

Students' Perceptions of the Faculty of Teacher Training and Education (FTIK) IAIN Kerinci on the Effectiveness of Online Lectures during the Covid Pandemic 2019

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Abstract: This research was conducted to find out how students perceive the effectiveness of implementing online education during the corona virus outbreak, and to find out what factors are inhibiting and supporting the implementation of online learning during the pandemic. The research method uses quantitative methods, through descriptive surveys. Data collection techniques with questionnaires, interview respondents in this study amounted to 350 students. The results of this study show. Student perceptions of online learning during the pandemic showed that 24.7% of students were satisfied with the implementation of online learning and 75.3% of students expressed dissatisfaction with the implementation of online learning. Student perceptions about the application used zoom meeting 27.4%. the use of the google classroom application is 13%, the etmodo application is 8% and the use of other applications is 7.3%. Students' perceptions about the affordability of access 52.8% can access learning materials anywhere and anytime, and 47.2% say it is difficult to access learning materials. Student perceptions of online learning as independent learning 53.6% said they were satisfied and 46.4% said they were not satisfied. Student perceptions of online learning communication and equity 57.5% said they were satisfied and 42.5% said they were not satisfied. Factors supporting the implementation of online learning are internet quota assistance from the center, flexibility in accessing material (information), developing applications or learning ethnology. The inhibiting factors are increasing costs, uneven network, no variety of methods, and no 2-way communication.

Keywords: Perception, Effectiveness, Online learning

the pandemic that has occurred since the beginning of 2020 known as the 2019 corona virus disease has shaken Indonesia and even the world with the speed of its spread. Due to this pandemic, many sectors have been affected, such as the education sector, social economy, and culture. This has resulted in changes and new arrangements in carrying out activities, such as staying at home, working from home, psychological distancing, because the covid 19 virus has an impact on all elements of society, especially in group activities, thus the government issued a circular regarding postponement of indoor and outdoor activities in all sectors including education

The arrival of the epidemic has changed the Indonesian education system, which was originally a face-to-face learning process that turned into an online learning process. Not only college schools, but also the lockdown in the learning process was quickly transferred to an online process in order to break the chain of the spread of covid 19. Seeing that the condition was very urgent, all leaders made innovations to the learning process, one of which was the online learning process.

The start of the online learning process, at least gives changes to lecturers and students. When learning online means that lecturers and students must understand and be able to use technological tools to create an effective online learning process. During the pandemic, online learning is one of the best solutions for lecture activities or the teaching and learning process, it is accordance with the results of

research conducted entitled Performance Analysis of Mobile Learning with Multimedia Content on a Wireless Network Case Study at the Faculty of Computer Science, Mercubuana University. The result informed the online learning process is able to deliver a variety of teaching materials and teaching materials for students without any time limits, places and distances by using technology networks (Riada Sahara, 2014)

Many things happen when using the network, the network is able to deliver, connect communication between students and lecturers, as a means of conveying information between separate distances. Distance learning or known as online learning really needs a good network so that the learning process is more flexible and open and there is adequate access so that the learning process can be carried out anytime, anywhere and by anyone. In accordance with research conducted by Kristi, Wadani, et. al., (2018) regarding the perception of PGSD students on E-Learning teaching materials for the Learning Media course) explains that the online learning process requires a good network, useful for facilitating the delivery of teaching materials well and evenly by students, because the teaching material is a basic guideline for students in the teaching and learning process. Online learning is concluded to be able to answer the challenges of an effective learning process during a pandemic. Creating a conducive and effective online learning process when lecturers and students can use technology networks well will indirectly increase the activeness of the teaching and learning process between lecturers and students.

The previous research has been done before related to this reserach, firstly about The Effectiveness of Online Learning during the Covid-19 Pandemic at the Faculty of Teacher Training and Education, University of Pamulang (Dadang, 2021). He explained that the learning process during the pandemic period using e learning has been effective in terms of student activity, material, but there are some drawbacks to a slow network and limited internet quota. Research (La Ode Anhusadar, 2020) regarding PIAUD students' perceptions of online lectures during the Covid-19 pandemic concluded that 100% of students chose face-to-face lectures over online lectures. Secondly, the research conducted by Sefriani, R., Wijaya, I., & Radyuli (2018) entitled Effectiveness of online learning during the covid-19 pandemic, with the result that learning using LMS really supports online learning at the university level to optimize online learning during a pandemic.

