



## Implementation of Online Learning Using Google Sites at PKBM Barokah LTF2SM Talang Tegal

Hanum Dwi Septiani<sup>1\*</sup>, Wahyu Krishantoro<sup>2</sup>

<sup>1,2</sup> Universitas Teknologi Digital

[hanum23283011@digitechuniversity.ac.id](mailto:hanum23283011@digitechuniversity.ac.id)<sup>1\*</sup>, [wahyu6krishantoro@gmail.com](mailto:wahyu6krishantoro@gmail.com)<sup>2</sup>

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### Abstract

Non-formal education serves as an essential alternative for individuals who cannot access formal education due to age, economic, or time constraints. PKBM Barokah LTF2SM Talang Tegal not only offers educational programs but is also committed to empowering the community through training and outreach activities. This study employs a qualitative method to conduct an in-depth analysis of the implementation of online learning using Google Sites at this PKBM. The implementation begins with the creation of a website containing learning materials aligned with the curriculum in place. Google Sites offers the advantage of integration with other applications such as Google Drive, Google Docs, and YouTube, facilitating the storage and distribution of materials. However, the primary challenge lies in the dependency on a stable internet connection. Learners' perspectives reveal diverse experiences and evaluations of this platform. Google Sites provides ease in presenting interactive and engaging content while enhancing educational accessibility. Through this platform, learning materials can be accessed anytime and anywhere with an internet connection. This research aims to contribute to the development of more inclusive and effective online learning methods.

**Keywords:** *Google Sites, Education, Platform, PKBM, Learners.*

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### 1. Introduction

Non-formal education is an integral part of the education system designed to provide learning access to the community outside the formal education system. Without being tied to a rigid curriculum, non-formal education offers flexibility that allows individuals to learn according to their needs and circumstances. Programs such as skill courses, vocational training, and community empowerment activities are real examples of this approach [1]. Amid the government's efforts to achieve inclusive education for all, non-formal education plays a crucial role as an important pillar in helping the community develop their potential, improve quality of life, and encourage social and economic growth.

In this context, PKBM Barokah LTF2SM plays a strategic role as a non-formal education institution that not only provides educational services but is also active in community empowerment. Based in Talang, Tegal, this PKBM offers various programs aimed at improving the quality of human resources in its vicinity [2]. PKBM Barokah LTF2SM's commitment is reflected through various training and outreach activities designed to meet the needs of the community, especially those underserved by formal education. With an inclusive approach, this PKBM strives to create a conducive educational ecosystem through collaboration with the government, the private sector, and civil society organizations [3]. With the development of technology, the education sector has also undergone significant transformation. Online learning has now become the primary alternative, offering ease of access, as well as flexibility in time and location [4]. PKBM Barokah LTF2SM takes advantage of this opportunity by adopting Google Sites as an online learning platform. Google Sites, as a web-based tool, enables integration with various digital resources such as Google Drive, Google Docs, and YouTube, supporting the presentation of interactive and engaging materials [5]. Additionally, this platform allows for broader accessibility for learners, who can access materials anytime and anywhere as long as there is an internet connection.

However, the implementation of online learning also presents its own challenges. One of the challenges is the readiness of technology and the digital capabilities of the learners [6]. Not all individuals have access to adequate technology devices or stable internet connections, which becomes a major obstacle in the implementation of online learning. Therefore, a strategic approach is needed to overcome these barriers, including providing technology training to learners and optimizing the use of available resources. This study aims to analyze the implementation of Google Sites in PKBM Barokah LTF2SM as an online learning medium. The main focus of this research includes evaluating the implementation, identifying challenges, and exploring the advantages and disadvantages of using Google Sites as a learning platform. With a qualitative approach, this study is expected to provide in-depth insights into the effectiveness of Google Sites in supporting online learning in non-formal education settings.

Additionally, this research also seeks to explore learners' views on online learning using Google Sites. Their perceptions are an important aspect in assessing the success of this program. The research results are expected to provide constructive recommendations for the future

development of online learning, not only at PKBM Barokah LTF2SM but also in other non-formal education institutions. Theoretically, this research is expected to contribute to the development of literature on online learning in non-formal education settings. Practically, this study offers guidance for education practitioners in utilizing digital technology to enhance learning effectiveness. Thus, this research is not only relevant for academics but also for managers of non-formal education institutions. Through the implementation of Google Sites, it is hoped that PKBM Barokah LTF2SM can provide more inclusive and effective learning. The use of technology in non-formal education is a strategic step to address the challenges of globalization, while also opening new opportunities in human resource development. With the support of all parties, PKBM Barokah LTF2SM can become a successful model for the implementation of online learning in Indonesia.

