

DIGITAL LEARNING BASED CAMBRIDGE CURRICULUM ON SCIENCE LEARNING AT SMP ISLAM AL-AZHAR 13 SURABAYA

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Abstract

This study aims to describe the implementation of digital learning based on Cambridge curriculum in class VII science learning at SMP Islam Al-Azhar 13 Surabaya in Surabaya. The background of this research is the explosion of information technology in the digital era that was utilized in the learning process. This research is a qualitative case study. Data collection techniques used are triangulation techniques which include interviews, observation, and document study. Data were analyzed using the Miles and Huberman methods and then tested their validity by triangulation. Based on the results of the study, the implementation of Cambridge digital learning based cambridge curriculum in science learning at SMP Islam Al-Azhar 13 Surabaya in Surabaya as a whole has gone well with the support of the School and students.

Keywords: Digital Learning, Cambridge Curriculum, Science Learning

INTRODUCTION

Education is a process to produce a quality future generation. Indonesia is one country that still has problems in the field of education. Educating the life of the nation is one of the goals of the nation which has been stated in the 1945 Constitution, so that it is clear that education is an important aspect of life. According to a survey conducted by the Political and Economic Risk Consultant (PERC) that the quality of education in Indonesia ranks 12th out of 12 Asian countries, and is positioned below Vietnam (Kompasiana, 2019). Many efforts have been made by the government and educational institutions to improve and improve the quality of education in line with the development and advancement of modern technology.

The quality of education in Indonesia is still low. Based on data obtained by Puspendik Kemendikbud, Indonesia was ranked 45th out of 50 countries participating in the TIMSS (Trends of the International Mathematic and Science Study) with a score of 397 points. Thus, a tool is needed to improve the quality of education. One important

tool that can be used in improving and improving the quality of education is the curriculum. The curriculum in Indonesia or better known as the National Curriculum has undergone several changes. This change is an effort to adjust the national curriculum with the development of science and technology in the modern era and the demands of global competition. In addition to the National Curriculum, nowadays several schools in Indonesia already know and begin to implement the International Curriculum. The application of the International Curriculum itself is intended as an effort to improve and improve the quality of education.

International curriculum is considered to cover globally both in terms of material and expected capability demands. In addition, with the implementation of the International Curriculum, students are expected to be able to survive and compete with other countries wherever they are. There are two known International Curriculum systems, namely Cambridge International Examinations (CIE) and International Baccalaureate (IB). One that has been widely

applied is Cambridge International Examinations (CIE), better known as the Cambridge Curriculum.

The curriculum in the learning process does not stand alone. In the learning process, the curriculum is supported by the existence of models, media, and learning approaches. The ease of access to information through the digital world encourages information flows to spread throughout the world, resulting in an explosion of digital information. This explosion of information has a positive impact on the field of education in particular. The ease of finding information can be used directly in the learning process by both teachers and students. Cambridge International has released the results of the Global Education Census study which shows that Indonesian students are the highest technology users in the field of education (Okezone, 2018). Indonesian students are ranked highest globally in the use of computer space in schools. In addition, internet users in Indonesia have also reached 150 billion people in 2017 based on data from the Ministry of Communication and Information. This resulted in the emergence of new technological innovations in the world of education. Digital technology is already widely used in the learning process, or more familiarly called digital learning. Today's students who are close to gadgets and the internet, don't feel awkward anymore with digital learning. Digital learning simplifies the learning process because it is flexible. Digital learning can be designed with the use of the internet so that it can be accessed wherever and whenever. The implementation of digital learning is also facilitated by several platforms such as ruangguru, quipper, and others.

Digital learning begins to be applied to several schools in Indonesia, both based on the National Curriculum, namely Curriculum 2013 and based on the International Curriculum or Cambridge Curriculum. One school that has implemented digital learning based on Cambridge curriculum is SMP Islam Al Azhar 13 Surabaya.