Based on the background explanation above, the focus of this research is to examine the students' perceptions about the effectiveness of online learning during the COVID-19 pandemic and to find out the supporting and inhibiting factors in the implementation of online learning during the pandemic.

METHOD

The method used in this study was a quantitative research method with a descriptive approach that aims to describe situations and events that occur in the field. The descriptive survey method (Masri Singarimbun, 2008) emphasizes finding results through a questionnaire or questionnaire as a research instrument, a survey conducted in a simple way (descriptive statistics) to describe the population to be studied focusing on the behavior that occurs consisting of one variable. The sample in this study were students from the Faculty of Teacher Training and Education of IAIN Kerinci as many as 350 people who were the main sources of information in this study. Data collection techniques in this study were interviews and questionnaires to obtain descriptive data (Jalaluddin Rahmat, 2007). The data analysis technique that the researcher did were by compiling, sorting the data to be obtained by dividing the research variables into a number of frequencies and percentages to then be analyzed and interpreted by explaining the data that has been obtained in the following words: words in sentences clearly and in detail. (Riduwan, 2009)

The results of the research obtained by using a questionnaire given on google form regarding students' perceptions of the effectiveness of online learning during a pandemic which were filled in directly by the respondents who had been determined. This study also used data collection techniques by sing interviews to answer research questions regarding the supporting and inhibiting factors for the implementation of online learning during the pandemic. The results are as follows:

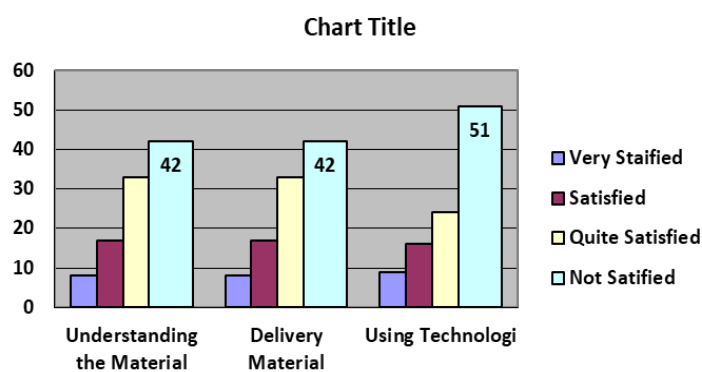
RESULT AND DISCUSSION

Students' perceptions of the effectiveness of online learning during a pandemic

Based on the results of a survey from a questionnaire using several questions or statements that are measured about students' opinions on online learning during the corona virus outbreak at the Faculty of Teacher Training and Education. Namely 1) students' perceptions 2) the media used, 3) affordability in accessing learning (materials), 4) online learning effectiveness, 5) communication. The percentage results obtained in the field according to the items above are described in detail as the following:

Students' perceptions of the effectiveness of online learning

This question given is aimed at the level of students' satisfaction with the online learning process which has been carried out for approximately one year or 2 semesters of lectures carried out online at the Faculty of Teacher Training and Education of IAIN Kerinci. In one semester, students received a learning load of 20-24 credits with 11 courses, with a range of 16 learning meetings in 1 course in 1 semester, at least students in that 1 year have carried out online lectures for approximately 300 online lecture meetings that has been implemented by students. Therefore, by seeing the number of learning meetings that have been carried out, it is deemed necessary to evaluate the level of students' satisfaction with the effectiveness of the implementation of this online lecture. The effectiveness of the implementation of online learning will affect the quality of learning in particular and the quality of education in general. The following is the percentage of student perceptions of online learning during the pandemic.



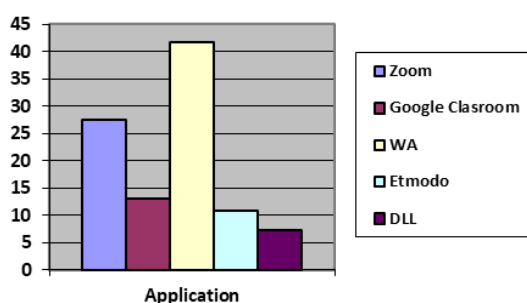
Graph 1. The effectiveness of Online Lecture

Based on the data in graph 1 above, it can be seen the students' perceptions of online learning during the pandemic. the data informed that students were able to understand the material 8% of students said they were very satisfied, 17% of students said they were satisfied, 33% of students said they were quite satisfied, 42% of students said they were not satisfied. The ability of the lecturers to deliver the material was shown from the results of 9% of students saying they were very satisfied, 16% of students said they were satisfied, 24% of students said they were quite satisfied, 51% of students said they were not satisfied. It can also be seen that the percentage level of technology use in online lectures states that 11% of students said they are very satisfied, 13% of students say they are satisfied, 23% of students say they are quite satisfied, 53% of students say they are not satisfied. Thus, it can be accumulated that students' perceptions of online learning during the pandemic period showed that 24.7% of students were satisfied with the implementation of online learning and 75.3% of students stated that they were not satisfied with the implementation of online learning.

