

## **IMPLEMENTATION OF THE CLASSDOJO PLATFORM AS E-LEARNING MEDIA AT THE KHALIFAH ISLAMIC ELEMENTARY SCHOOL PALU**

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### **ABSTRACT**

This study is related to the application of digital learning media classdojo in elementary school. The research problem is how to implement calassdojo as an e-learning medium at the Islamic Elementary School of the Khalifah Palu? Its aim is to reveal the application of classdojo as e-learning platform to digitally shape, monitor behavior and achievement of students in learning. This research uses a qualitative method with a case study approach through data collection techniques; namely: interviews, observations and documentation. The informants in this research are three of six teachers and a head master. The findings of this research indicate that the process of applying classdojo in the learning process for the first class students at Islamic Elementary School of the Khalifah Palu is running well according to the operational standards of this application. The indicators are reflected in students' proficiency in using the classdojo application with digital communication tools, such as: undroid, tablet, and account. Then, teachers and parents can control learning activities, behavior and students' achievements on the feature menu directly. This research has implication to improve the ability of first class students for digital literacy in learning from an early age.

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## INTRODUCTION

Information and communication technology has played an important role in updating the concept of learning which initially only focused on presenting cognitive knowledge to become technical guidance that is rich in applicable skills. Classdojo is one of digital platform that aim to improve students' ability and creativity in using application of e-learning. Masril et. al, revealed several technology-based tools that can be used to develop creative and productive learning environments, namely: video discs, multimedia, e-mail, web, internet, Computer Assisted Instruction (CAI) or Intelligent Computer Assisted Instruction (ICAI) software.<sup>1</sup>

Kumar C. Koran in Kholid mentions e-learning as a learning practice that uses electronic circuits (LAN, WAN, or internet) to deliver curriculum content, interaction, and guidance to students.<sup>2</sup> Zhao at. al., emphasizing e-learning on the use of technology-based learning media such as: telephone, audio and videotape, teleconferencing, satellite transmission, web, links and computer-aided instruction.<sup>3</sup> Meanwhile, Onno W. Purbo in Ade Kusmana focuses on e-learning on the use of internet electronic technology in supporting education and learning efforts.<sup>4</sup>

Along with the increasingly rapid development of information and communication technology, the world of education is forced to accelerate to meet the needs of school residents with the concepts and mechanisms of implementing digital learning media that are increasingly inevitable. Damuri at. al, calling this concept e-learning has had an impact on the transformation of the conventional education system into a digital system, both in curriculum content and implementation techniques.<sup>5</sup>

Kemdikbudristek intensively encourages the development of e-learning platforms to provide services and opportunities to the wider community that have so far been unreachable through conventional face-to-face systems. Through the e-learning platform, it is possible to achieve wider and faster targets throughout Indonesia.<sup>6</sup>

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<sup>1</sup> Mardhiah Masril, et.al., "Implementation of Information and Communication Technology-Based Learning Media" 5, no. 2 (2021): 912–17.

<sup>2</sup> Setia Furqon Kholid, "Implementation of E-Learning Class Mates as an Alternative to Premarital Education," Indonesian Journal of Adult and Community Education 1, no. 2 (2019).

<sup>3</sup> Heikki Kynäslähti Pei Zhao, Sara Sintonen, Katrina L. Currie, and J. Courduff, "The Pedagogical Functions of Arts and Cultural-Heritage Education with ICTs in Museums," International Journal of Instructional Technology and Distance Learning, 2015, 7.

<sup>4</sup> Ade Kusmana, "E-Learning in Learning," Lantern Pendidikan 14, no. 1 (2013): 35–51.

<sup>5</sup> Amat Damuri, Nasrulloh Isnain, and Abednego Priyatama, "E-Learning Proposal System in Public Secondary School Learning," International Journal of Educational Research & Social Sciences, 2021, 2–7.

<sup>6</sup> Yunita and Elihami, "Distance Learning Using E-Learning Media: Discourse Through Problem Solving In the Era of the Covid-19 Pandemic," Non-formal Education Journal 1, no. 1 (2021).