## **2. Research Methodology**

This research uses a qualitative approach to gain an in-depth understanding of the implementation of Google Sites in online learning at PKBM Barokah LTF2SM. The qualitative method was chosen because its primary focus is to identify natural phenomena or conditions within the social context being studied, as well as to understand the experiences and perspectives of the various parties involved. According to Asiva Noor Rachmayani (2015), qualitative research is an approach that focuses on natural phenomena, aiming to gain a deep understanding of an issue or problem without involving numerically measurable variables. This method was selected because the study aims to explore how Google Sites is used in online learning at PKBM Barokah LTF2SM, and to analyze the challenges and benefits experienced by users such as learners, tutors, and institution administrators [7]. The research also emphasizes qualitative aspects because the researcher seeks a broader understanding of the impact of using this platform on the effectiveness of online learning in the non-formal education environment [8]. To obtain the necessary data, this study employs three primary data collection methods: observation, interviews, and literature research. The observation method is used to directly observe how Google Sites is implemented in online learning activities at PKBM Barokah LTF2SM. The researcher observes the interactions between tutors and learners, as well as how the features of Google Sites are utilized in the learning process. This observation allows the researcher to gain a direct understanding of the dynamics of learning and the challenges faced by its users [9].

In addition to observation, interviews are also conducted to gather data from various parties involved, such as the head of PKBM, tutors, and learners. Interviews are conducted to explore their views, experiences, and opinions regarding the application of Google Sites in online learning. Through these interviews, the researcher aims to gain deeper insights into the advantages and disadvantages of using the platform, as well as the factors that influence the experiences of users in participating in online learning. The interviews are semi-structured, which allows the researcher to explore further answers provided by respondents and obtain richer information. Literature research is also used as part of the data collection process [10]. This method aims to find references from journals, books, and articles related to the use of technology in education, particularly in the context of online learning and the use of Google Sites as a learning platform. Through literature research, the researcher can obtain theoretical foundations that are relevant to the study and compare the findings with previous studies, thus providing a broader and deeper perspective on the topic being studied. The data obtained from these three methods will be analyzed using a qualitative approach. The analysis process begins with transcribing interviews, followed by categorizing the data based on emerging themes from the observations and interviews. The researcher will then organize the main themes related to the implementation of Google Sites, the challenges faced, and the users' perceptions of the platform. This analysis aims to gain a deep understanding of how Google Sites is used in online learning and to what extent this platform can support educational goals at PKBM Barokah LTF2SM.

To ensure the validity and reliability of the data, this research employs a triangulation technique, which involves comparing data obtained from various sources and data collection methods. Triangulation is conducted to ensure that the research findings reflect a more accurate and accountable picture. Additionally, data verification is carried out by confirming the findings obtained through interviews with respondents, to ensure the accuracy and consistency of the information collected. Overall, this research is expected to provide a better understanding of the implementation of Google Sites in online learning at PKBM Barokah LTF2SM, as well as offer useful insights for the development of online learning in other non-formal educational institutions. Through in-depth qualitative research, this study aims to make a significant contribution to the literature on online learning, particularly in the context of non-formal education in Indonesia.

## **3. Result and Discussion**

The utilization of Google Sites as a learning media in PKBM Barokah has been ongoing for the past five months. Previously, learners only conducted face-to-face learning activities. However, due to the limited learning hours and the lack of physical books, Google Sites has become an ideal solution to help learners access learning materials and online books. With the existence of this site, it is hoped that the learning process and literacy of the learners can be improved. The implementation of Google Sites began with the creation of a website containing various learning materials relevant to the curriculum applied in the PKBM. The PKBM Barokah management team created this site on Google Sites, which learners can access through a link shared in the WhatsApp group. This makes it easier for learners to access materials anytime and anywhere. The site includes several pages for administration and tutors, containing learning materials, discussion forums, and links to other learning resources. The learning materials are grouped by topics or modules, and each page is organized simply, using text, images, and videos to support learners' understanding. These pages are arranged sequentially so that learners can follow the learning systematically. On the other hand, Google Sites also offers ease in creating and managing websites. The "Start a New Site" feature allows users to create a new website from scratch, without template restrictions. Additionally, the "Recently Used Templates" feature makes it easier for users to access templates that are frequently used, speeding up the website creation process.