Students' perceptions about the effectiveness of media or applications used in the online learning process

The media used in the learning process is a liaison in delivering teaching materials in the online teaching and learning process. The variety of available applications makes it easier for educators to teach, precisely in choosing the application used to teach to provide effectiveness in the teaching and learning process. It is said that an effective application as a media for connecting students with lecturers is an

application that is able to provide a two-way reciprocal teaching and learning process. The following are the results of a survey about applications used in online learning at FTIK during the pandemic.

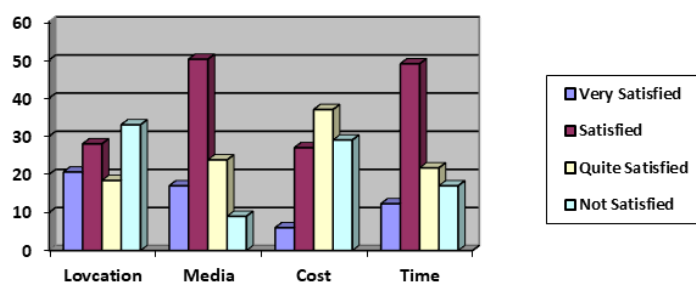


Graph 2. Application of Online Lecture

Based on graph 2 above, it can be seen that the application used by lecturers in teaching during the pandemic is that the Whatsapp application is the most widely used with a percentage rate of 41.6%. face to face is different from the zoom meeting, which is able to see where students are in class or participate in online learning and zoom meetings are more effective and easier when monitoring students. Meanwhile, the percentage result of using zoom meetings is only 27.4%. Then the use of the google classroom application is 13%, the use of the etmodo application is 8% and the use of other applications is 7.3%. It is clear that the implementation of online learning by lecturers has not been maximized in the use of two-way or reciprocal applications.

Students' Perceptions of Affordability in Accessing Learning Materials

Affordability is the convenience of students in accessing and obtaining online-based learning materials. In this case, the researcher sets 4 indicators that become benchmarks in this section of affordability, namely time, cost, media and location. The following is described in graph 3 below:

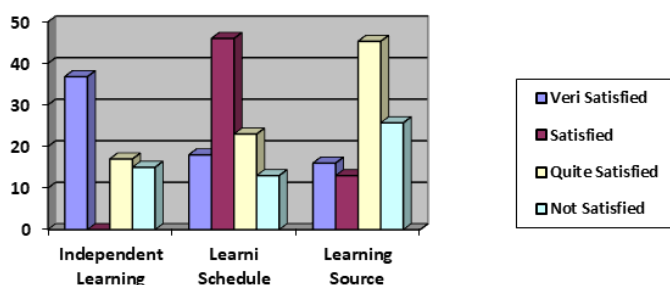


Graph 3. Affordability in Accessing

According to graph 3 above, it can be seen that the percentage level of the affordability indicator of students in accessing learning materials in terms of location. 20.6% of the students said that they are very satisfied in accessing materials wherever they are located, 28% of students said they are satisfied in accessing learning materials, 33% of students said they are quite satisfied and 18.4% of students said they were not satisfied with accessing learning materials anywhere. In terms of the tools used, students said that they had adequate media to access online materials with a percentage of 17% very satisfied. From the percentage data above, it can be accumulated that 52.8% say they are satisfied that they can access learning materials anywhere, and 47.2% students are not satisfied or say it is difficult to access learning materials in any location, media, and anytime

Students' Perceptions about the Effectiveness of Online Learning as Independent Learning

The effectiveness of distance learning or online learning is a process to achieve the learning objectives carried out. At this point, the researchers see the ease of accessing material from various sources, able to study independently, able to understand the material, students are able to arrange a schedule or study program independently. So, the data is explained through graph 4 below:

