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Implementation of the Application of Information and Communication Technology in Economics Learning (Case Study of SMA Negeri 1 Gowa)

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Abstract

The purpose of this article is to take a deeper look at the application of Information and Communication Technology (ICT) as a medium to assist learning in essential and optional schools. This article uses a writing survey strategy, more specifically by looking at several public and global diaries which will then be detailed using a content inspection procedure. The consequences of this research are: 1) in implementing ICT as a medium to help realize that there are various kinds of ICT-based media that can be used in learning exercises, but instructors must also be more careful in choosing ICT-based learning media that are used to enhance learning exercises, 2) The absence of ICT provision for educators is one of the fundamental obstacles that can make it difficult for educators to implement ICT in learning, and 3) instructor efforts in creating skills in the field in ICT, support and cooperation from various groups can encourage the implementation of ICT as a supporting medium the realization of learning activities can run more optimally and the nature of the teacher can also improve.

Keywords: ICT, Economic Education.

INTRODUCTION

To create Human Resources (HR) and educated individuals with innovative progress, the right system is needed in various ways. Among them is coordinating Information and Communication Technology (ICT) as a review (content) in schools in Indonesia which is coordinated in public education programs. The nature of Human Resources (HR) can be improved and improved through schools. This is corroborated by Munadi (2010) who says that the capability of schools is to maintain social demands and values that exist in the eyes of the

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public and as social change specialists so that they can expect what is there. It is clear that from birth people have received instruction, be it casual teaching from the family, formal training from schools, or non-formal teaching from courses or preparation.

As far as scholasticism and working on fine skills, formal training from school plays an important role in making this happen. However, until now there are still many students in Indonesia who have bad morals. This oddity, obviously, causes what is happening in our schooling world. Working on the nature of students is very important in achieving the goal of working on the nature of human resources. However, we must also not forget that in order to achieve this goal, the teacher as a good role model for students must also have the skills qualified to serve their vocation. In his book, Suryadi (1999) reveals that to achieve this level of ability, an educator spends a lot of time and money. This penance is clearly needed by the instructors to support their extraordinary skills as teachers. In addition, an increase in instructive educational plans can also affect the ability driven by an instructor. Thus, an educative education plan that can uphold the improvement of an educator's ability and has choices to increase student movement in learning becomes very important.

In this way, the use of ICT is known to students starting from elementary school so that they have enough information and experience to have the choice to apply and involve it in learning exercises, work and other parts of everyday life. It is in accordance with the interests that society consistently needs to understand and engage with the demand to have the choice to ideally use ICT in the face of the difficulties of the times and understand its suggestions for society and society. Students who have followed and understand and practice ICT will have the limits and certainty to really understand various kinds of ICT and use it. Furthermore, students know the downsides of, and barriers to, ICT, and can use ICT to aid educational experiences and throughout everyday life. The importance of ICT material is fully recognized by people who have the ability and obligation to guide education planning in Indonesia, for example the general training division and educational program sites. So the consequence of familiarity with the importance of ICT, in Competency-Based education programs has caused other subjects to become specific ICT Subjects.

The vision of the ICT subject is for students to be able to use ICT tools properly and correctly to obtain and handle data in learning, work, and various exercises so that students can imagine, cultivate a drive disposition, foster independent inquiry capacities, and effectively adapt to things -new thing. event turn. In general, ICT education programs prepare students to engage with rapid changes in the world of work and a variety of practices that experience

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increasing and changing variations in the use of innovation. Students use ICT tools to view, investigate, examine, and trade data imaginatively yet mindfully. Students learn how to use ICT to quickly gain ideas and experience from a variety of backgrounds, networks and people. Expansion of capabilities due to the use of ICT will foster an attitude of encouragement and independent learning skills, with the aim that students can choose and consider for themselves when and where to use ICT appropriately and ideally, including what the consequences are now and in the future.

As another idea to be carried out in schools, there is concern and negativity about the progress of ICT learning in schools, this is justifiable considering the fairly new material that must be continuously developed and the reasons. Some of the obstacles encountered related to the use of ICT in schools include the first: the lack of an ideal model that can be used as a source of perspectives for carrying out ICT learning in schools, especially for educators to get to know ICT should be in accordance with demand needs. For this situation, the references and rules that educators have for implementing ICT subjects are still very limited. Second, the limited human resources overseeing ICT subjects in schools. To date no educators have principally demonstrated this subject, although from one perspective this subject requires unique instructors with concentrated learning boards. Third, the ability of ICT subjects has not been fully mastered, this can be seen from the number of students who do not have the right material anticipated from this subject. Fourth, limited time for functional illustrations.