Google Sites also has various features that support easy website creation and management. Features like customizable themes, layout options for pages, and the "Insert" menu, which allows adding elements like text, images, and documents from Google Drive, make it highly user-friendly. Moreover, integration with Google Workspace, such as Google Drive, Google Calendar, and Google Forms, enables users to embed various types of content directly into the site. For navigation structure, Google Sites supports the creation of customizable menus and hierarchical page options, making it easier to manage complex content. For the learners, Google Sites functions not only as a source of materials but also as a platform for interaction through comment sections or discussion forums. This feature allows them to

exchange ideas, enrich their learning experience, and receive direct feedback from tutors. In the learning process, tutors can upload evaluation forms, either in the form of tests or projects, which learners can download to see results and obtain feedback directly. Furthermore, learners can access the materials according to their needs, whenever and wherever they want, with the content organized systematically by subject, class level, or learning category.

Google Sites also features excellent security and access control. Users can set who can access and edit the site, offering flexibility in sharing content either privately or publicly. Additionally, the collaboration feature that allows multiple people to edit the site simultaneously facilitates teamwork in managing content. With all these features, Google Sites not only helps in managing learning materials but also provides an easy-to-use platform for those without an IT background. Overall, the use of Google Sites in PKBM Barokah has had a positive impact on facilitating more flexible and efficient learning. With various features that are easy to understand and operate, even for beginners, Google Sites has successfully addressed several challenges of traditional learning, such as limited time and resources. Therefore, the implementation of Google Sites as a learning media in PKBM Barokah is an effective solution to improve the quality of learning and literacy for the learners.

### 3.1. Successes and Challenges in Implementing Google Sites

The use of Google Sites at PKBM Barokah has had a significant positive impact on the learning process. One of the most noticeable outcomes is the ease of access to learning materials that were previously difficult for students to reach. Before the implementation of Google Sites, teaching and learning were primarily conducted in face-to-face sessions with limited time. With the introduction of the website, students can now access materials anytime and anywhere, which supports a more flexible learning process. Additionally, the presence of various structured modules and materials has made it easier for students to study the topics provided. However, despite the many benefits, the implementation of Google Sites also faces several challenges. One of the main obstacles encountered is the technical capability of the tutors and students. Some tutors find it difficult to manage and update the site, especially due to a lack of experience with digital technologies. This has led to some materials not being updated regularly, which reduces the effectiveness of the learning process. To address this, PKBM Barokah conducts regular training sessions for the tutors to improve their skills in managing Google Sites. On the other hand, students also face challenges in accessing the learning materials. Some students, who are not accustomed to technology, have difficulty understanding how to access and use the site. PKBM Barokah has attempted to overcome this by offering basic Google Sites usage training to students and providing easy-to-understand guides. This way, students are expected to become more independent in accessing materials and gain more confidence in using technology.

In addition to technical challenges, unstable internet access in some areas also poses a barrier in implementing Google Sites. In regions with limited internet infrastructure, students often experience difficulties in accessing the site optimally. To address this, PKBM Barokah provides materials in downloadable formats, allowing students to continue their learning even while offline. This approach ensures that students can access materials without relying on internet quality. The success of the Google Sites implementation is also evident in the increased interaction between tutors and students. With the forum discussion feature, students can ask questions directly to tutors or discuss topics with their peers. This is very helpful in deepening students' understanding, as they can gain different perspectives from ongoing discussions. This feature also provides an opportunity for students to be more active in the learning process, which previously focused more on face-to-face interactions. However, this success is accompanied by challenges in content management. Although Google Sites provides various features to simplify the creation and management of materials, some tutors still struggle to add more complex elements such as videos or images. To address this, PKBM Barokah provides further training on how to incorporate different types of media into the site and manage content more efficiently.

Additionally, the use of Google Sites has also brought benefits in terms of administrative management. The attendance feature provided on the site allows tutors to monitor students' presence directly. This simplifies administrative tasks, as attendance data can be recorded automatically without the need for manual input. This feature also allows students to mark their attendance online, which is very convenient for them to attend classes without being limited by time and location. On the other hand, the search feature provided by Google Sites has proven to be very useful. Students can easily search for specific materials or topics by simply typing keywords into the search bar. This feature makes it easier for them to find the information they need without having to open each page of the site. The availability of this feature further accelerates access to materials, which in turn increases the efficiency of learning. Overall, although there are challenges in its implementation, the use of Google Sites at PKBM Barokah can be considered successful in improving the quality of learning. The use of this technology not only simplifies access to materials but also opens up opportunities for students to interact and delve deeper into the subjects in a more flexible manner. In addition, this success also shows that with the right training and adequate infrastructure support, the use of technology such as Google Sites can be an effective solution in supporting the learning process at non-formal educational institutions.