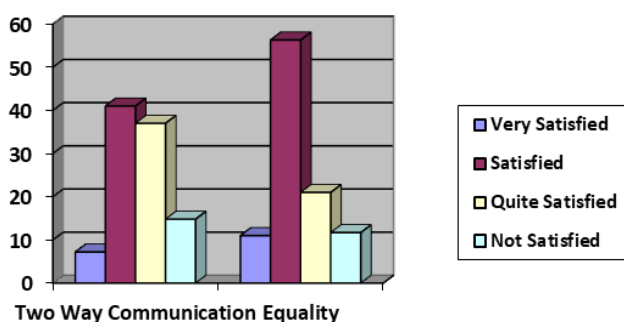


Graph. 4 Online Learning as Independent Learning

Based on the data from graph 4 above, it can be explained that students' perceptions of the effectiveness of online learning as an independent learning ability during the pandemic. According to the graphic above, the data revealed that students are able to study independently with the results of the percentage of 36.8% of students saying they are very satisfied, 31.2% of students saying they are satisfied, 17% of students saying they are quite satisfied and 15% are not satisfied. Student perceptions of the ability to manage student study schedules said that 18% of students said they were very satisfied, 46% of students said they were satisfied, 23% of students said they were quite satisfied, and 13% of students said they were not satisfied. Furthermore, the graph above shows data on student perceptions of online learning to find information through various sources, 16% of students said they were very satisfied, 13% of students said they were satisfied, 45.3% of students said they were quite satisfied, 25.7% of students said they were not satisfied. From the data above, it can be accumulated that 53.5% of students are satisfied with the online learning process as an independent learning process and 46.55% of students say they are not satisfied with online learning as independent learning.

Students' Perceptions about the Effectiveness of Online Learning on Communication and Equality

Communication is a process of conveying messages to the students that is carried out in the teaching and learning process both online and face-to-face either directly or indirectly. Good communication will make it easier to achieve effectiveness in teaching. Equality is how students get services, the same treatment as other students. Below is described the student's perception of communication between lecturers and students during online learning and the treatment of services provided during the online learning process.



Graph. 5 Effectiveness of Online Learning on Communication and Equality

Based on the data from graph 5 above, it can be seen that students' perceptions of communication that are built between lecturers and students during the online learning process, two-way communication or good communication with each other. It was explained that students' perceptions of communication said that 7.2% of students said they were very satisfied, 41% of students said they were satisfied, 37% of students said they were quite satisfied and 14.8% of students said they were not satisfied. It can also

be seen that the students' perceptions regarding the equitable distribution of student needs services are as follows. 11% of students said they were very satisfied, 56.3% of students said they were satisfied, 21% of students said they were quite satisfied, and 11.7% said they were not satisfied. From these data, it can be accumulated that in the online learning process the effectiveness of student communication said 48.2% said they were satisfied and 51.8% said they were not satisfied. While the accumulated effectiveness of service distribution informed that 67.3% students said they were satisfied and 32.7% said they were not satisfied

Supporting and inhibiting factors in the implementation of online learning during the pandemic

Based on the results of interviews in the field about the supporting and inhibiting factors in the implementation of the online learning process during the 2019 covid pandemic, the researchers got the data about the supporting factors in the implementation of online learning during the 2019 covid pandemic as the following: The provision of internet quotas from the relevant ministry (Kemenag) is intended to access online learning, Flexible Material is easy to access anytime and anywhere, Technological developments support the online learning process, The readiness of lecturers and students in planning the online learning process, There is a willingness of lecturers and students to learn about the use of internet applications (technology) to support online learning, There is a willingness of students to learn independently, and a willingness to be curious about the use of applications that can be used for online learning.

Furthermore, the factors that hinders the implementation of online learning during the 2019 covid pandemic are as follows:, Internet network connection is not stable, not every student area has a good internet network (uneven internet network), Good human resources from lecturers are still not maximally able to use learning applications not optimally, The learning process is often ineffective, lacks focus, Difficulty in delivering material and interaction between students and lecturers is not optimal, Learning methods are not diverse.