This condition results in limited student domination in this illustration. Preferably, the exercise focuses more on training (80%) and hypotheses (20%) by utilizing learning assets that are not only accessible in schools which are mostly restricted, but can also use learning assets outside of school with individual learning frameworks. Fifth, the limitation of practicum space. For this situation, especially the PC gadget device which is the main part of this course is really needed by students. In general, the presence of PCs is not proportional to the number of students available. Some of these implementation imperatives can be studied and described more precisely the objectives of implementing ICT subjects in schools.

From the description above, it can be drawn the formulation of the problem, namely, how is the application of information and communication technology (ICT) in economics learning at senior high school SMA Negeri 1 Gowa. With that the purpose of this writing is to find out the application of ICT in economics learning in schools. Based on the background above, the authors are interested in knowing more about ICT. The focus of this research are: 1) ICT as a Supporting Media for Economic Learning, 2) Obstacles in ICT Implementation as a Supporting Media for

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Economic Learning, 3) Efforts to Encourage the Implementation of ICT in Economic Learning Activities.

RESEARCH METHODS

This article uses techniques for investigating research articles and writing audits. Writing audit can be interpreted as an action to investigate, pay attention, check, and differentiate information (Fitrah and Luthfiyah, 2017). In a written survey, the results of the exploration will be evaluated and checked using a content check procedure. The writing audit that the author uses consists of 10 public diaries, 10 global diaries, and several books that fit the title. The ingredients are: 1) the writer collects information as diaries and books related to the title, 2) the writer examines the information from the information that has been collected, 3) the writer surveys information from the examination, and 4) the writer makes goals and ideas considering the consequences of the survey.

RESULTS AND DISCUSSION

Results

These results examine the items in each of the newly selected diaries using the writing audit or writing study technique. The results of the review will produce research findings in each diary and these findings will provide input related to the title chosen by the creator. Side effect examination from König et al. (2020) shows that things that play an important role in adapting web-based education during a pandemic are the accessibility of Information and Communication Technology (ICT) gadgets, especially the ability of advanced educators and the opportunities for instructor schools to learn computerized skills. Concentrate also considers educators' self-worth as one of the main factors in building instructor capabilities and a definitive asset for educators to be able to adapt to web-based learning during a pandemic.

In Ghaffar et al.'s research. (2015) shows that innovation-based learning and practice is more interesting than custom classes. Likewise, exploration also shows that students can learn more successfully by involving ICT as a learning medium that has been planned more attractively. In the investigation of Munyengabe et al. (2017) recognize the importance of multiple partners, educators, adequate ICT offices, and the expected ability to coordinate ICT in learning exercises. In Dewi and Hilman's research (2018), the types of ICT-based learning assets and media that elementary teachers can involve in developing experiences are: PCs, LCD projectors, web, learning CDs, E-sends, and point recognition power.

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Consequences of examination Seng et al. (2014) shows that even though educators have positive understanding and beliefs about schools coordinated with ICT, the use of ICT in the classroom is still very limited. Various constraints were recognized, for example, ICT-related frameworks and the lack of educator preparation programmes. In addition, the ANOVA examination in this study found that female educators had lower self-confidence regarding ICT skills compared to male instructors ($p < 0.05$).

In the investigation of Ceha et al. (2016) shows that the implementation of the studio and exercises regarding the utilization of innovative data in learning exercises can still be completed properly according to the arrangements even though there are several obstacles in the guidance stage. Obstacles that arose during program implementation, for example the supporting school framework was not strong, the different capacities of members in using ICT made the training implementation slower than planned, and there was no assistance from schools and the community. authority in terms of its use in learning exercises to encourage educators to apply preparatory consequences. don't be too big.

Based on research by Meenakshi (2013) recommends that assistance from school managers, as well as sometimes districts, is essential for engaging ICT utilization. Likewise, educators must also have sufficient access to PCs (or other innovations) and satisfactory specialized assistance. In Lestari's exploration (2015), the cause of uneven and uneven use of ICT in learning is due to the uneven distribution of ICT support frameworks and the inability of human resources, especially educators, to coordinate ICT in learning. In the investigation of Vitanova et al. (2015) makes sense that preparation for the use of ICT for educators (such as bookkeeping, sight and sound recognition, web journals, and information bases) is one of the variables that can significantly add to influence the further development of ICT instructors. ability.