The use of information and communication technology in the form of digital applications continues to grow in the world of education from elementary to university levels.<sup>7</sup> This reality occurs starting from pre-school, elementary, junior high, high school/vocational and university students who are required to be familiar with information technology from an early age.<sup>8</sup> Advances in communication and information technology in the form of an e-learning platform, as stated by Nyanuar Algiovan<sup>9</sup> is needed in measuring students' English reading skills in vocational and stated by Nurdin et.al, in Islamic religious education at junior high schools.<sup>10</sup>

The classdojo platform as one of the e-learning learning models designed in digital format through electronic devices, which is widely used in low-level elementary school students. The use of e-learning platforms such as the classdojo application will expand access to education for school residents and the community. This condition makes it easier for them to access the curriculum, modules and technical instructions, without being limited by space and time.<sup>11</sup>

With a more personal approach and interaction, the use of the classdojo application as an e-learning platform can control student behavior and learning progress directly through interactive communication patterns. In addition, through various interesting features, elementary school students will feel more comfortable in carrying out learning activities in front of their computer screens.

The application of the classdojo is also supported by a selection of features that can be adapted to the level of emotional development of elementary school students with a quick response to their various learning needs. With a variety of features that are easy to choose from, improvements to learning in the classdojo application can be made quickly by teachers or e-learning managers.<sup>12</sup>

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<sup>7</sup> Amanda Amelia and Rudiansyah, "How Students and Principals Understand ClassDojo: Emerging Insights," National Seminar on Language and Literature Learning, no. 1 (2020): 96–105.

<sup>8</sup> Kiky Rizky et al., "Introduction to Basic Computers (Information and Communication Technology) for Students at SD Muhammadiyah 4 Palembang" 2, no. 3 (2022): 1121–26.

<sup>9</sup> Nyanuar Algiovan, "Need Analysis On Assessment Based E-Learning Platform In Reading Class For Vocational Students At East Lampung," Paedagogia: Jurnal Pendidikan 11, no. 1 (2022): 1, <https://jurnalpaedagogia.com/index.php/pdg>.

<sup>10</sup> Nurdin Nurdin, Nurliana Nurliana, Saepudin Mashuri, "Online Islamic Religious Education Learning During the Covid-19 Pandemic," International Journal of Contemporary Islamic Education 4 No 1, no. 1 (2022), <https://doi.org/DOI:https://doi.org/10.24239/ijcied.Vol4.Iss1.46>.

<sup>11</sup> Ananda Hadi Elyas, "The Use of E-Learning Learning Models in Improving the Quality of Learning," Journal of Warta 56, no. April (2018): 1–11.

<sup>12</sup> Rosalina Rolany Raming Deany Taufya Pontoh, Andriyani Marentek, "BENEFITS AND CHALLENGES IN USING THE UNSRAT E-LEARNING PLATFORM IN THE LEARNING PROCESS DURING THE COVID-19 PANDEMIC PERIOD OF 2021: STUDENTS' PERCEPTIONS OF UNIVERSITY ENGLISH LITERATURE DEPARTMENT," JURNA 33, UNIVERSITY ENGLISH LITERATURE. 1 (2022): 1–12.

This research has significance to improve the ability and creativity of first class students in using digital application in learning. Moreover, this research can reveal the role of the classdojo platform in shaping character, controlling learning behavior and strengthening students' digital literacy from an early age.

## Methods

This study uses a qualitative method with a case study approach on the implementation of the classdojo platform in e-learning at the Islamic Elementary School of Khalifah Palu. The object of the research is the first grade students consisting of two classes, namely sixty students, where each student has a tablet and their own account as a device to participate in e-learning learning.

According to Yin<sup>13</sup> and Nur'aini.<sup>14</sup> Research with a case study approach is the right strategy for questions such as how so that it is more focused on controlling the reality, activities and events being studied. The use of case studies in this study is related to the limitation of time for the implementation of the classdojo platform, the object under study, and the learning activities under study.

Data collection was carried out through structured interviews,<sup>15</sup> observations and documents. The informants in this research are three teachers and a head master. The data is collected from the results of using classdojo made by the homeroom teacher by emphasizing the aspects of design, functionality and user-interface. Data collection on the classdojo platform includes: behavioral data, portfolios, materials and activities during e-learning learning.