SMP Islam Al Azhar 13 Surabaya is a private school located in Surabaya. The school was founded on June 6, 2001. Based on information on the school web which can be accessed on the page <https://smpia13surabaya.sch.id/>, this school has implemented the Cambridge Curriculum in the learning process since the last three years and has obtained SPK status (Educational Unit Collaboration) from the Minister of Education and culture in 2017. The Cambridge curriculum is applied to science subjects, English, and Mathematics. Implementation The Cambridge curriculum at this school is supported by digital learning. The platform used in digital learning is

"YukBlajar"

Although the Cambridge Curriculum has been applied in several international labeled schools, the implementation of the curriculum of each school has its own characteristics and settings, as well as the SMP Islam Al Azhar 13 Surabaya that has used digital learning as an innovation in the learning process amid the widespread use chalkboards and books in the learning process which according to the Cambridge International survey are used by 92% of schools in Indonesia (GoodnewsfromIndonesia, 2018). Although digital learning can be accessed wherever and whenever, another uniqueness in the process of learning digital at SMP Islam Al-Azhar 13 Surabaya is still applied in the learning process in the classroom.

According to one teacher, digital based learning will be used at times needed in classroom learning. The use of digital based learning in the classroom can attract students' attention, and facilitate the delivery of material in class. Therefore, to find out how the implementation of Cambridge digital learning based cambridge curriculum in SMP Islam Al-Azhar 13 Surabaya, researchers conducted a study entitled "Digital Learning Based on Cambridge Curriculum at SMP Islam Al Azhar 13 Surabaya."

METHOD

This study used a qualitative research approach with a case study method. The data sources were divided into two, namely primary data sources and secondary data sources. Primary data sources were the results of interviews, observation, and document studies with parties involved in digital learning based on the Cambridge Curriculum. While secondary data sources are obtained from books, journals, and other research results that support primary data sources.

In collecting data sources, researcher determined the research subjects who will act as participants or resource persons. The subjects in this study were people involved in the implementation of Cambridge Digital learning based cambridge curriculum, namely Principals, Class VII Science Teachers, and VII-C Class students. Triangulation of data collection techniques is used to test the credibility of the data found.

RESULTS AND DISCUSSION

1. Background of the Implementation of Digital Learning at SMP Islam Al-Azhar 13 Surabaya in Surabaya

The background of the implementation of

digital learning in general at SMP Islam Al Azhar 13 Surabaya is to prepare students in the face of a rapidly growing digital era. Demands regarding the ability to use gadgets and the internet make SMP Islam Al Azhar 13 Surabaya innovate in the learning process, namely by applying digital learning.

While the background in particular, the implementation of digital learning at SMP Islam Al Azhar 13 Surabaya is from the Principal of SMP Islam Al Azhar 13 Surabaya. The beginning of the idea was the use of digital learning because he saw a concern in the use of digital technology, especially among students. The phenomenon of the high use of gadgets and internet among students has positive and negative impacts. One of the negative effects he found was cyber bullying. He felt the need to make an innovation so that the use of gadgets and the internet could have a positive impact, especially in the learning process. So, he began to initiate the implementation of digital learning. The information was obtained by researchers through the results of interviews, where the Principal of SMP Islam Al Azhar 13 Surabaya revealed that:

"Since 4 years ago, digital learning at SMP Islam Al Azhar 13 Surabaya began to be implemented. This was motivated because I saw the phenomenon of gadget and internet usage which was quite high among students accompanied by the high phenomenon of cyber bullying. "

The same information was also expressed by the science teacher that the beginning of the implementation of digital learning innovations began with the idea of the Head of the SMP Islam Al-Azhar 13 Surabaya in Surabaya who saw cyber bullying amid the widespread use of gadgets. The science teacher revealed that:

"It couldn't be denied that besides providing positive benefits, the use of gadgets and the internet also had a negative impact. One of the negative impacts arose from the use of gadgets and the internet is cyber bullying. Well, seeing

this phenomenon, the Principal took the initiative to use gadget and internet in learning process."

In addition to this, Based on data obtained on the Basic Education and Culture Basic Data Basic page of the Ministry of Education and Culture which can be accessed through the Ministry of Education and Culture's main data, SMP Islam Al Azhar 13 Surabaya has the status of SPK (Collaborative Education Unit), where the school has permission to implement the existing international curriculum, in accordance with Permendikbud Number 31 of 2014 Article 5 paragraph 1b concerning cooperation in the implementation and management of education by foreign educational institutions with educational institutions in Indonesia. The school was founded on June 6, 2001. SMP Islam Al Azhar 13 Surabaya is located on No. 4 Florence Street. 31 Laguna, Pakuwon City, Kel. Kalisari, Kec. Mulyorejo, Surabaya.

