Teacher Guidance in the Digitalization Era: Efforts to Improve Student Achievement by Strengthening Online Sourced Learning Materials

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ABSTRACT

The article aimed to analyze the teacher guidance in the digitalization era: an effort to improve student achievement by strengthening online-sourced learning materials at Madrasah Aliyah Negeri (MAN) Insan Cendikia Pelaihari Banjarmasin. Through semi-structured interviews with several teacher councils, the researchers have received many vital inputs regarding the dedication of teachers in guiding students to learn applications in the digital era in the distance learning situation. The researchers used a phenomenological approach to understand how teachers monitor online learning activities in the current era of technology. The result showed that the teachers was able to get the students care and using learning resources in various forms of application. The dedication of the teachers and the students in Madrasah Aliyah teachers from Pelaihari Banjarmasin has become strengthening in online sourced learning materials. The stduents has changed to get learning achievement to be better result. Hopefully, these findings help developing educational studies in the current era of technology.

Keywords: *Online Learning Materials, Improve Students Achievement, Online Learning*

INTRODUCTION

The education system in Indonesia ensures that all students must have the same treatment to get a quality education while studying in normal conditions and crisis conditions, both pandemic crises and other educational crises. Various activities and the formulation of various policies continue to be carried out, but it must be realized that all of them are carried out for and focus on efforts to improve student learning outcomes (Sulisworo, 2016; Suroso et al., 2021). During the government's response to the pandemic, the government has made an online-based learning policy, namely learning from home with a distance learning system, following the circular letter of the ministry of education number 4 of 2020. The policy, among others, the government wants to provide meaningful learning experiences, especially for students, without

burdening the problem of achieving curriculum content (Shaturaev, 2021). The government focuses on meaningful education about life skills, such as activities and learning assignments from home among students according to conditions and other considerations of educational gaps. The most contrasting policy during the response to the pandemic is to get feedback on evidence of qualitative home learning activities so that it is helpful for government teachers who are undoubtedly unable to carry out controls such as face-to-face learning at regular times (Shaturaev, 2021).

In responding to every demand for education, the role of teachers is significant, where their presence must help students face all the impacts and uncertainties caused by various crises, including pandemics. Therefore, the role of teachers who can involve students to continue learning by utilizing all existing facilities, such as online payment, is an activity that must be optimized due to the crisis after it has an impact on learning in regular times (Suharno et al., 2020; Manullang et al., 2021). The expected role of teachers is those who can continue to support students even though physical access to face-to-face learning is disrupted, but teachers can still play a role in activating and empowering student learning remotely. All of these aims are so that the government can continue to guide the implementation of education in making the right decisions to carry out sustainable learning if, at that time, the government continues to encourage by collaborating and asking parents of student teachers to differentiate their learning in dealing with situations and conditions. If everything is complex, the government needs to move quickly to ensure that every child gets valuable learning rights and can handle problems according to the abilities and needs of students (Estriyanto et al., 2017).

Every guide given to learning during the impact of education is to have a principle where the government tries to reduce the possible impact on students. When the pandemic occurs, the government stops with all the existing regulations to think about safety and strive for curriculum achievement; even though learning is online; it does not work (Lefroy et al., 2015). Create new problems so that it gives anxiety to students and the community. Every policy issued by the government certainly has a reality where there are things to be achieved, of course, with professional assessment and consistency of the predetermined learning plans. The guidelines given to schools have essential tasks that must be designed and carried out during the impact, such as what content is relevant, to whom learning is conditioned and implemented, and the results to be achieved. So that all of this will give color to the model of what material must be carried out to students with the problem of the most appropriate content to be taught and ensure that the guide follows the policy curriculum and educational guidelines following the challenges in their respective regions (Darling-Hammond et al., 2020; Nugraha et al., 2021).

Likewise, in making learning guides, some things need to be considered, especially by teachers, namely by following official directions and guidelines from the government and then implementing how to ensure that goals are achieved (Bruque Camara et al., 2021). In this case, the teacher, for example, always reports success and progress during the distant learning process by utilizing online materials and conducting various communications among educators with experience and all the solutions they face. This ensures that teachers comply with curriculum guidelines and lesson plans during the payment. What is given is indeed inseparable from the curriculum content that has been directed by the government, which is supported by existing resources so that in its implementation, it can determine which priorities must be achieved, namely with curriculum standards by providing a learning experience without being burdened with curriculum achievement that includes content learning

knowledge and skills and focusing on activities that help students overcome the problems they are facing (Kinnula & Iivari, 2019).