## RESULTS AND DISCUSSION

The Khalifah Islamic Elementary School is located on street Munif Rahman No. 99A Donggala Kodi West Palu, Central Sulawesi. This school is under the Foundation of the Khalifah Light Palu. Physically, this school has very adequate infrastructure, a multi-storey school building and is located on the side of the main road which is very easily accessible by students from all directions and various means of transportation.<sup>16</sup>

In addition, this school is equipped with adequate network capacity, all first grade students have tablets for digital learning, and teachers provide assistance to students on techniques for using the classdojo application for one month by inviting a team of experts. The principal also applies rules and a

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<sup>13</sup> RK Yin, *Case Study Research: Design and Methods* (4th Ed.) (Thousand Oaks: CA: Sage Publications., 2009).

<sup>14</sup> Ratna Dewi Nur'aini, *Application of the Yin Case Study Method in Architecture and Behavioral Research*, INERSIA: Information and Exposure of Research Results in Civil and Architectural Engineering, vol. 16, 2020, <https://doi.org/10.21831/inersia.v16i1.31319>.

<sup>15</sup> Sanafiah Faesal, *Basics and Techniques of Social Science Research*, (Surabaya: National Enterprises, 2002).

<sup>16</sup>Observation, Khalifah Palu Islamic Islamic Elementary School, Date, 11 July 2022.

culture of discipline during e-learning according to the standards of a leading school with a fairly high registration fee for new students.<sup>17</sup>

Classdojo as an interactive e-learning platform for the first class of the Islamic Elementary School of Khalifah Palu is a choice and mutual agreement between the school and the parents. The application of the classdojo platform in schools is supported by a paradigm shift from leaders, teachers, and parents regarding the importance of e-learning in accordance with technological advances and the needs of students in the current digital era.<sup>18</sup>

The implementation of classdojo as an e-learning learning media is one of the leading programs to integrate the roles of teachers, students and parents in one digital learning platform. The implementation of classdojo has been going on for one year and has added value to the synergistic communication pattern between teachers and parents in supporting the formation of character, behavior, emotions with a significant increase in first grade students' learning outcomes.<sup>19</sup>

The implementation of classdojo in the first class students of the Islamic Elementary School of Khalifah Palu includes two techniques, namely the web version and the application version. In the web version, the teacher creates a class and enrolls all students in that class. In addition, through this web version, teachers can make a final report of their learning at the end of each semester in a practical and transparent manner. While in the application version, the teacher carries out his learning with various features that have been selected according to the topic of the material contained in the first grade student curriculum.<sup>20</sup>

From the results of the interview it was found that "e-learning learning with the classdojo application at this school is carried out formally and informally."<sup>21</sup>Formally takes place in the classroom based on the applicable curriculum and schedule that has been prepared by the school. Meanwhile, informal learning is carried out by giving additional assignments or worksheets through whatsapp chat communication outside school hours so that students can do it at home under parental guidance.

In the classdojo platform, first grade teachers choose several interesting features to support interactive learning between teachers, students and parents. Through this feature, parents can easily monitor the development of their children's behavior, psychology and learning achievement.

The results of observations during the implementation of e-learning learning with the classdojo platform in first grade students, show that teachers are able to manage and deliver learning materials according to previously designed learning features with a variety of attractive displays. In addition,

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<sup>17</sup>Hasna Ambaling, Interview, Date, 11 July 2022.

<sup>18</sup>Hasna Ambaling, Interview, Date, 11 July 2022.

<sup>19</sup>Dewi Novianti, Interview, Date, 18 July 2022.

<sup>20</sup>Dewi Novianti, Interview, Date, 18 July 2022.

<sup>21</sup>Hasna Ambaling, Interview, Date, 11 July 2022

teachers can control the behavior and learning activities of their students through the assessment features precisely and clearly.<sup>22</sup>

The findings of this study are supported by the informants' explanations, the substance of which confirms that the teacher presents subject topics, either through interesting text, graphics, animated images, simulations, audio or video so that it is easier for first graders to understand and master the material topics covered. being studied through the clasdojo platform.<sup>23</sup>

The teachers apply the clasdojo platform at the Islamic Elementary School of Khalifah Palu on all subjects in two groups of first class students with their respective online classes. Procedurally, e-learning learning through the clasdojo platform is carried out at the opening, core and closing stages of each subject presented by the teacher.

