way nature requires adequate upload speed so that video streaming activities can run smoothly. However, this aspect of the shortcomings can be offset by the multiplatform design of the application so that it can be accessed from a mobile phone (smartphone).

There are several reasons why the use of synchronous learning media is important during the pandemic.²³ First, it maintains direct interaction: In synchronous learning, students and educators can interact directly through real-time communication platforms such as video conferencing or collaborative platforms. This allows students to ask questions, discuss, and get explanations directly from educators. This direct interaction can improve student understanding, promote discussion and reflection, and help maintain the relationship between students and educators. *Second*, collaboration between students: Synchronous learning media also allows students to collaborate with fellow students on projects, group discussions, or other learning activities. Through the synchronous communication platform, students can work together

²⁰ Fatmawati Nur Hasanah and Toni Setiawan, "Pembelajaran Daring Di Masa Pandemi Covid-19 Pada Perguruan Tinggi Keagamaan Islam Negeri (Studi Di IAIN Pekalongan)," *Indonesian Journal of Educational Science (IJES)* 3, no. 1 (2020): 12–23.

²¹ Nurkholis Kurniawan and Rohmat Rohmat, "Problematika Pembelajaran Daring Pendidikan Agama Islam Pada Masa Pandemi Covid-19 Di SMP Negeri 2 Sokaraja," *Jurnal Ilmiah Mandala Education* 7, no. 4 (2021).

²² Septi Marlina, "Zoom for BIPA Online Learning during COVID-19 Pandemic," in *International Conference on the Teaching English and Literature*, vol. 1, 2020, 46–50.

²³ Fauzan Fauzan et al., "Lecturer's Digital Literacy Ability in the Pandemic.," *Cypriot Journal of Educational Sciences* 17, no. 4 (2022): 1130–42.

in real time to solve problems, share thoughts, and help each other understand the concepts being taught. This kind of collaboration promotes active student engagement and strengthens social connections between fellow students. *Third*, it increases student participation: In synchronous learning, students have the opportunity to participate directly in learning. They can interact with learning materials, express opinions, answer questions, and make active contributions to class discussions. This allows educators to see the extent to which students understand the learning material and provide immediate feedback, which facilitates an effective learning process. *Fourth*, maintaining discipline and study routine. In synchronous learning, students are expected to be actively engaged at a certain time according to a predetermined schedule. This helps students in maintaining learning discipline and a more structured routine. With direct interaction and active engagement in synchronous learning, students are more likely to stay focused and engaged in the learning process.

The use of synchronous learning media during the pandemic has helped maintain the quality of learning and facilitated direct interaction between educators and students, while strengthening student collaboration and participation. However, it is important to ensure equitable accessibility for all students to the technology and internet network required for synchronous learning.

The use of Asynchronous learning media during the pandemic in learning Islamic Religious Education

Asynchronous learning media is a type of media that allows learners and educators to access and interact with learning materials flexibly and independently, without requiring direct presence at the same time. In asynchronous learning media, learners can learn at a time that suits them and have more control over the learning process. During distance learning during the Covid-19 pandemic, asynchronous learning media can be identified into two types, namely in the form of learning management systems (LMS) platforms and LMS complementary learning media. The LMS used are the e-learning LMS used internally by the school, Google Classroom, and Edmodo.

The e-learning LMS used internally is implemented in several educational institutions such as STMIK Prabumulih, SMK Muhammadiyah 1 Purbalingga,

IAIN Pekalongan, and MAN 1 Tuban. This gives an indication that the use of e-learning at the high school and college level. Google Classroom is used in several institutions such as SMPN 5 Mandau, SMPN 1 Palimanan, SMAN 1 Candiroti Temanggung, IAIN Pekalongan, IAI Bakti Negara Tegal, SMPN 2 Sokaraja, MAN 1 Tuban, SMPN 1 Padang Sago, and SMAN 1 Kurau. In its application, the LMS is complemented by the use of other learning media such as WA group, Google Form, Kahoot, Quizziz, Youtube, and Video. These are used as needed and are flexible.

Learning Management System (LMS) is a digital platform commonly used in distance learning. LMS provides a central digital space to organize and present learning materials. Educators can upload and organize course materials such as slides, videos, documents, and assignments in one place that is easily accessible to students. This makes it easier for students to find, repeat, and refer back to the material.²⁴ In addition, the LMS also enables interaction and collaboration between students and educators online. Through features such as discussion forums, online assignment submission, or chat rooms, students can communicate, ask questions, and discuss with educators and classmates. This creates an interactive learning experience and facilitates collaborative learning even at a distance.²⁵

Another important feature of the LMS is the availability of an assessment feature that allows educators to give assignments, quizzes or exams online. Assessment results can be immediately obtained by students and educators to provide feedback or monitor learning progress.²⁶ In addition, the LMS also makes it easy to track data and statistics regarding student attendance, activity and achievement, which can be used to evaluate and improve the learning process.