Talking about education in the digitalization era cannot be separated from the challenges that require implementing education to have proposals and innovations — judging from various kinds of educational challenges, such as the government optimizing teacher resources where with directions that are oriented towards creating a promising future by making teachers a facility so that existing learning cannot take place face-to-face, technology empowerment becomes very important, in an era of both areas plagued by pandemics and the era of technological progress itself (Crawford et al., 2020). So to realize the vision of education that is oriented toward the future of the global era, the challenges of the world of education must be able to prioritize education development, starting with primary education with an emphasis on digitalized rice education. With the digitalization of education, the government hopes to be able to encourage the acceleration of achieving optimal educational outcomes because, in theory, digitalization will facilitate the teaching and learning process. After all, students' dependence on teachers will be minimal, right? to catch up and take advantage of existing technology a. So for this purpose, so that it is easier for schools to carry out digitalization programs, the government needs to encourage and provide technology initiatives with various educational platforms, the point of which is to empower students and teachers to innovate in the era of the technology industry so that education goes with industry 4.0 (Ustundag & Cevikcan, 2017)

The world of education must be able to place it in the position of industry 4.0 as it is today. Almost all education in the world uses distance learning mechanisms that utilize information technology. The existence of a pandemic outbreak has a positive side, even though learning must be done offline and online at home. With these conditions, education has begun to adapt to technology (Ibidapo, 2022). One of them is learning through various platforms and starting from the WhatsApp application to zoom. However, it is miserable that the online learning process is due to the situation and conditions that have not been able to carry out face-to-face schools directly. This is considered not to provide an understanding to teachers on how to create fun online learning. This happens because many students are not fully involved in online learning. Make sure everyone is involved in the teaching and learning process. Teachers should not be passive when teaching online. Many students still open Zoom, silently waiting for the teacher to give assignments and collect them. This is prone to causing boredom in students (Cantú-Ortiz et al., 2020).

Carrying out education in online classes is considered to give students a heavier burden compared to face-to-face learning. Those who used to be able to explore and ask questions directly, but in online classes, they have to use chat, which eventually triggers a decrease in the quality of learning. Therefore, teachers must be able to ensure that their students become active (Mitaľ et al., 2021). Not only actively filling in absences and assignments but also being able to access resources and participate in the learning process. Trust and communication with parents must also be built to assist students in using technology to adapt to the current era. He said that his party had adapted to technological developments in the teaching and learning process and other school administrative matters. While studying from home during a pandemic, many learning applications can be used. For example, a Smart school is an ideal learning platform. Learning and assessment can be integrated — unlimited data storage and servers. Internet bandwidth is also minimal because it is accessed via the website (Kagermann, 2015).

Electronic learning methods or digitalization is believed to increase student achievement and participation. It is proven that learning in the digitalization era can be interpreted as a form of learning that utilizes all electronic media such as radio, television, films, computer internet connection, and all technological devices play an active role in innovating learning to achieve optimal learning goals. Blah said that digital application-based learning is a series of solutions that can increase knowledge and skills. Bla also said that three essential criteria could enable learning with digitization, namely, first, it requires an internet network so that it can quickly improve the translation of information and be able to distribute and share learning experiences that are informational quickly. With the convenience possessed by this digital application, it is imperative in competitive learning where technology users go through various devices with internet technology standards where they see learning can be done wisely, providing solutions and exploring various potentials so that this learning approach is believed to be able to transform learning appropriately.

Data innovation, as of now, assumes an enormous part in learning exercises, changing requests for instructive administrations, and learning the executives, including the administration of understudy learning materials. That is all the simplicity of data innovation likewise gives a significant job in logical turn of events and becomes the primary device in an educational foundation. This innovation is available as a multifunctional media that should be possible by and by or as a group, known as one to numerous correspondence. The web is additionally ready to be available progressively in general media as in the conventional technique with the video chat application. In general, innovation plays the part of (1) having the option to supplant the job of people, for this situation having the option to mechanize orders or cycles; (2) reinforcing the job of people, to be specific, by giving data on an undertaking and cycle; (3) assume a part in rebuilding the job of people, in making changes to the arrangement of orders and cycles. The presence of the web in every one of the offices for showing understudies is something outright and has turned into a need. As a need, the web's presence truly helps the instruction universe foster more favorable and intelligent educating and learning circumstances.