Fig. 1: The dashboard page of Google Sites used by PKBM Barokah.

The dashboard page of Google Sites used by PKBM Barokah. This page displays various learning materials and administrative features, making it easier for both tutors and students to navigate and manage content. The homepage of the Google Sites used by PKBM Barokah. The materials are displayed in an organized manner, allowing students to easily access and follow the learning modules.

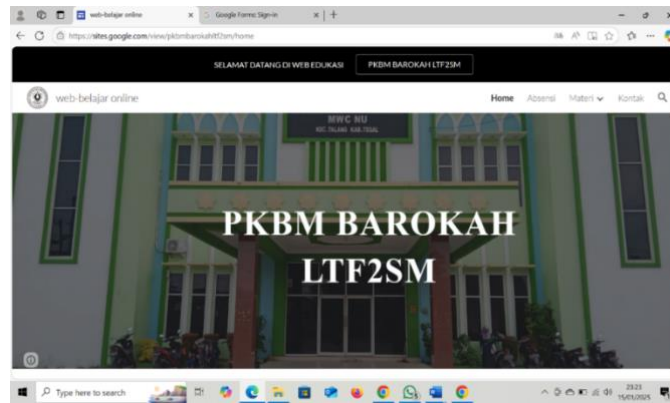


Fig. 2: The homepage of the Google Sites used by PKBM Barokah

3.2. Class Diagram

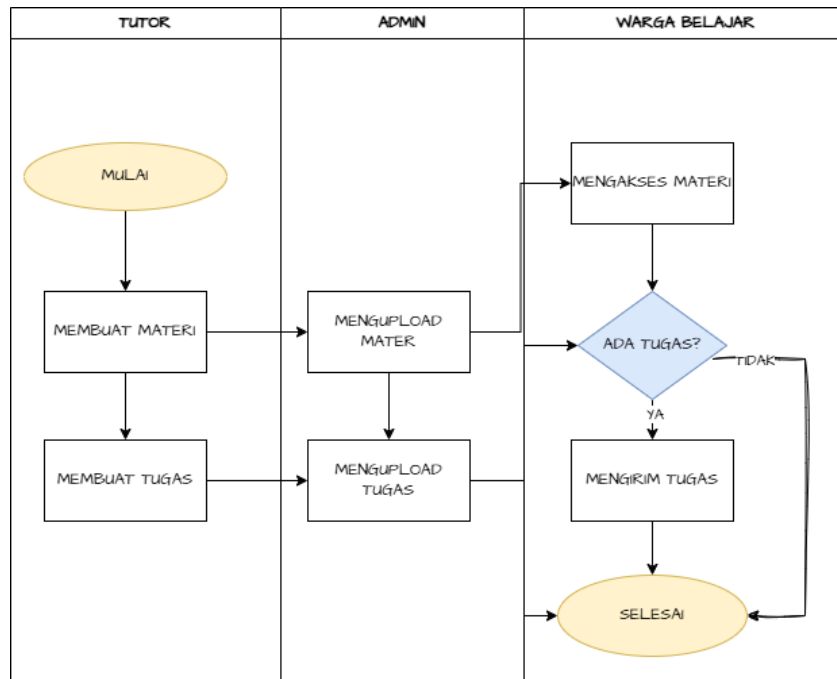


Fig. 3: Flow of Document

Figure 3 illustrates a flowchart depicting the interaction within an e-learning system involving three key roles: Tutor, Admin, and Learner. The process begins with the Tutor role, which is responsible for initiating the learning process with the status "START." The Tutor creates learning materials and uploads assignments for the Learners to complete. These assignments are intended as instructions or assessments to gauge the Learners' understanding of the material they have studied. Once the materials and assignments are ready, the Admin role steps in to manage and upload the materials created by the Tutor into the e-learning platform. After the materials are uploaded by the Admin, the Learners can access the content through the provided learning platform. At this stage, the system presents a decision point to the Learners, asking if there is an assignment to be completed. If there is an assignment, the Learners are required to submit it through the platform. This process ensures that every Learner has the same opportunity to access the materials and complete the assignments given by the Tutor. If there is no assignment, or once the assignment is completed, the process will end with the status "FINISHED." This flowchart illustrates a structured workflow between the Tutor, Admin, and Learner, where each role has clear tasks and responsibilities to ensure the smooth flow of the e-learning process. The system ensures that learning materials and assignments are delivered and accessed systematically, and that Learners have an optimal learning experience. This flow diagram helps visualize the process and aids in understanding the sequence of tasks each party involved must undertake.