SMP Islam Al Azhar 13 Surabaya has implemented three curricula, namely the National curriculum, Al-Azhar curriculum, and Cambridge Curriculum. These three curricula are applied simultaneously. The National Curriculum is applied to the subjects of Religion, Civics, Indonesian Language, and Sports. Al-Azhar curriculum is applied to the subjects of the Koran and Arabic. The Cambridge curriculum as an international curriculum in collaboration with Cambridge International is applied to subjects in Mathematics, Science, English, ICT & Robotics, Cultural Arts, and Music. The implementation of the Cambridge curriculum in learning depends on the policies of each school, so SMP Islam Al-Azhar 13 Surabaya Surabaya has the right to design the implementation of the curriculum in its own way. However, Cambridge International has a framework and scheme of work that must be followed by implementing schools. In the Cambridge framework it contains material and an outline of the goals to be achieved in learning. While the scheme of work is more specific and specific shown in the learning process. In the scheme of work, there are several guidelines for teachers in designing learning activities in the classroom and some of them indicate the use of technology in learning. Thus, the presence of digital learning is needed in the implementation of the Cambridge curriculum especially in science subjects.

The vision of SMP Islam Al Azhar 13 Surabaya is to realize international-minded Muslim scholars, master science and technology, entrepreneurship, and preserve the environment to develop themselves and their families in order to build people and nation. And the mission of SMP Islam Al-Azhar 13 Surabaya in Surabaya

- a) Realizing an education system that relies on IMTAQ and Science and Technology.
- b) Organizing education that has international insight while upholding local wisdom and information technology-based.
- c) Producing high-quality graduates, morality, physical and spiritual health, entrepreneurial spirit, environmentalists and able to integrate IMTAQ and science and technology in everyday life.
- d) Realizing excellent schools that are a reference source for other schools in the quality of graduates, the quality of learning methods and the quality of educators and education personnel.
- e) Disseminate education imbued with Islamic values through the dissemination of technology, education and education and qualified educators.

As an effort to realize this, SMP Islam Al Azhar 13 Surabaya felt the need to implement Cambridge digital learning based cambridge curriculum.

2. Digital Learning Supporting Facilities and Infrastructure

SMP Islam Al-Azhar 13 Surabaya has prepared related supporting facilities and infrastructure in the digital learning process applied. The existence of facilities and infrastructure was reviewed through the results of interviews with three research subjects which revealed that:

Principal: "We have prepared various facilities to support the learning process, including wi-fi, tablets for each student and other complementary equipment in the class. In addition, we also provided a learning platform "YukBlajar" which could be used by the teacher "

Science Teacher 1: "The school has facilitated the existence of internet networks, tablets for each student, LCD, and speakers in the classroom, and there were facilities for school laptops and tablets. Usually we also use "YukBlajar" in the learning process "

Science Teacher 2: "The school provided adequate facilities related to facilities and

infrastructure, namely wi-fi, tablets for each student, usually also for teachers who did not bring laptops. There were school laptop facilities that can be used, then in each class there are also LCDs and speakers. , there was also a "YukBlajar" platform that was used as an interactive media "

Student 1: "We used to use tablets from school in learning and wi-fi schools. In the class there was also a set of LCD and speakers"

Student 2: "If we were studying, we used tablets and wi-fi, then the teacher also used LCD and speakers"

The interview information was confirmed through the results of observations made. The existence of facilities and infrastructure in schools supports the implementation of digital learning in accordance with what has been revealed by the research subjects. As a support, Al-Azhar Islamic Middle School has prepared several facilities, such as:

- a) Wi-fi
- b) Tablets
- c) Class facilities in the form of LCDs, screens and speakers
- d) School laptops and tablets
- e) The existence of the "YukBlajar" learning platform

3. Planning of Digital Learning Implementation

Planning activities for the implementation of Cambridge digital learning based cambridge curriculum in science learning at Al Azhar Islamic Middle School 13 Surabaya include teacher preparation and preparation of the learning process. In preparation for the teacher, Al-Azhar Islamic Middle School provided facilities in the form of internal training by the school or by the Al-Azhar Foundation itself or even attended training held by outsiders. Based on the results of the interview, the Principal and Science Teacher revealed that:

Principal: "The school facilitated teachers training for both internal and external, regarding the use of digital technology and related Cambridge curricula. However, for the all of teachers were quite capable in using technology. "

Science Teacher 1: "There was special training for teachers, regarding the use of ICT as well as training related to the curriculum, usually held by the school independently by bringing in speakers and participating in training outside."