DISCUSSION

Students' perceptions of the effectiveness of online learning during a pandemic

The effectiveness of online learning is the implementation of learning plans, achievement of learning objectives, and accuracy in analyzing and processing situations (Yusuf: 2017 the occurrence of an effective learning process with communication, management of learning. implementation, responses from students, learning activity processes and learning outcomes. The results of the research above on student perceptions of online learning during the pandemic can be seen in graph 1 of 24.7% of students being satisfied with the implementation of online learning and 75.3% of students stating that they are not satisfied with the implementation of online learning. From the results of these percentages, it can be seen that the online learning process is still not effective in terms of understanding the material, delivering material by lecturers and using network technology. It is said that the online learning process is effective when the internet network is able to meet the needs of students in the teaching and learning process. The material presented by the educator can be received by the students well and 2-way communication and the ability to utilize technological resources in teaching. it is accordance with a study conducted by the National Center for Education Statistics in America. the result explained that the most important factor influencing higher education institutions when studying online, namely the desire of students for flexible study schedules, providing student access to student needs, especially having internet access, such as providing wider range of teaching materials, and to increase the number of student registrants. The breadth of the material and the maximum use of the network will increase the quality of online education.

The effective implementation of online learning will give satisfaction to students and will lead to an increase in the quality of learning and the quality of education. The online learning process is one of the learning strategies during a pandemic, because online learning is not limited by space and time.

In accordance with the opinion, Rahmaniya (2013) explains that e learning is a learning process that can be more open and flexible, because it can be implemented anytime, anywhere and with anyone. The online learning process is an internet-based activity and internet network. The e-learning learning process provides easy access to free teaching and learning, a place (class) to give and receive teaching materials, the e-learning process can be done anywhere and anytime. Institutions when studying online, namely the desire of students for flexible study schedules, providing student access to student needs, especially having internet access, such as providing wider range of teaching materials, and to increase the number of student registrants. The breadth of the material and the maximum use of the network will increase the quality of online education.

Students' perceptions about the effectiveness of media or applications used in the online learning process

The online applications that can be used to support the online learning process are google classroom, whatsapp, smart class, zenius, Quipper and Microsoft (Abidah, A., Hidaayatullaah, HN, Simamora, RM, Fehabutar, D., & Mutakinati, 2020). The results of the research above indicate that students' perceptions of the use of applications used in the online learning process., That the application that is often used by teachers or lecturers in the online learning process is the WhatsApp application by 41.6%,. the online applications that can be used to support the online learning process are google classroom, whatsapp, smart class, zenius, Quipper and Microsoft meaning that the majority of lecturers in the Tarbiyah and teacher training faculties use the WhatsApp application in the online learning process. The learning process during the pandemic is directed to be independent learning by using applications that support so that the learning process is more effective. the online learning process is a knowledge transfer process using video, audio, images, text communication, software. (Basilaia, G., & Kvavadze, 2020). in addition, Zhu, X., & Liu, (2020) stated that the online learning process requires support from the internet network.

The online learning process is a face to face transfer of knowledge that can use a video teleconference platform, which is provided free of charge such as zoom, google meet, the platform can be used by lecturers and students to meet and interact virtually, can see the whereabouts, participation of students in the learning process (Wiranda, T., & Adri, 2019). Media applications that are able to provide face to face services will be more likely to facilitate the 2-way learning process and facilitate the process of learning effectiveness. Sefriani, R., Wijaya, I., & Radyuli (2018) also explained that learning media developed in the form of mobile-based applications are very effective in supporting online learning.

Students' Perceptions of Affordability in Accessing Learning Materials

Affordability In the online learning process, students are more active and make it easier to access materials. According to (Suryawan, 2020) learning can be done anytime, anywhere, as long as the internet network that supports teaching materials can be accessed at any time both at school, at home and in the community and an internet network is needed. Timur Setiawan (web Kemdikbud) also explained that the method of online learning requires an online portal where students can access the delivery of teaching materials. (Riyana, C., & M.Pd, 2020) that online learning does not only talk about hardware, but includes software that can be used to send data and stored, then can be accessed at any time. Regarding to the students' perceptions of affordability in accessing learning materials and information, see in graph II, 52.8% of students said they were satisfied with flexibility, affordability in accessing materials and various learning information. Online learning processes that occur in learning networks are carried out not face-to-face directly Isman in (Helana Mija., 2022)).

Students' Perceptions about the Effectiveness of Online Learning as Independent Learning

The effectiveness of the online learning process will create an independent learning process. As explained by Suparman 2012 in (Khusniyah, N. L., & Hakim, 2019) as for instructional materials that can be used in independent learning, namely: learning materials can be studied independently by students, using simple language coherently, systematic and able to be analyzed by students. Teaching materials are understood by students, developed according to the characteristics and abilities of students, teaching

materials can be studied anytime, anywhere, teaching materials are designed according to effective language, and in accordance with the development of multimedia or computer-based technology optimally. The results of the accumulation of data above are, result seen in graph III, 53.5% of students are satisfied with the online learning process as an independent learning process and 46.55% of students say they are not satisfied with online learning as independent learning.