The implementation of online learning media using platforms such as Google Sites offers many advantages, but there are also numerous challenges to overcome. One of the primary challenges is technical in nature. Many Learners report issues with unstable internet quality in certain areas, making it difficult to access the materials uploaded by the Tutor. This is a significant issue that must be addressed to ensure the smooth progress of the learning process. Additionally, Google Sites as a platform has storage limitations, which could impact the

amount of content that can be uploaded. Admins and Tutors must manage storage space effectively and explore alternative solutions to ensure the learning materials remain accessible. In addition to technical challenges, the readiness of human resources is another key obstacle in the implementation of online learning. Some Learners, especially older individuals, may not be accustomed to using modern digital technology. This can create barriers to accessing the learning materials hosted on the platform. Not only Learners but also Tutors may lack experience in creating digital content suitable for online learning. Therefore, specialized training for Tutors in digital content creation, along with training for Learners on how to navigate Google Sites, is essential to overcome this challenge.

Another challenge is related to the learning process itself. Tutors face difficulties in ensuring that Learners truly understand the material without direct interaction. Not all subjects are easy to explain in a digital format, and it can be challenging to monitor the Learners' progress in real-time. Special strategies are needed to make online learning both engaging and comprehensible. For instance, interactive elements such as video explanations, quizzes, and online discussions can be utilized to maintain Learners' engagement and provide opportunities for them to test their understanding of the material. One strategy that can be employed is the use of various interactive media, such as videos, quizzes, and online discussions. These elements can make the learning experience more engaging and also allow Learners to assess their understanding of the material. Such interactions are crucial for creating a deeper learning experience and improving material retention. Additionally, incorporating technologies like gamification or simulation-based learning could serve as alternatives to address challenges in online learning.

In addition to technical and learning challenges, socio-cultural factors also play a significant role in the success of online learning implementation. Many Learners, particularly older individuals, may prefer face-to-face learning methods rather than online learning. For many of these Learners, online education feels unfamiliar and difficult to embrace, as they are more accustomed to direct interaction with instructors. This requires time to build trust in the online learning system. A gradual transition from traditional teaching methods to digital methods is necessary to facilitate this adaptation. Trust in online learning can be built through various activities that involve Learners directly. For example, providing clear explanations of the benefits and conveniences that online learning offers and showing evidence of successful cases from other Learners who have participated in e-learning can help to build confidence. Moreover, creating an inclusive and learner-friendly environment for older Learners is essential. This can be achieved by offering personalized technical support, such as training sessions or one-on-one guidance, to help them better understand how to use the learning platform.

The readiness of technology and infrastructure also poses a significant challenge in implementing online learning. The availability of adequate hardware and software is essential to support the smooth delivery of online education. Many Learners may not have access to appropriate devices, such as laptops or smartphones, that are capable of accessing the learning content effectively. Moreover, stable and fast internet connectivity is a major obstacle in certain areas. In this regard, efforts should be made to provide devices for Learners who lack access to them and to ensure reliable internet access in various locations. To overcome these issues, collaboration with internet service providers or relevant agencies could be explored to provide improved internet access for Learners. Additionally, the e-learning platform must be designed to be accessible using simpler devices, such as smartphones, so that Learners can access the materials anytime and anywhere. A flexible system that accommodates various devices will ensure that all Learners can participate in the learning process without being hindered by technological limitations.

#### 4. Conclusion

Based on the analysis that has been carried out, the current information system for learning based on Google Sites shows that, although it has been implemented, there are still several obstacles that need to be addressed for online learning to run more effectively. One of the main challenges is the lack of experience with digital technology among the learners, which becomes a major hurdle in fully utilizing this platform. Many of them are not accustomed to using technology and require training to optimize their learning experience. In addition, while online learning offers many benefits, it is still not fully accepted by most learners, who prefer face-to-face learning. Therefore, there is a need to pay more attention to the comfort and adaptation of learners to online learning. Another conclusion is that the Google Sites system currently used lacks sufficient login features, which results in a lack of privacy. This reduces the level of security and comfort for both learners and tutors in using the system. Without a solid login system, data such as materials or assignments can be accessed by anyone, raising concerns about the reliability and security of the platform. To improve the quality and security of the system, it is important to consider implementing a more structured and secure login system. This feature would also make it easier to manage users and monitor activities within the system.