Science Teacher 2: "There was training for us, about the learning process, the use of media and training related to the curriculum, usually held by the school or participating in training from outside."

Apart from the teacher preparation stage, preparation in the learning process also needs to be done. The teacher is the main actor in the preparation of this learning process. The following are excerpts of interviews obtained from the Principal and Science Teacher regarding the preparation of the learning process:

Principal: "For preparation, teachers made lesson plans and material preparation. Cambridge has also prepared a guide for teachers (scheme of work) that is used as a reference for learning."

Science Teacher 1: "The preparation phase that was done of course was the making of lesson plans, and adjusting them to the scheme of work and the circumstances of the students. In the scheme of work there were also suggestions for accessible material resources for teachers, so we only had to process the material that was already there and then packaged it so that it was interesting in the media to be taught to students."

Science Teacher 2: "The preparation step was to make lesson plans that refer to the scheme of work, and material preparation only. Usually the material taught has been provided by Cambridge's source in the scheme of work, so the teacher only needed to package the material and make the media."

This is in accordance with the results of observations and document studies that have been carried out, planning science learning in SMP Islam Al-Azhar 13 Surabaya begins with making lesson plans, sorting material by teachers, and preparing digital media to be used. The Cambridge curriculum has also prepared a scheme of work that can be used by teachers as a benchmark in making teaching materials and compiling learning activities. All stages of the implementation planning of digital learning based on the Cambridge curriculum are prepared to achieve the objectives of the learning process that has been carried out.

4. Implementation of Cambridge Digital learning based cambridge curriculum in the Process of Learning Science in Classes

Basically, schools do not demand the use of digital learning carried out at every science learning process meeting. The school freed the use of digital learning for teachers according to needs. This is in accordance with the results of interviews with the research subjects presented as follows:

Principal: "Schools did not require to carry out digital learning. But usually the teachers would use digital learning when they felt its a need, because digital learning could facilitate the learning process "

Science Teacher 1: "Schools did not give specific target provisions for digital learning. We (the teacher) would use digital learning if needed in the learning process "

Science Teacher 2: "Digital learning done only in certain chapters"

Student 1: "The teacher used digital learning several times, but not every meeting"

Student 2: "the teacher used digital learning in some units"

Based on the results of observations, the teacher indeed only uses learning in a few meetings. In this study, the teacher uses learning in three units, namely sounds, metals and non metals, and reproduction and growth. In general, in the learning process the teacher uses two languages, namely Indonesian and English. English is used in the delivery of material, because one of the requirements of the Cambridge curriculum is to use English as a second language. However, if students still have difficulty digesting material explanations, the teacher uses Indonesian. Teachers use verbal and non-verbal language well and clearly in delivering material

In the initial stage, the teacher prepares students to follow the learning process by conditioning the students so that students are ready to accept the material. Then the teacher performs apperception by displaying a video or image of a phenomenon. The teacher asks students to explain the phenomenon that is displayed.

In core activities, the teacher uses digital media through slides and the use of the "YukBlajar" platform. The appearance of

material images and videos in the media gave rise to students' enthusiasm in the learning process. The teacher also facilitates student involvement in the learning process. One of the student involvement that appears in this observation is expressing opinions. Students bravely raise their hands to express their opinions. The teacher shows an open attitude by accepting the opinions of students, listening carefully and directing those opinions to suit what is in the phenomenon or learning material. The teacher also plays a role in conditioning students. The use of gadgets by each student, triggered the vulnerability of using these gadgets for things other than for learning purposes. This of course requires the teacher to supervise each student in the use of gadgets when digital learning takes place. The Surabaya Science Teacher SMP Islam Al-Azhar 13 Surabaya also supervises students during the digital learning process by going around one by one students to ensure that when learning involves using tablets for each student, it goes according to what is desired. Students do not open anything other than for learning purposes.

At the end of learning, an evaluation of learning was held. Evaluation of learning is done by utilizing digital technology. The form of evaluation is online exercise from quizizz or quizlet on the "YukBlajar" platform. Evaluation of the Cambridge digital learning based cambridge curriculum is done directly in the classroom by giving the student access code quiz.