Next, the researcher will describe the document data which includes: class member display, attendance feature, worksheet upload feature, class story feature, assessment feature, and student behavior assessment report feature.<sup>24</sup>The application of the clasdojo platform at three stages of learning is based on the results of interviews and e-learning documents found with the following presentation:



Figure 1. Class member display menu

Figure 1 shows the initial view when entering the clasdojo platform account, where one image acts as a teacher and the other as a student. This display shows the number of students in first grade, the attendance menu, the student group menu and the assignment menu. Therefore, in this initial display, the teacher performs attendance, group arrangements, uploads assignments for students and instructions for other learning activities.

<sup>22</sup>Observation, Clasdojo Application E-Learning Learning, Date, 18 July 2022.

<sup>23</sup>Moh. Qaidin Syahputra, Interview, Date, 25 July 2022.

<sup>24</sup>Document, E-Learning Learning with Clasdojo Application, Date, 25 July 2022.

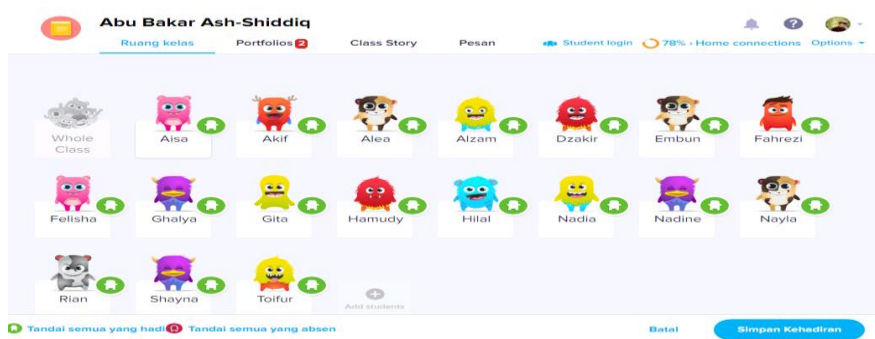


Figure 2. Student attendance process

At the opening stage of the classdojo, the first class teachers of the Islamic Elementary School of Khalifah Palu prepare classroom conditions to be conducive and students are ready to enter the core activity stage in e-learning learning. On the classdojo platform that is implemented in first grade students, the teacher has determined the attendance feature with an attractive avatar image. Attendance details can be changed to statements of attendance, absence, illness, and permission.<sup>25</sup> Attendance data will be saved automatically into the online class of each previously designed subject, thus reducing paper usage and attendance data will be maintained safely.

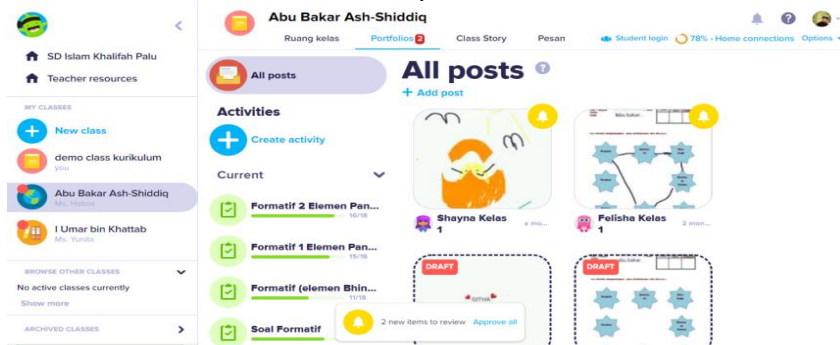


Figure 3. The process of uploading student activities or worksheets

In Figure 3 it is shown that the first class teachers of the Islamic Elementary School of Khalifah Palu carried out the process of uploading learning activity sheets through the portfolio feature. In the portfolio feature, the teacher uploads files in the format of images, documents and texts that are tailored to the theme and learning objectives to be achieved. The informant explained that "after the teacher uploads the student activity sheet, then parents will get a notification on their respective accounts."<sup>26</sup> Learning activities run interactively, both inside and outside the classroom, because teachers, students and parents are integrated into each other in the classdojo application.

<sup>25</sup>Hasna Ambaling, Interview, Date, 11 July 2022.

<sup>26</sup>Dewi Novianti, Interview, Date, 18 July 2022.