Furthermore, the role of the teacher or tutor in this learning system is still considered less effective and efficient. The tutor is responsible for creating materials, uploading assignments, and providing guidance to learners, but this process is often hindered by a lack of direct interaction and limitations of the platform's functionality. This makes it difficult for the tutor to directly monitor the learners' understanding of the material being taught. Therefore, there is a need to strengthen the tutor's role in terms of interaction and feedback to ensure a more directed and effective learning process. Using more interactive methods, such as video lessons or question-and-answer sessions, could enhance the effectiveness of teaching. Although the online learning system based on Google Sites has provided benefits, there is still much room for improvement. One of the challenges to be addressed is the comfort of learners in participating in online learning. Many of them are more comfortable with face-to-face learning because they can interact directly with their tutor and classmates. Online learning is often perceived as less personal and it is difficult to monitor students' understanding in real-time. Therefore, there is a need for a more personal approach in online learning, providing more opportunities for learners to interact with tutors through online discussions or virtual classes. Creating space for learners to ask questions and have discussions directly will help increase their comfort in learning.

One important aspect of online learning development is that PKBM Barokah LTF2SM currently does not have its own website. A personal website would greatly assist in providing clear identity for the institution and serve as a central information hub for the learners. An integrated website with the online learning system can provide important information such as learning materials, assignment schedules, announcements, and more. With a personal website, PKBM Barokah LTF2SM can more easily manage and communicate information to all relevant parties, including tutors and learners. This website would also help improve the professionalism and visibility of the institution

in the digital world. The learning system based on Google Sites has indeed brought some advantages, but there is a lot of room for improvement. In particular, the lack of technological readiness among both learners and tutors is a significant barrier that needs to be addressed. In particular, internet connection issues in some areas have a significant impact on the quality of learning. To address this, it is important to provide additional training for both tutors in creating digital content and for learners in navigating the Google Sites platform. In addition, technical support from relevant authorities, such as the government or educational institutions, is needed to facilitate these challenges and ensure that online learning can run smoothly.

Data security in the learning system is also a major concern. Without a sufficient login system, users, both tutors and learners, are at risk of losing control over their personal data. Therefore, developing a more secure system with stronger login features is necessary to protect privacy and data security. This will also increase learners' trust in the online learning system being used. Data security will provide a sense of safety for each user of the system to engage more actively in the learning process. Additionally, PKBM Barokah LTF2SM must pay attention to the integration of technology in the learning process. This can be done by replacing or updating the platform to one that better meets the needs of more interactive and easily accessible learning for the learners. A more flexible and user-friendly platform will help improve the effectiveness of online learning. As technology continues to evolve, the learning platform must also adapt in order to remain relevant and effective in supporting learning goals. Providing various features like discussion forums, assignment reminders, and interactive quizzes will create a more engaging and beneficial learning experience. Improving the quality of online learning requires periodic evaluations of the system being used. PKBM Barokah LTF2SM should conduct regular evaluations of the effectiveness of Google Sites and explore alternative solutions if needed. This evaluation should involve all stakeholders, including tutors, admins, and learners. By involving all parties, problems can be identified more quickly, and appropriate solutions can be applied. Furthermore, feedback from learners is important to determine how satisfied they are with the platform and whether there are any challenges they face during the learning process.

In order to enhance online learning quality, PKBM Barokah LTF2SM also needs to consider the social-cultural aspects of learners. Some learners, particularly older adults, may find it difficult to adapt to online learning, which calls for a more gradual and patient approach. Transitioning from face-to-face learning to online learning slowly can help learners become more accustomed to the new learning format. Building confidence and comfort in using digital platforms is an important step to ensure the success of online learning in the future. Looking forward, the use of technology in education should continue to be improved so that online learning can be more effective and inclusive. The technology used must support learning that is more interactive, engaging, and accessible to learners from various backgrounds. The improvement of online learning quality depends not only on the platform used but also on the readiness of human resources and supporting infrastructure. Therefore, collaboration between various parties is essential in creating a better and higher-quality online learning environment. Overall, although there are still many challenges in implementing online learning at PKBM Barokah LTF2SM, with various improvements and developments, this system has great potential to become more effective. By paying attention to the technical, human resource, and social-cultural factors, online learning can run more smoothly and provide significant benefits for the learners.

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