Based on the results of interviews with teachers and students, the implementation of digital learning is still limited in the classroom. The following is an explanation of the results of the interview:

Science Teacher 1: "Digital learning was done in the classroom, even though it was actually flexible but some evaluations must be carried out in the classroom right then and there. The strengths we carried out in class could be monitored immediately. If the platform "YukBlajar was used as a medium of assistance"

Science Teacher 2: "Digital learning was done as an interactive media, and forms of evaluation, so it is still implemented in the classroom, even though the platform was also available and could be accessed flexibly. In addition, junior high school students still had to be monitored in using gadgets and the internet "

Student 1: "The teacher usually uses digital learning in class, we rarely accessed" YukBlajar ", just when I didn't enter it or when I was told to open it by the teacher"

Student 2: "Yes, the teacher used digital learning in the classroom, if outside of that, I rarely accessed" YukBlajar ""

Even though digital learning can be accessed wherever and whenever through the platform provided by the school, digital learning is still used in the classroom as an interactive medium. In addition, the teacher also supervises the use of gadgets and the internet by students so that they do not open there or other applications during learning. Learning evaluations held online are also arranged so that the evaluation can only be done at that time, with limited space, namely in the classroom. The time for quiz work can be adjusted according to the needs of the teacher, such as limiting it to special hours according to the time of the implementation of learning. The quiz is accessed by students individually using their tablets.

While for daily tests, it is still done using paper or manually with essay questions. This is done to prepare students to take progressive test and checkpoint. Based on the results of interviews with subjects involved in digital learning in the classroom, teachers and students about their perceptions of the Cambridge digital learning based cambridge curriculum process that had been carried out revealed that:

Science Teacher 1: "Cambridge digital learning based cambridge curriculum facilitated the delivery of material and attracted students' attention in learning. Students liked things that they could feel visually. In addition, controlling was also easier to do, and the classroom atmosphere was conducive because students would calm down when they saw something they like "

Science Teacher 2: "Cambridge digital learning based cambridge curriculum was very helpful. Students who were faced also already had quite good competence in the world of gadgets. Time efficiency was also one of the positive things from digital learning, as well as reducing students' boredom. In addition, the use of Cambridge digital learning based cambridge curriculum was a medium that

was compatible with the Cambridge curriculum implementation."

Student 1: "We felt more helped by the Cambridge digital learning based cambridge curriculum process, because it was more visible and interesting. Moreover, it could help students who were easily bored "

Student 2: "If the teacher used slides or pictures like digital learning, it was more" eyecatching "and we no longer needed to imagine what the teacher mean, then we didn't get confuse. Especially if the teacher added a video, we are more happy "

Cambridge digital learning based curriculum that is applied has benefits especially in attracting students' attention. In addition, the activities of other students are recorded in observations made. The researcher obtained data that the Cambridge digital learning based cambridge curriculum process in fact affected student activities in learning. This can be seen from several behavioral indicators shown as follows:

- a) Students are interested and pay attention to the teacher's explanation
- b) Active students to ask questions, especially if the teacher displays pictures or videos in learning
- c) Students give feedback

On the other hand, the digital learning process that is implemented is still experiencing obstacles. As stated by the IPA teacher and 7C grade students in the interview, that:

Science Teacher 1: "Every student had different thinking skills and intelligence levels. This became a challenge for us to provide an understanding and guided them in analyzing a phenomenon conveyed in learning. "

Science Teacher 2: "The ability of each student was different, so we had to understand and guided some students to understand the material being taught"

Student 1: "I found it difficult when the teacher told me to explain the video or picture, I usually only answered as much as I could"

Student 2: "I had no trouble, but some friends sometimes needed help because they were still confused"

These obstacles are also recorded in observations made, there are some students who do not understand the teacher's explanation. The teacher controls one student at a time. Controlling aims to guide students' thinking flow according to the purpose of delivering material by the teacher and equating perceptions. Controlling is done by the teacher by visiting one by one students and asking or checking their understanding of the material described.

The implementation of Cambridge digital learning based cambridge curriculum in science learning at SMP Islam Al-Azhar 13 Surabaya as a whole has fulfilled several principles of digital learning, namely the principle of efficiency and the principle of conformity (Munir, 2017).