LMS can be accessed by students from anywhere and anytime, as long as they have an internet connection. This provides time and place flexibility in distance learning. Students can learn according to their own schedule and pace, repeat the material as many times as needed, and access learning resources

²⁴ Nurul Nadirah Mohd Kasim and Fariza Khalid, "Choosing the Right Learning Management System (LMS) for the Higher Education Institution Context: A Systematic Review.," *International Journal of Emerging Technologies in Learning* 11, no. 6 (2016).

²⁵ Kasim and Khalid.

²⁶ Petri Ihantola et al., "Review of Recent Systems for Automatic Assessment of Programming Assignments," in *Proceedings of the 10th Koli Calling International Conference on Computing Education Research*, 2010, 86–93.

easily. This allows for more inclusive access to education and reaches students from different backgrounds or geographical locations.

There are several characteristics of asynchronous learning media, including flexibility of learning time and place. Learners can access learning materials anytime and anywhere according to their convenience and needs. Another feature is that interaction between students and educators or between fellow students does not occur in real time. Discussions, questions and feedback can be done through online forums, email or other communication platforms that do not require real-time presence. Learning materials usually created in the form of text, audio, video, or other multimedia can be recorded and uploaded to the learning platform. This allows students to re-access the material as many times as needed for better understanding.

In its use, asynchronous learning media has various advantages, namely providing flexibility to students to learn according to their own schedule and pace. Learners can arrange the time and place of learning that suits their individual needs, which allows for more independent learning. Asynchronous learning media can be accessed by students from different backgrounds and different geographical locations. This opens up wider access opportunities and minimizes geographical or physical constraints that may hinder access to education. By using asynchronous learning media, students can repeat and re-access the learning material that has been delivered. This enables deeper understanding and allows students to overcome difficulties or limitations they face in the learning process. This results in higher engagement from learners as the asynchronous learning media provides longer time for students to reflect, think and respond to the learning material. This can increase students' engagement and reflection on the learning content.

Obstacles to the use of internet-based learning media during the pandemic in learning Islamic Religious Education

In distance learning, the learning media used depends on the internet. During the covid pandemic, where learning from home is one of the policies to prevent the transmission of the Covid-19 virus, internet access is one of the most important things. However, in its implementation, this sometimes faces

various obstacles. One of them is internet network constraints.²⁷

Some of the complaints in the implementation of learning related to the internet is the slow connection. Inadequate connection can cause excessive buffering when streaming videos or accessing online learning materials. This disrupts the flow of learning and can hinder student understanding. Signal constraints can also arise due to interruptions in the internet network.²⁸ Power outages, hardware malfunctions or other technical glitches can cause sudden disconnection of the internet connection. This can disrupt the smooth running of the learning process and result in students losing access to learning materials. In addition, signal instability can also be an obstacle. Frequent connection drops or high signal fluctuations can disrupt direct interaction with educators or classmates through online learning platforms. This can affect student participation and cause discomfort during the learning process.²⁹

Indonesia, an archipelago, often faces the problem of unequal internet access. Some areas or communities may have weaker connectivity or no internet access at all. This inequality can result in a gap in learning opportunities between students who have good access and students who have limited or no access. In addition to internet infrastructure issues, another obstacle faced is that not all parents have the financial means to provide the necessary devices during the learning process. The devices in question are smartphones and portable computers. This makes learning constrained, because some students have to join students who have devices.

On the other hand, students who have devices that support learning face another obstacle, namely the purchase of data package quotas. This has become an additional expense during the pandemic. Although there is a program to provide quotas to students, the reality in the field is that not all students get quotas which are assistance from the government. Even though during distance learning using learning media, the quota needed is not small. This is exacerbated by the economic conditions of the people who have been affected during the Covid-19 pandemic.

²⁷ Dubey and Pandey, "Distance Learning in Higher Education during Pandemic: Challenges and Opportunities."

²⁸ Safira Azzahra, Rina Maryanti, and Verra Wulandary, "Problems Faced by Elementary School Students in the Online Learning Process during the Covid-19 Pandemic," *Indonesian Journal of Multidisciplinary Research* 2, no. 2 (2022): 245–56.

²⁹ Azzahra, Maryanti, and Wulandary.

4. Conclusion

The emergence of the Covid-19 pandemic at the end of 2019 has an impact on all aspects of life throughout the world community, including education. Efforts to prevent the disease are directly proportional to policies in the education sector, namely the application of distance learning or learning from home. The Indonesian government conducts the same policy for the implementation of the student learning process. To maximize learning activities, the selection of learning media shifts from conventional to internet-based media. There are several learning media used during the pandemic, namely synchronous learning media such as Zoom, Microsoft Teams, Jitsi Meet, and Google Meet. In addition, there are also asynchronous learning media such as learning management system-based learning media and several other supporting media such as Google Form, Kahoot, Quizziz, Microsoft Powerpoint, Youtube and video. The use of learning media plays a major role in the implementation of the learning process including distance learning. Educators need to adjust to various aspects such as the condition of the students and the learning objectives to be achieved.

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