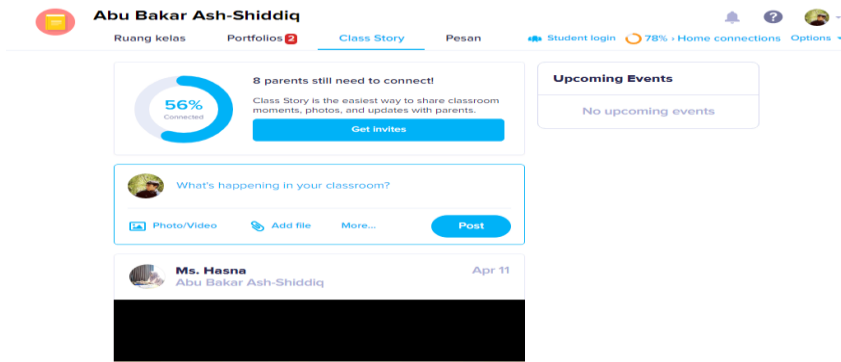


Figure 4. Features of the story class

Apart from being an e-learning media, the clasdojo platform can also be used as a social media, especially for high school and high school students who are in the growth period of their learning creativity. All forms of learning documentation, school announcements, and the delivery of important information can be conveyed through the class story feature shown in Figure 4.

According to the informant's explanation that all of the first class teachers at the Islamic Elementary School of Khalifah Palu can easily apply the appearance of this class story feature. In this class story feature there is a menu of file, photo, video and text attachments so that they can be applied, accessed and viewed together by teachers, students and parents of students directly.<sup>27</sup>

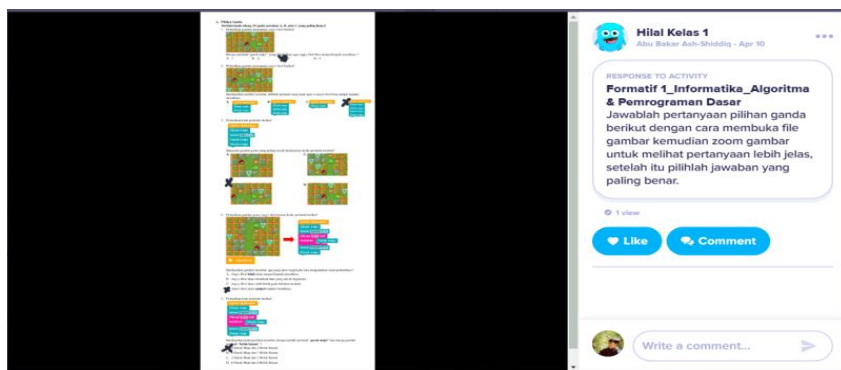


Figure 5. Students working on an assessment

Figure 5 shows that the first class teachers of the Islamic Elementary School of Khalifah Palu have uploaded an activity or assessment sheet into the portfolio feature. Furthermore, students can work on the activity sheet and upload the results of their work into the clasdojo application, where the results of the work can be seen directly by teachers and parents.

The informant's explanation also confirmed that the integrated system between the school and parents has supported the transparency of assessment

<sup>27</sup>Moh. Qaidin Syahputra, Interview, Date, 25 July 2022.



and the accuracy of reports on student learning progress so that their parents can know every work that has been produced by their children.<sup>28</sup>

The application of the clasdojo platform in addition to supporting collaboration between teachers and parents in maximizing character formation, learning outcomes and the digital literacy culture of students at this school, also has an impact on saving costs, time and energy that must be spent by the school and parents.<sup>29</sup>

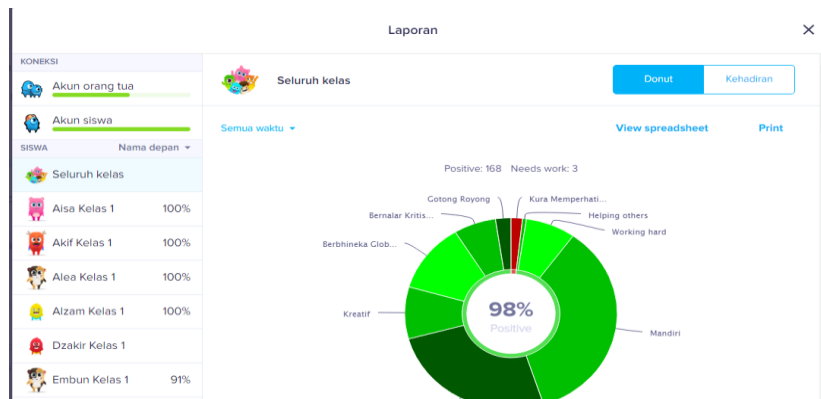


Figure 6. Student behavior assessment report

One of the superior features of the clasdojo platform is the report feature shown in figure 6. Based on the figure, a pie chart shows the entire attitude assessment and percentage of first graders at the Islamic Elementary School of Khalifah Palu.