Seeing the convenience of the facilities offered by technology in an increasingly digital era, Madrasah Aliyah Negeri Insan Cendikia Pelaihari Banjarmasin made innovations by serving its students with a combination of face-to-face and digital classes. This is based on the thoughts of Aini et al., (2021). Our digital classroom is designed for classroom activities that optimize the role of the Internet and digital technology in preparation for implementation, learning, and assessment, both by students, teachers, and parents of students, as well as for task activities at school and outside school. Indeed, there are no learning activities in this digital class except using electronic means, namely laptops, to obtain learning resources, conduct self-exploration, and assess.

The exciting thing is that students are given ample opportunity to increase their scientific capacity and expertise. This is following scientific publications that state, "Good use of technology can increase activity, creativity, and innovation in the world of education. In learning, it has been programmed to conduct learning through teleconference or video conference. Now students have various applications; some work as police, army/military, business people, and other related professions. Of course, the guardians of students will not object to sharing knowledge related to the profession or official duties being carried out. Besides that, the school will look for

resource persons according to the needs of developing student abilities for digital classes.

To achieve accelerated learning outcomes, technology is proven to be able to innovate learning because of its convenience as a source of information and communication. Yes, learning technology can be accelerated, and technology also provides convenience for learning in applying the concepts and formulas discussed. Technology allows students to explore all content to deepen concepts and formulas that are traditionally difficult to do, so the involvement of technology will undoubtedly give many benefits because work and assignments can be done quickly. Not only that, but we also offer a way so that learning can be more individualized and personalized because it is known that students have motivation and learning styles. So the benefits of technology are proven to be able to improve learning outcomes because they are supported by various facilities so that students can improve cognitive and affective skills and have an impact on academic performance. On that basis, it is time for the existence of technology to become a learning method whose future will not only limit itself to conventional learning methods but still appreciate all forms of technology whose learning is indeed becoming phenomenal.

Based on the explanation of the problem of how teachers guide students during learning with technological methods such as online learning, which is a strategy to improve learning outcomes quickly, a series of questions to answer the above questions are directed by us by interviewing teachers at Madrasah Aliyah, the country of intellectuals, starting from the city of Banjarmasin. The author believes that one of the efforts to get and understand teachers' experiences guiding students during the learning process is to conduct in-depth interviews regarding learning activities, especially guiding students, especially when students do online learning. The same has been done since responding to the pandemic emergency during school closures and conducting online or distance learning. With a question and answer session, writing an interview believes this is one way to explore information and experiences of teachers in guiding students during online learning.

Using this interview, the authors will be able to see the flexibility of the teacher's work in providing guidance, and what is more important is when the simulation of question and answer questions occur, an interaction between the teacher and students will help researchers to understand better what they are doing when learning takes place. Likewise, in a study of how teachers play a role in providing online learning guidance in this way, our researchers will quickly identify when and how teachers work with students; of course, in solving learning problems, when there is no teacher, students will undoubtedly have problems so that learning objectives will not be achieved as suggested by the curriculum itself where the guidance of the teachers is absolute even though technological learning gives higher independence, but the presence of the teacher interacting with students remains a priority so by interviewing the researcher will get an idea of what happens when remote (McKnight et al., 2016).

METHODS

This method used descriptive qualitative study. To understand how teachers guide in this globalization era, the researchers try to get information and important points from teachers on how they improve student learning outcomes with learning materials that can be accessed via the Internet (Nassaji, 2015). We believe that there are quite a several methods that can be used to get an understanding of what instructions are given by the teacher to improve student learning outcomes. However, through

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teacher interviews and observations of the school environment, we will at least get some vital information about how teachers provide adequate instruction and learning methods in this now-digital era, which aims to improve student learning outcomes. For this reason, we researchers have succeeded in interviewing ten teachers resource persons whom we lined up with several questions in discussion group discussions; among others, we asked how the learning content that is now starting to be run online towards efforts to improve the quality of student learning, especially in Madrasah Aliyah, the country of intellectuals in Banjarmasin City (Bdair, 2021).

After getting a series of answers through interviews that we recorded using a recording frame such as a cellphone, then all the data we found we converted into writing that was easy for us to analyze to get an understanding of how the teacher's instructions were to strengthen students' learning by using existing learning resources, on the Internet (Rayner & Allen, 2013). By utilizing the data available on the Internet, we believe that it is increasingly helpful for teachers to share experiences, significantly strengthening learning in the form of scientific evidence on the Internet. This dramatically supports teachers in strengthening learning materials. After a series of interviews, then we got the data. Then we analyzed it to get an understanding of how students use all the materials that are presented digitally and what obstacles they face, and what the solutions provided by the teachers so that this online student session will have a positive impact on efforts to improve the quality of student learning in this digital era (McGrath et al., 2019).