In the exploration of Baharuddin et al. (2019) shows that assistance from school organizations and educators' ICT skills play an important role in shaping educators' ICT skills. Likewise, this review provides additional evidence that administrators through ICT skills educators play an important role in coordinating ICT into the learning space. The results of Rahim et al.'s research (2019) shows that there is an increase in the quantity of educators who can make intelligent learning media after the implementation of Bimtek. This increase can be seen from the beginning only 12 out of 20 educators made media and 4 of them had insight into making intuitive learning media, but after the implementation of the Bimtek all educators had the option to make smart learning media by utilizing KFM. application.

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In the exploration of Nurhayati et al. (2020), shows an increase in the capacity of educators to utilize data innovation applications, especially Google Meet, which is marked by an increase in post-test results after carrying out preparatory exercises involving the Google Meet application for web-based realization which is assisted through online class exercises using the zoom meeting application. Given the consequences of examining Somantri et al. (2017), after completing preparations for the use of ICT utilizing web progress by using the Edmodo e-learning application as a medium, it has shown positive results for educators, especially other understandings of the existence of selected learning media. which can be utilized in educational experiences in the classroom, and SMAN 1 Subah finally has another learning idea strategy that can be used as an option in learning exercises.

The results of exploration by Umardulis (2019) show how the implementation of clinical management can further develop educators' abilities to involve data innovation and correspondence in learning and instructors become motivated to complete educational experiences using ICT on the grounds that instructors feel the good impact of using ICT. In the study of Kuncahyono and Kumalasan (2019), it shows a critical increase in instructor capacity to cultivate computerization skills, especially in E-module production after studio implementation and preparation in assembling E-media modules (advanced modules).

In Wardinur and Mutawally's research (2019), preparing for the use of innovation and the web as a medium to help develop experiences, educators are shown starting from the easiest things, to special WIFI interfaces, utilizing infocus in experiential education learning spaces, how to track material from the web, to creating a power focus. This is done because about 60% of educators have low ability to operate PCs and workstations. In the research of Koehler and Mishra (2005), presents the suggestion of Learning by Design in which educators learn about instructive innovation by taking part in concrete plans in small cooperative meetings. The Learning by Design approach expects educators to coordinate complex communications between instruments, curiosity, people, and settings. This enables instructors to investigate the unstructured spaces of instructive innovation and encourages adaptable perspectives on innovation, planning, and learning.

In the investigation of Sánchez-garcía et al. (2013) considers that promoting the successful use of ICT in the classroom will require significantly more coordinated practice and co-operation than conventional preparation. According to Anshori's research (2017), the progress of using different learning assets (counting ICT hardware) is very dependent on the capacity, ability, and imagination of educators in coordinating them into learning exercises. In

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the exploration of Tondelur et al. (2008) suggest that the progress of the ICT mix is related to steps that start at the school level, for example, development of ICT plans, ICT support, and ICT preparation.

DISCUSSION

ICT Implementation as Supporting Media for Economic Learning

The presence of globalization which controls the territory of power and data is a test that will be seen from now on, so that a country must have essential capabilities that are not only limited to the ability to research, compose and calculate (Nurjan, 2015). The rapid progress of existing innovations positively makes instructive foundations must have the choice to adjust through the application of ICT into learning. Not only the organization, an instructor as a teacher must also have the choice to adjust by having what is needed to deal with the difficulties of 21st century training.

According to Tilaar (Suriansyah et al., 2015), the capacities that must be owned by an educator in the global era of the 21st century are: 1) Mature and characterful, this is because an instructor must have the choice to direct students to move towards development through good communication with different students. 2) Strong Mastery of Science and Technology and Arts (IPTEKS), because the instructor will direct students into the world of science and innovation which continues to experience rapid development from time to time. 3) The ability to foster student interest and inspiration through the learning authority approach. 4) Continuous change of experts. With this capacity, educators can be better prepared to adapt to any difficulties that will arise from now on. In addition, the ability to dominate innovation has become something important for educators to have, especially now that the Covid-19 pandemic is still ongoing, which expects teachers to still have the opportunity to put on a good show even if it is done on the web. With the capacity to utilize innovation, educators can coordinate the use of ICT as a supporting medium in developing experiences so that learning can run successfully.