Regarding this assessment, the informant explained that in this attitude assessment, the teacher standardized the score according to the completeness standard according to the curriculum applicable at the basic education unit level.<sup>30</sup>This assessment data can be monitored by parents of students, at any time, whenever and wherever they are can follow the development of attitudes and learning of their children in this school environment.

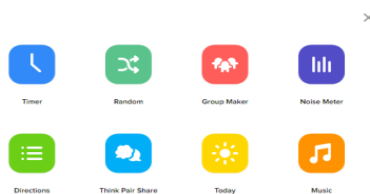


Figure 7. Additional features of clasdojo

<sup>28</sup>Dewi Novianti, Interview, Date, 18 July 2022.

<sup>29</sup>Moh. Qaidin Syahputra, Interview, Date, 25 July 2022

<sup>30</sup>Hasna Ambaling, Interview, Date, 11 July 2022.

In addition to the main features previously described, the clasdojo platform also provides additional features that are used by the first class teachers of the Islamic Elementary School of Khalifah Palu to support interactive and effective student learning during class. This additional feature has many menus, such as: timer, auto group, music, notes, voice meter, and random picker. All these features are used by the first class teachers to attract attention, generate motivation and develop students' learning creativity so that they can participate in the interactive and fun e-learning learning process.

The research findings above provide an overview of the clasdojo platform application system that can make it easier for elementary school students to take advantage of the various features provided and reduce online learning difficulties in the operational technicalities of this application. With these facilities, according to Ningsih, students' study time can be streamlined to increase their mastery of the subject matter. Teachers and students can interact interactively like a teacher communicating with students in front of the class.<sup>31</sup>

The paradigm shift of school leaders and parents in responding to the application of the clasdojo platform as an e-learning medium for the first class students of the Islamic Elementary School of Khalifah Palu cannot be separated from the availability of various applications on the internet and the widespread use of digital technology in educational institutions.

This reality is supported by Miarso's view in Hamid et.al, which asserts that applications and learning techniques on the internet are completely available and can be accessed by anyone. This condition has influenced the mindset and action decisions of teachers and parents in preparing their children to follow an up-to-date learning process with advances in digital technology.<sup>32</sup>

The implementation of e-learning learning through the clasdojo application in the first class students of the Islamic Elementary School of Khalifah Palu took place both formally and informally. According to Cahyadi, formally e-learning is learning with a curriculum, syllabus, subjects, and tests that have been prepared based on a digital platform between the school and the developer. While informally, e-learning can be done through simpler interactions through whatsapp chats, mailing lists, personal websites, and links to organizations that want to offer certain skill programs to the wider community.<sup>33</sup>

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<sup>31</sup> Sri Restu Ningsih, "IMPLEMENTATION OF E-LEARNING AS ONLINE LEARNING MEDIA FOR VOCATIONAL MIDDLE SCHOOL (SMK) STUDENTS" 5, no. 1 (2021): 20–28.

<sup>32</sup> Abdul Hamid, Lili Rahmawati, and Rima Sugianti, "E-Learning Training Using ClassDojo in Wetlands" 1, no. 2 (2021): 146–51.

<sup>33</sup> Rahmat Arofah Hari Cahyadi, "Development of Addie Model-Based Teaching Materials," *Halaqa: Islamic Education Journal* 3, no. 1 (2019): 35–42, <https://doi.org/10.21070/halaqa.v3i1.2124>.