After getting the answers in written form, we tried to analyze them under a phenomenological approach, namely an effort to get an in-depth understanding of the presented series of data, which achieved a high validity value. After understanding, we started by reporting in a descriptive qualitative form where we emphasized how the guidance was given to the teacher so that students could learn more independently and limitlessly. Thus, in this method section, we obtain data and analyze and report in a qualitative study (Yang et al., 2020).

RESULT AND DISCUSSION

In this results section, we will describe some of the analysis results from a series of interviews with teachers to understand the digital-based teaching that teachers do to improve student learning outcomes by utilizing learning materials that can be accessed from various online sources (Li et al., 2021). By interviewing several teachers in a discussion group forum, we will later get information and data that can support the questions of this study which are generally related to learning materials accessed by students who are also guided by teachers so that online learning occurs but cannot be separated from the guidance of the teacher. After getting this data, we analyze and describe the structure, including questions, followed by answers and a short description of each question we ask.

Teaching the online method is a little different from pursuing Face to Face. Therefore we want to get some information related to the instructions given by the teacher to students when they are in the online season, such as to get learning materials and practice to strengthen understanding as well as share and work on completing the tasks given by each lesson. So the first question we want to hear is how teachers give students instructions so they can participate in an online learning environment.

The first question. Could you explain how you motivate students to participate in distance learning methods or online, which is one solution when the government issued a policy to open distance classes?

In this case, we are teachers who still find it difficult when we want every student to have high motivation to be on the side of online learning together. The teacher's first task is to direct the giving of examples of learning at the beginning and must be willing to repeat so that each student has something, which is why they must be active in online learning" (participant#1).

Likewise, the teacher certainly cannot force it entirely, but in a certain way, our teacher can encourage all students to do exercises and participate in conversations. Then the teacher also says that online learning can be done by working collaboratively. This will encourage students to do their best with passion and actively contribute during online classes (participant#2).

Based on the answer above on how teachers can motivate students to be involved in distance learning which, according to the government, is one of the solutions to enable online technology-based learning, the answer given is that teachers believe that students are not familiar with distance learning. However, the teachers try to provide some instructions so that students can easily follow them and say that the presence of students online is primarily determined by the ability of the teacher to give direction and motivation and give encouragement at the same time and solutions if students get obstacles.

Can you tell us how you did the final evaluation of the assignments and exercises promptly, considering that the online learning season is very different from the exercises and assignments in the actual class?

We will usually continue to grade students every season within half an hour after class ends which we usually do in every meeting, allowing our teacher council to record grades and other feedback directly. Yes, for that matter, we teachers can spend an hour each week providing assessments so that students can find out progress every week by accessing the website where we give them an assessment (participant#3).

Based on the answers above, it can be understood that teachers often get an overview of class management and class organization skills regarding student assignments and the evaluation of each task and student evaluation activity. So, learning to understand students' needs is so essential in this online learning contact as teachers can not directly see as they do in real classroom learning.

The next question relates to the teaching strategies you use to understand student learning styles. The question is, what strategy often differs in face-to-face or online classes?

I often look for new ways to differentiate learning and assessment activities so that I can understand and assess each model and student's work. To make it easier to provide assessments to students. I always use a strategy to evaluate student interest in learning directed at learning models and preferences. That way, it will help me understand the students' needs. That way, I can better understand and introduce strategies that suit the needs of students learning online in different and unique ways for each student (participant#4).

Based on the answers above, it can provide an understanding that teachers' insights and strategies are ways to understand and consider students' diverse backgrounds and learning styles. Thus teachers understand how they implement strategies to accommodate all diverse student approaches, and teachers can involve all

learning models, especially in students' online learning environments and activities.

The question is about knowing the student's equal online learning activities. The question is, how would you guarantee equivalent cooperation in web-based conversations?

When I direct class conversations to critical points or recent developments, I first make assumptions about my students as mediators. Then, I encourage my students to provide input on how they feel the conversation should continue. During dynamic conversations, I give students an equal measure of time to provide info and raise issues. I approached them explicitly to support their feedback with the goal that all students have an equal opportunity to add to the conversation before assigning a grading score (participant#5).