The learning process in higher education is (Sujarwo, 2016) the educational process leads to the consolidation of knowledge, skills, and various provisions of experience in carrying out its functions and roles in life, learning in higher education places more emphasis on the process of independent learning and self-direction, thus in the concept of e-learning. -Learning needs to be developed and can be applied in universities. Explained by (Firmansyah. F, 2021) online learning has advantages including increasing student learning independence, learning can be done anywhere as long as it is connected to the internet and has extensive material. The implementation of online learning is not only required by the network, but also requires e-modules that become a guide for students to study independently. In accordance with the opinion (Veri, J., Sefriani, R., Aulia, L., 2019) that the interactive module in the form of mobile learning makes it easier for students to access learning materials and discuss in discussing learning materials with fellow students and teachers, due to the menu for discussion in the mobile learning application

Students' Perceptions about the Effectiveness of Online Learning on Communication and Equality

The development of communication technology is not an obstacle in the implementation of online learning. It's just that it will be effective when campus human resources are able to use technology properly and appropriately. In accordance with the opinion of Badrul Khan in (Chaeruman, 2008) explaining that with the existence of communication technology, the learning process will be more open, flexible and distributed. The rapid development of technology provides an internet network gap as a good communication liaison and provides equitable services in getting access to education for students. Related to the results of research on students' perceptions about the effectiveness of communication and equality in obtaining information for students when studying online in class result seen in graph IV, 67.3% of students said they were satisfied with the effectiveness of the communication used in 2 directions, and students as a whole got good communication access.

The online learning process demands a good internet network, because in online learning communication is the same as expected by students and lecturers both want good or 2-way communication to achieve educational goals. According to Widodo, A., & Nursaptini (2020) communication aspects is the exchange of messages between students and lecturers as well as between students and students, it also includes discussions and exchanges of opinions between lecturers and students online, students get great benefits and ease of communication in online learning. The creation of good communication and networks will result in equitable educational services; students can discuss and explain smoothly (Mukarromah, 2020). Galuh Raga Paksi (2021) also explained that distance or online learning would train students to be confident in communicating in class.

Supporting and inhibiting factors in the implementation of online learning during the pandemic

By seeing the results of the research above regarding the supporting and inhibiting factors, many things must be the attention of educational institutions to improve the quality of online learning to be effective. Meanwhile, only a few factors that support, such as the development of technology, educational institutions must pay more attention to and utilize existing resources according to campus needs. Because the technology network provides convenience in the learning process, with technology students are easier to find subject matter, and make it easier for lecturers to convey information to students. However, it is also necessary to supervise students in using the technology network in order to achieve effective use of technology applications and more closely monitor what children see or access.

In addition, the reach of the internet that can be used as a learning medium has not been evenly distributed (Unik Hanifah S. Etc., 2020). There are still many resources that have not been able to use the technology or there are technologically stuttering (Latif, 2020), the social environment or society does not support the online learning process, low motivation to learn (Adhetya, 2020). By seeing this, there are still many obstacles or obstacles in the implementation of the online learning process it is necessary to provide guidance, training related to the use of technology that is a challenge in the implementation of online learning in order to minimize the tendency for other obstacles to occur. According to Adhetya Cahyan in (Iin Diah Listiana, 2020) digital technology in educational institutions is a supporting facility and infrastructure for learning (Misran DKK, 2020) in accessing information on learning resources or as a means of supporting learning activities. Therefore, with the above, the most important thing that is needed and considered is the network and technology as well as the facilities that support the implementation of online learning.

CONCLUSION

The results of this study indicate that students' perceptions of online learning in terms of the five aspects measured such as students' perceptions about online learning during the pandemic, students' satisfaction levels are still low, and more students said they are not satisfied with online learning. In the aspect of using applications, students mostly use one-way applications when learning online such as WA. In the aspect of affordability, students said that they were more satisfied with the ease of accessing lecture material and information than those who had difficulty accessing material or information. Judging from the aspect of online learning as an independent learning process, most of the students said they were satisfied and it was appropriate to say that online learning was independent learning. Furthermore, it can be seen from the aspect of communication and equity or equality, students feel satisfied higher than dissatisfied. The supporting factors for the implementation of online learning are internet quota assistance from the center, flexibility in accessing material (information) for developing applications or learning technology. The inhibiting factors are increasing costs, uneven network, not varied methods, and no two-way communication.

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