There are various kinds of ICT-based media that can be used to help make it happen which of course can be adapted to the needs of teachers and students. Various media that are widely used in learning include: PCs, LCD projectors, introduction to PowerPoint, learning CDs, TV, and so on. Apart from some of the media that have been widely used so far, there are also several media that have recently been used more and more frequently during internet learning. Some of the uses of ICT that are increasingly being used during web-based learning are the use of the Zoom, Google Meet and Skype applications as applications to assist learning so that

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teachers can get closer and personal basically with students. In addition, there is also the use of Google Forms to assist educators in making questions for students and various other applications that can be used to assist learning.

The application of ICT in developing experiences is not only used during web-based learning, but as much as possible is expected to also be applied during eye-to-eye educational experiences. This is in addition to working on the nature of training, the use of ICT in learning can also introduce students directly to innovation so that it can make students familiar with the use of innovation in everyday life. Therefore, the use of ICT as a medium to assist learning can be said to be very significant in the world of schooling, especially at this time where mechanical progress is happening rapidly. There are also many advantages that can be obtained by educators by involving ICT as a medium to assist learning. The presence of ICT as a medium to assist learning helps educators in various ways, including (Prawiradilaga et al., 2016): (1) Increasing collaboration. With the presence of ICT as a learning support medium that can be a link between material and students and students and educators in order to increase collaboration during learning, two collaborations between students and students individually and educators. (2) Learning turned out to be very interesting. By using ICT as a medium to assist learning, it can create student interest and interest so that learning is not tiring and students become more dynamic. (3) More successful and productive learning executives.

By using ICT as a learning mechanism, it can help educators with the aim that they do not need to compose or make representations on the whiteboard. The time required for displaying writing and drawing can also be faster so that it can make learning more active and proficient. (4) Improving the nature of learning. The use of ICT as a medium to help progress accurately makes learning more successful and proficient, but can also work on the nature of learning. (5) Evolving experiences must be possible anywhere and anytime. With the use of ICT, developing experiences can be completed anywhere and anytime according to the circumstances and conditions of teachers and students. (6) Arouse students' uplifting views of the growing experience. Utilization of ICT as a learning support medium that is made according to the needs of increasingly advanced students can encourage an encouraging view of students towards the course of the educational experience.

This can happen considering that the media can introduce learning material solidly accompanied by models or representations that help the reality of the science being researched. Apart from the many benefits that arise from the use of ICT in learning, educators must also be careful in using the use of ICT to direct students during the educational experience. The use of

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ICT must be adapted to the needs and abilities of students so that learning can take place in a real way and have a real impact on students. So in the use of ICT an educator needs to understand (Suyanto and Jihad, 2013): 1) its effect on the development of students' further learning, 2) the influence on the substance of learning, and 3) the different influences that can affect student brain science. By considering these effects, educators are expected to be smarter in involving ICT as a medium to assist learning according to students' needs and improve learning practice.

Efforts to Encourage ICT Implementation in Economic Learning Activities

Innovation is a field that sometimes develops rapidly, this of course also creates new difficulties for schools as educational institutions where students obtain information. Therefore, school organizations must know about the importance of involving ICT in advancing by focusing more on things that can become obstacles that can hinder the use of ICT. The plan is that educators will find it easier to use ICT as a mode of learning in the classroom. To overcome obstacles that can thwart the use of ICT in learning, good cooperation is needed from all parties. Both public authorities, school organizations and educators themselves must work together with the ultimate goal of expanding the use of ICT in learning considering that without the cooperation of all parties, the efforts made would not have been possible to run ideally.

Apart from collaboration from different meetings, there are various efforts that can be made to empower the implementation of ICT in learning. These efforts include: better preparing ICT-based offices needed by educators to help pick them up, sending instructors to prepare exercises to build educators' abilities, especially in the use of ICT, and school organizations can also hold their own preparatory exercises for instructors who need preparation. There are many exercises that can be utilized to develop the ability of educators. These exercises are not only within the framework of exercises held by public authorities and local scholastics, but can also be held by actual schools which are clearly aimed at building the capacity of ICT educators, especially in the ICT field.