The questioner may almost certainly comprehend that getting all students to partake in a web-based setting can be testing, and they will need to know how teachers empower full-class cooperation. Feature capacity to direct class conversations and urge the understudies to give their feedback with the goal that nobody individually rules class conversations.

The next question we asked was, how a teacher might uphold students who were challenging in a new model online learning class?

I talked to my students to exploit my one-on-one meetings and assist them with booking times to meet with me, assuming they experience difficulties learning class material. I likewise utilize 20 minutes toward the start of every class to respond to inquiries regarding the earlier day's ideas and audit complex subjects. I ensure they realize I am generally accessible to assist them through email and our class correspondence with diverting (participant#6).

Based on what has been explained above, as online learning is new for some students, they face difficulties while learning new ideas, and this question can assist the questioner with perceiving how teachers offer help and direction for understudies who experience issues with coursework. Use models from previous experience of how teachers guarantee their students get the help they need when they face difficulties in online learning activities.

What software do you use to manage your student learning and subject matter management?

I arrange student study schedules, I usually rely on free applications that I believe can track information and literature easily. I arranged a student meeting with other students, one for madrasa students. I allow students to get additional help with daily and weekly assignments. I use an online meeting application that allows children to book individual study sessions. Thus allowing me to schedule important events. All these tools have been handy for staying organized with the teaching schedule (participant#7).

Based on the answers above, we want to know what applications and methods teachers use to manage teaching schedules. If the teacher has several favorite applications or programs that are handy, use them to schedule class meetings, including out-of-class schedules, so there are no clashes. This explains that the application or program is beneficial for teachers to stay on track. Hence, through a series of semi-structured interviews, we have managed to get some answers to the questions we asked; among others, we asked how the teachers at the madrasah motivate all students to be able to fully participate in digital learning, which is one of

the learning solutions when school closures respond to the pandemic. As they answered, they answered that in many cases, teachers do have difficulties when it comes to how to motivate students to continue learning online. At first, the teacher guided how to use internet-based learning examples; at that time, students were still accustomed to face-to-face learning. A similar issue was also done by Sangrar et al., (2019) who studied a blended face-to-face approach with online supported by computer-based education.

So, in general, the teachers are certainly not pushy, but the teachers try to encourage by jointly doing exercises to participate in a friendly conversation. In this way, the teacher has been able to encourage students so that they want to work in fashion and contribute during online classes with various applications of education. Likewise, we asked several questions related to assessment, where digital or online-based learning is undoubtedly different from face-to-face learning; simultaneously, the teachers explain that they usually give assessments and feedback every season of online meetings, which is 30 minutes. Similar to the above experience, Tsai et al., (2015) also said students' evaluation and feedback are based on formative assessment during an online learning session.

So, in general, the teachers are certainly not pushy, but the teachers try to encourage by jointly doing exercises to participate in a friendly conversation. In this way, the teacher has been able to encourage students so they want to work in fashion and contribute during online classes with various applications of education. Likewise, we asked several questions related to assessment, where digital or online-based learning is undoubtedly different from face-to-face learning; simultaneously, the teachers explain that they usually give assessments and feedback every season of online meetings, which is 30 minutes (Metcalf, 2021). The teaching strategy is due to digital application learning, which deals with individual differences. In terms of learning, the teachers answer that first; they respect individual differences, then the teacher, if they respect each evaluation, must be given according to each student's interests. To understand individual needs, although not all can be accommodated, at least teachers have to understand that there are differences in learning patterns, but teachers need specific strategies to meet the differences in student learning (DeMatthews, 2014).

On another occasion, we also asked how the teacher saw and understood the student's learning activities, which meant how the students got the same treatment in interacting and communicating with friends and teachers. So teachers often have direct conversations by discussing important points where teachers assume that students are all mediators who need to provide input-inventing so that they continue to want to learn so as long as they establish good and even communication interaction so that students feel treated fairly and reasonably so that they all have the opportunity to ask questions and answer both in learning and the assessment (Smith et al., 2021).

Likewise, when our teachers ask how they help students when there is an interest in individual questions, the teacher with his direction is to continue to present question and answer sessions both in groups and individually so that students do not feel or experience difficulties so every online meeting the teacher always provides opportunities between 10 to 20 minutes to serve each student who wants to get directions and assistance, even their teachers provide email facilities to be able to correspond with their respective teachers. In the end, we also asked for examples of what software teachers have used to learn and manage their lessons, so the answer is that the teachers set the learning schedule and also introduce some applications that

teachers believe are applications that can get information (Salerno & Kibler, 2015). Moreover, it makes it easier for students to get literature, and also they can meet online and allow students to be assisted both in terms of daily work, weekly homework, and even writing final assignments; there are many applications that students can use to keep up with the most critical updates, and it is easy to follow reschedule if it is found that the information is too late (Furman Shaharabani & Yarden, 2019).