E-learning learning with the classdojo application at this school has an impact on saving costs, time and human labor. Financing is not only financial, but also non-financial. In this context, Anshori said that the cost savings also occurred in the management of teacher salaries, digital training costs, the cost of providing physical learning facilities, such as: providing classes, chairs, blackboards, LCD players, and OHP.<sup>34</sup>

In addition to cost efficiency, according to Maryanne Chiarelli & Susan Szabo, e-learning such as the classdojo application at the Islamic Elementary School of Khalifah Palu can streamline time in managing classes and student learning activities through interactive communication patterns with various learning features, portfolio assignments and student behavior control independently available in e-learning applications.<sup>35</sup>

The application of the classdojo application is in accordance with the philosophical foundation of constructivism learning theory which emphasizes the motivation and creativity of students at the elementary school level. Students are directed to build learning creativity through answering questions, working on portfolios and determining actions on various tasks given through the classdojo feature. Ben & Komljenovic affirmed the use of the classdojo application in supporting the formation of character and emotional intelligence which has an impact on increasing students' applicative skills in digital learning.<sup>36</sup>

In the implementation of the classdojo application, the teacher has an important role in increasing the learning creativity, psychological and social behavior of students during digital learning. The first class elementary school students are human beings who are still in the early phase of growth, so that each action and behavior is a reciprocal form of the stimulus provided by the educational environment.

In the learning process, students will pay attention and follow the lesson with enthusiasm, enthusiasm and fun, if the teacher is able to provide positive feedback on each student's skills and behavior. In this context, the application of classdojo in this school can facilitate psychological supervision of first graders through gamification techniques in relation to the development of character, mindset and personal qualities of students which are reflected in social and emotional attitudes during interactions at school.<sup>37</sup>

The implementation of learning with the classdojo application that is fun, creative, not boring is the choice of teachers at this school. If this kind of

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<sup>34</sup> Sodiq Anshori, "Utilization of ICT as a Source and Media for Learning in Schools," *Journal of Civic Education and Socio-Cultural Science* 3, no. 3 (2017): 10–20.

<sup>35</sup> Maryanne Chiarelli, Susan Szabo, and Susan Williams, "Using Classdojo to Help with Classroom Management during Guided Reading," *Texas Journal of Literacy Education* 3, no. 2 (2015): 81–88.

<sup>36</sup> Ben Williamson & Janja Komljenovic, "Decoding ClassDojo: Psycho-Policy, Social-Emotional Learning and Persuasive Educational Technologies," *Learning, Media and Technology* 42, no. 4 (2017): 440, <https://doi.org/10.1080/17439884.2017.1278020>.

<sup>37</sup> Ben Williamson & Janja Komljenovic Ijenovic.

learning situation is not created, at least multimedia can make learning more effective. At present, we understand that the "learning process" is seen as an active, participatory, constructive, communicative, and collaborative effort with orientation to the achievement of 21st century learning goals that have been formulated, either in general or specifically.<sup>38</sup>

Classdojo learning is also related to classroom management to create an interactive collaboration between teachers, students and parents in controlling behavior, communication and competence of student learning outcomes.<sup>39</sup> This condition help the first class students of the Islamic Elementary School of Khalifah Palu in displaying positive learning, emotional and communication skills while using the classdojo platform.

Students' proficiency in using the classdojo application is illustrated in how to complete the sheet given by the teacher, provide learning responses, and portfolio assignments. The character of student learning like this is in line with the views of Maryanne Chiarelli & Susan Szabo<sup>40</sup> which emphasizes the positive impact of classdojo on behavioral change in elementary school students and can help them to become more aware of their choice of self-study behavior.

## CONCLUSION

The classdojo application has advantages that can integrate teachers, students and parents in one platform e-learning simultaneously. This feature is very important for teachers to know the character development and learning outcomes of their students and for parents to access the learning achievement of their children at school.

The classdojo platform is a free application and there is no charge for its use. All features can be fully interested for students as e-learning platform. Khalifah Palu Islamic Elementary School has fully implemented the classdojo platform for the first class students and has received positive responses from all students and their parents.

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<sup>38</sup> Mohammad Yazdi, "E-Learning as an Information Technology-Based Interactive Learning Media," *Jurnal Ilmua Foristek* 2 (1), no. 1 (2012): 143–52.

<sup>39</sup> Daniela Krueel DiGiacomo & Spencer Greenhalgh & Sarah Barriage, "How Students and Principals Understand ClassDojo: Emerging Insights," *TechTrends Journal* 66 (2022): 172–184, <https://doi.org/https://doi.org/10.1007/s11528-021-00640-6>.

<sup>40</sup> Chiarelli, Szabo, and Williams, "Using Classdojo to Help with Classroom Management during Guided Reading."

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