From the writing survey that was completed, several exercises were used with the ultimate goal of growing educators' skills, especially in the ICT field such as conducting clinical management exercises, studios, online classes, as well as some basic preparation exercises in schools. the field of ICT utilization that can be organized by schools so that they can adapt to the needs and capacities of each teacher. While these exercises are certainly different from one another, they share the same benefits, in particular having the option to develop educator-

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driven skills. As in clinical supervision exercises, clinical management itself aims to assist educators in adjusting teaching designs that are lacking or inadequate (Shulhan, 2012). So educators who are actually less active in showing examples can change old examples by using ICT so that teaching can be more powerful. In addition, studio training is carried out to convey materials that can be useful in understanding, expanding skills and improving the teaching profession (Danim, 2012). By holding studios, educators can be much more imaginative in making learning media by utilizing existing ICT drivers. Online class practice or what is also often referred to as online class provides opportunities for educators to communicate experimentally with expert colleagues regarding the latest things with the aim of working on the nature of teaching (Danim, 2012). By implementing online courses, educators can have new connections and can be a place to exchange ideas with different instructors. Apart from that, schools can also make their own preparatory exercises which are more non-formal in nature and the timing of their implementation can be adjusted to the busyness of each educator.

Direct preparatory exercises in the field of ICT that can be held by schools, for example how PCs work, interface with WIFI, searching for learning materials on the web, preparation for using special applications related to learning exercises as well as different exercises that can be repeated according to needs and capacities every educator on the grounds that the school definitely understands the needs and capacities of each teacher they have. In preparation, schools can frame small meetings by delegating one of the educators who can guide the meeting during preparation. The meeting consisted of educators who have problems and have the same capacity in utilizing ICT to simplify the preparation cycle. With the preparations made by the school, of course, it can also increase the capacity to use ICT owned by each educator. Apart from the exercises recently referred to, the presence of mindfulness, inspiration, and a solid goal from educators themselves to develop their abilities in the ICT field is very important in efforts to grow educators' skills, especially in the ICT field so that educators can more easily improve his skills. the use of ICT in learning exercises. This is in accordance with the narrative of Wulandari and Trihantoyo (2020) which show that in an effort to encourage and foster capable educators, inspiration is something that must be present in instructors to recognize changes in events and efforts to progress capable educators.

Therefore, both the central government and schools need to focus more on the ICT capabilities of each educator to make instructors more persuaded to strengthen their actual capacities and help overcome obstacles that each educator has on the grounds that not all educators have the same potential and abilities. imperative despite the fact that practically

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speaking. similar school setting. With the efforts of educators in creating capabilities in the field of ICT as well as assistance and participation from various groups to empower the use of ICT in learning exercises, the implementation of ICT as a learning support medium can run more ideally so that the nature of teachers can also improve.

Utilization of ICT in Economics Learning

Data and Communication Technology (ICT) or better known as Information and Communication Technology (ICT) has developed and made an impact in various fields. (Bambang Warsita 2006), argues that the progress of Information and Communication Technology (ICT) has reached the third wave. The main wave emerged as agricultural innovation. The next wave emerged as a modern innovation. Today, the third wave is separated by the rapid increase of hardware and data innovation. The world of training is currently starting to coordinate innovation in various perspectives, including learning. The school's strategy is aimed at using data and correspondence innovation to have options for preparing suitable human resources to face challenges around the world. In the use of data innovation and correspondence in learning, basically the teacher can dominate and will take advantage of innovation. In Permendiknas Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competency, in the Pedagogic Competency Section for Middle School Teachers, it is stated that the ability of subject educators is to use data innovation and correspondence in taking instructions. This means that learning until now has not become a habit. Educators should have the choice to use data innovation and correspondence in learning, applying various methodologies, procedures, strategies, and learning methods that teach imaginatively in the subjects being taught.

The use of data and correspondence innovations is expected to broaden educational outcomes and developing experiences. The use of innovative data utilization and correspondence in the realm of schooling is one of the key variables that is significant for working on the nature of training and the nature of human resources (Munir, 2009). Therefore, the application and development of data and correspondence innovations is not only pursuing the direction of the world but is an important step towards working to further develop the access and nature of schools. This is also one of the vital variables to find out the nature of training and the nature of Indonesian human resources in different countries. The model of involving ICT in the educational experience in this review alludes to Munadi (2013) who ordered the use of PCs in learning into several structures including the use of introductory media, then connecting with the use of the web in realizing that combines the use of e-mail and websites.