In addition, it refers to the constructivism theory that the role between teacher and student must be balanced in the learning process. The knowledge that students will have begins with the activity of students to find and find. The researcher obtained data that the Cambridge digital learning based cambridge curriculum process in fact influenced student activities in the learning process seen during observation.

The use of the "YukBlajar" platform which is one form of e-moderating and involved in the learning process has also fulfilled several stages of e-moderating usage expressed by Salmon in Afrizah (2018), including ease of access and development

On the other hand, the implementation of digital learning based cambridge curriculum has not yet fulfilled several other digital principles, namely, the principle of flexibility and the principle of mobility.

These two principles are indeed not suitable when applied at the junior high school level, because not yet at that age students cannot be selective about the content content they encounter in using gadgets and the internet. Adi (2017) in his research revealed that teenagers aged 12-19 years in Purwokerto had been familiar with the use of the internet since Elementary School and the majority used it for 4 hours a day to access social media and instant messenger. Adi also pointed out that students who are in elementary and junior high school are more vulnerable to being exposed to pornographic content even though by accident. So, it is necessary to supervise the classroom learning process by the teacher.

In addition to the description of the digital learning process that has been carried out, it was found several themes that emerged in the implementation of digital learning based cambridge curriculum in the learning of SMP Islam Al Azhar 13 Surabaya, namely:

a) Ease

The implementation of the Cambridge digital learning based cambridge curriculum in terms of facilities and infrastructure has been supported by various facilities and infrastructure aimed at facilitating the learning process. As a support, Al-Azhar Islamic Middle School has prepared several facilities, such as:

- 1) Wi-fi
- 2) Student tablet
- 3) Class facilities in the form of LCDs, screens and speakers
- 4) School laptops and tablets
- 5) "YukBlajar" learning platform

b) Supervision

The use of Cambridge digital learning based cambridge curriculum by utilizing the gadgets and internet of each student can trigger students to use it to browse or open other sites that have no interest in the existing learning process. Surabaya Science Teacher SMP Islam Al-Azhar 13 Surabaya supervises students during the digital learning process by going around one by one students to ensure that when learning involves using tablets for each student, it goes according to what is desired. Students do not open anything other than for learning purposes. In addition, in this supervision the teacher will also direct students in expressing opinions. The teacher will purge the various views of students, so that each student and teacher has the same perception.

c) Conformity

Learning with the Cambridge curriculum emphasizes the use of digital technology in the process. Planning science learning in SMP Islam Al-Azhar 13 Surabaya starts with the making of lesson plans, sorting material by teachers, and preparation of digital media to be used. The Cambridge curriculum has also prepared a scheme of work that can be used by teachers as teaching materials. Scheme of work provides a general description of how the material must be delivered in the learning process. Surabaya Science Teacher SMP Islam Al-Azhar 13 Surabaya refers to the purpose of the scheme of work, so that it

can be said that digital learning in science learning is in accordance with the cambridge guidelines provided.

d) Activity

The activity of students in building their knowledge will create an active learning atmosphere. This activity can be seen when the digital learning process in the class takes place. The Cambridge digital learning based cambridge curriculum process in fact affects student activities in the learning process.

e) Development

Surabaya Science Teacher SMP Islam Al-Azhar 13 Surabaya facilitates development for students through evaluation activities using quizizz and quizlet. Quizizz is used individually, while quizlet is used in groups. Both platforms are in the form of evaluation questions. In addition, there is a paper based test as a daily test at the end of the chapter, as well as an assessment conducted every semester.

CLOSURE

A. Conclusion

The implementation of Cambridge digital learning based cambridge curriculum in science learning at SMP Islam Al-Azhar 13 Surabaya in Surabaya as a whole has gone well with the support of the School and students. Besides that digital learning is also done well.

B. Suggestions

Following are the suggestions of researchers regarding Cambridge digital learning based cambridge curriculum:

1. The teacher maximizes the use of digital learning, because students give more positive feedback
2. The teacher can train students' independence with presentation activities about the material to be taught in the learning process
3. For other schools that want to implement digital learning, it can be done by fulfilling adequate classroom facilities and internet connections
4. For the next researcher can add objects in the form of student learning outcomes in the influence of the use of digital learning, so that there can be known significantly the existing learning outcomes.

SOURCE

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