The essence of the interviews with the teachers, among others, the teacher council still found difficulties students experienced individually in the learning session. Therefore the presence of the teacher as a motivator and providing feedback so that students are more relieved and motivated. On the other hand, we also understand that online learning activities are undoubtedly different from Face to Face learning, not only in the method but also in the assessment mechanism. So teachers continue to seek help from several sources so student evaluation activities can be carried out.

On the other hand, the teachers also found that the collaboration that was carried out, such as online conversations, was also lacking, but with the guidance of the teachers, the issues of cooperation were slowly being sought. Likewise, the challenges faced by the teacher council are still being faced by the teacher council in ensuring online student learning can take place according to the desired goals; the teacher takes an individual approach allowing students to ask questions and contact the teacher if they have difficulties. Those are the main results where teachers at Madrasah Insan Cendekia Valley Banjarmasin guide students when learning online.

Guidance in the interaction between teachers and students in online learning activities at MAN Insan Cendikia Pelaihari Banjarmasin is very distinctive, and this is very important with the aim of making the progress of the student learning process successful. With the proper learning and guidance, the teacher has encouraged students to progress in online learning. Teachers must apply strategies in guidance by maximizing learning applications when learning online. Likewise, students adapt to the online learning system they are now experiencing after technology and the Covid-19 pandemic (Jannah & Pratiwi, 2021; Rahimah, et al., 2020; Roisatin, et al., 2021). In online learning, teachers and students have a shared responsibility to be more independent in learning and to be able to control their attitudes in learning. Teachers can guide well, and students can complete learning tasks and maximize their gadgets as a source in finding a subject matter. This is what is known as self-regulated learning with teacher guidance. Teacher guidance is needed even though students' self-regulated learning is when students control their thoughts, behavior, and emotions to achieve success in the learning process. Thus, the role of the teacher can be devoted to all students having good self-regulated learning. Although some of the students still experience problems in online learning.

Based on data from interviews with the teacher council of MAN Insan Cendikia Pelaihari Banjarmasin, there are several limitations that we experienced and could be some factors which in order to get more attention for future researchers to improve their research because this research itself certainly has shortcomings that need to be improved in future studies. Some of the limitations in this study, among others: The number of respondents, only eight people, is still insufficient to describe the actual situation. The object of research is only focused on teacher guidance on online student learning activities, which is only one of many other variables that also determine the success of online learning activities. In the process of collecting data, the information provided by respondents through the interview method sometimes does not show the respondent's genuine opinion, this happens because sometimes there are differences in

thoughts, assumptions, and understandings of the duties and roles of teachers who are different for each respondent, as well as other factors such as honesty factor in sincerity in issuing opinions in giving answers to interview questions.

CONCLUSION

Through interviews, we have obtained much new information and understanding of how teachers guide in the digital-based learning era, including the third era of the pandemic crisis; teachers have actively converted conventional Face to Face learning to distance learning using online learning resources. From many teacher councils that we have managed to get their voices through discussions and interviews, among others, we have found that the use of digital applications has indeed transformed learning that was initially in Face to Face and then relies on learning materials in an online database. In online learning activities, at first, the teachers found many problems with individual differences and levels of participation and motivation to learn.

However, after the commitment and dedication of the teachers guiding the students to jointly participate in getting online sessions both in terms of discussions on working on assignments and also the teachers have been able to conduct online evaluations to improve student learning abilities. Guidance in the digital era, which aims to improve student learning outcomes, has been proven to be carried out by utilizing the learning materials in each online database. Apart from the individual differences that occur, the teachers have been able to make the students care and get used to using learning resources in various forms of application so that based on the exposure to the data here; we see that the dedication of the teachers in Madrasah Aliyah teachers from Pelaihari Banjarmasin and also students participation has become real that based learning remote online has changed students learning achievement a better result.

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AUTHOR CONTRIBUTION STATEMENT

We conducted this study based on an agreement, namely a shared authorship project, so we did not find obstacles such as conflicts of interest because all of the author's participants had carried out their rights and responsibilities according to their respective fields. All authors participated during the research and wrote articles to completion with various inputs and suggestions.

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