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PCs can also be used for games, which of course are games related to illustration. This is intended so that students do not get tired, so that what is generally expected by educators can be achieved properly. The use of broadcast media can be used by teachers and students to introduce learning materials and assignments that have been given. By using introductory media, educators and students will be more useful in terms of time, this is because the teacher no longer needs to write on the blackboard in connection with the material discussed while students can also take advantage of additional opportunities to convey, examine, or get clarifications about issues. urgent matter. to educators. The use of e-mail, websites and web journals in learning, given the information obtained during the exams, it tends to be conveyed that most of the teachers at SMA 1 Gowa have not used e-mail or websites as a learning framework as well as for learning. correspondence to students as well as to assist execution purposes. learning such as assignments and others.

The use of the web is limited to reading exercises to see additional material as presented or to find other data. It is unfortunate to think that the use of the web, especially sites, online journals, and messages can be used as other learning methods so that it can make it easier for students to learn from anywhere and anytime by following the material introduced in class. The presence of the web as a performance medium can provide its own extraordinary qualities as expressed by Purnomo (2008), in particular: 1) as a relational and broad communication; 2) intelligent; 3) allows direct or backhanded correspondence. The quality of the web allows students to speak with a wider variety of sources of information when compared to only involving ordinary media in the classroom.

Factors Inhibiting the Use of ICT in Economic Learning

Judging from the side effects of exams that are directed through several stages, it tends to show several things that hinder the use of data innovation and correspondence in learning, namely:

1. The issue of web organization, which is temperamental, is considered to be very disruptive to various plans that have been made by educators in the field of study in terms of advancing the use of data innovation and correspondence, despite the fact that the entire school area is covered by remote areas. Office of interest but cannot be associated with a web organization.
2. The following obstacle experienced in the use of ICT at SMAN 1 Gowa is that educators find it difficult to have the choice to teach using broadcast media, this is because with

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broadcast media it is hoped that educators will be more imaginative and plan to educate adults more. Before showing the use of media, educators need to make sure that when the class is used to the instructor and currently not chaotic, the instructor needs to prepare more time and more effort so that learning is prearranged. media can run well.

3. Limited to functional staff having options for leveraging ICT, it is important to have an exceptional workforce working on media, given that few of any educator can work in media. This condition is another problem that will be difficult to survive. This is due to the limited functional staff to plan, follow and work when educators will utilize the media.
4. The absence of educator skills in using the various ICT offices that have been provided by the school, this is sometimes influenced by the variable ability of educators that is feared, as far as age sometimes old teachers find it difficult to stay. aware of the rapid increase in data and correspondence innovation flows that eventually overwhelmed them. in using the gadget to help the material being taught. Undoubtedly, an educator should have the option to coordinate data and correspondence innovation in learning exercises. This must continue to be done so that the nature of the experience and results develop better, so that it can work on the nature of the school itself, both from the actual instructors and students as a result of the instructive cycle.
5. Supporting issues, funding factors greatly influence the use of innovation-based learning data and correspondence to further develop the educational experience of educators in schools. which is closely related to the satisfaction of learning devices in terms of data innovation and correspondence to help increase the extraordinary skills of educators in utilizing acquisitions using data innovation and correspondence.

CONCLUSION

Seeing the description above, it can be surmised that: (1) The development of innovation which continues to grow rapidly makes the application of ICT as a medium to assist learning to be significant in the realm of training, especially with the Covid-19 pandemic. which makes learning to be done on the web. There are various kinds of ICT-based media that can be utilized in practical learning. There are also many advantages of involving ICT in learning exercises. Apart from the many benefits of using ICT, educators must also be more careful in choosing ICT-based learning media that will be used to add to learning exercises. (2) In the implementation of ICT found several obstacles. One of the main obstacles that can make it difficult for educators to implement ICT in learning is the absence of ICT preparation for instructors. (3) as well as setting

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up an ICT office and providing preparatory exercises, instructor efforts in creating ICT skills as well as assistance and cooperation from various parties can encourage the implementation of ICT as a medium to help realize learning. The exercises can run more optimally so that the teacher's character can also rise to the next level. really growing.

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