Student's Perception Toward E-Learning During Covid-19 Pandemic of English Department of STKIP PGRI Banjarmasin Academic Year 2020/2021

Beatrix Ega Tri Julisia[1], I Made Darmayasa Wilantara[2]
STKIP PGRI Banjarmasin, English Language Education Study Program
Banjarmasin, Indonesia
3061712008@mhs.stkipbjm.ac.id, wilantara_kpts@stkipbjm.ac.id

Abstract. Currently the condition of the world including Indonesia is facing the coronavirus 19 pandemic that has hit the world since the beginning of 2020 causing a tremendous impact in all aspects of human life including from the education sector where learning is done through online or e-learning. In its implementation, online learning faces several obstacles which need to be considered and considered to pay attention to models, strategies, learning outcomes, the availability of facilities that support learning for both students and lecturers. This is the basis for research on student perceptions of the English language education study program STKIP PGRI Banjarmasin. The purpose of this study was to determine the perception of students of English education study program STKIP PGRI Banjarmasin towards online learning applied at STKIP PGRI Banjarmasin. This type of research is a qualitative descriptive by focusing on survey to know the student's perception on the effect of online learning during Covid-19 and describes students' perceptions of online learning or e-learning during the Covid-19 pandemic in the English Department of STKIP PGRI Banjarmasin academic year 2020/2021. Research data obtained from a questionnaire contains students' perceptions of online lectures which are divided into several indicators, namely accessibility, device ownership, ease of obtaining materials and doing assignments, understanding of teaching materials, learning methods, interactivity, independent learning and the environment. The results of the questionnaire were re-confirmed through interviews with several students and lecturers. The results of this study indicate that 71% of students agree with online lectures conducted by STKIP PGRI Banjarmasin and 29% of students do not agree with online lectures conducted by STKIP PGRI Banjarmasin. Students agree with the online learning system at SKIP PGRI Banjarmasin based on accessibility indicators (33%), device ownership (38%), monitoring ability (76%), ease of obtaining materials and doing assignments (67%), understanding of teaching materials (52%), teaching methods (86%), interactivity (86%), independent learning (67%), environmental support (76%). In its implementation there are several obstacles, especially in terms of accessibility and ownership of the device which often has problems with internet access both in terms of quantity and quality.

Keywords: perception, e-learning, covid-19

1 Introduction

Currently the world condition including Indonesia is facing the coronavirus 19 pandemic. The Covid-19 pandemic that has hit the world since the beginning of 2020 has had tremendous impacts on all lines of human life including from the education sector. The government should work together to reduce the spread of the Covid-19 virus by issuing policies so that all citizens do a social distancing or keep their distance. So, with this policy all community activities that used to be don't go outside the house by gathering and grouping, now must be stopped for a while and replaced with activities in their respective homes. One of the social distancing impacts applied is published *Surat Edaran Nomor 4*

Tahun 2020 on the Implementation of Education Policy in the emergency period of the spread of the virus, the Ministry of Education urges all educational institutions not to conduct the teaching and learning process directly or face-to-face, but rather must be done indirectly or remotely. With this appeal, all educational institutions change the learning method used to become online (Adisel, 2020; Cahyani, 2020; Nugrahani, 2020).

Online learning is one of the preferred learning alternatives to keep students teaching, but it is a challenge for educators, especially lecturers, to be able to do technology-based teaching. Online lectures or commonly called online is one form of internet utilization that can increase the role of students in the learning process. This online learning is carried out by almost every educational institution in order to break the chain of spread of the virus and maintain the safety and security of students and education personnel including at the College of *Sekolah Tinggi Keguruan dan Ilmu Pendidikan Persatuan Guru Republik Indonesia Banjarmasin (STKIP PGRI Banjarmasin)* which published a circular on the awareness and prevention of the spread of Covid-19 infection in the STKIP PGRI Banjarmasin. Based on the letter contained 10 points, one of which is an appeal to turn face-to-face learning into distance learning. At least many universities in Indonesia are organizing home learning to prevent the spread of Covid-19 (Mapilindo, 2020; Ningsih, 2020).

Learning is do through online or e-learning seems easy but it is not as easy as imagined. There are some that need to be thought and consideration to pay attention to models, strategies, learning achievement, availability of facilities that support the learning of students and / or lecturers. The process of learning e-learning online in the middle of a Covid-19 pandemic is not yet fully effective. This is caused by the availability of means of learning sufficient as a laptop/smartphone, internet quota, even the internet network cannot be perceived as thorough and the maximum by the students. In addition, in the implementation of e-learning required the motivation of the learners themselves and there are often problems with lack of motivation learn student in performing the learning online. The charge material on the online learning course needs to be constantly subjected to refinement in order to be more interactive involving the students motivated to follow the process of online learning (Rachman, 2020; Raharja, 2019).

2   Method

The method of this study was a qualitative descriptive by focusing on survey to know the student's perception on the effect of online learning during Covid-19 and describes students' perceptions of online learning or e-learning during the Covid-19 pandemic in the English Department of STKIP PGRI Banjarmasin academic year 2020/2021. The number of populations in this research is all English Department's students of STKIP PGRI Banjarmasin academic year 2020/2021. The instrument in this study was a questionnaire that was obtained by google form and interview. The research questionnaire was made based on a literature review. A questionnaire was utilized to collect data from sample to describe about perspective of using online learning during Covid-19. The questionnaire consists of 20 questions or statements adopted from eight factors that influence satisfaction with distance learning systems include (Monitorir, 2020, as open – close ended questionnaire. Questionnaire with answer choices to be confirmed into 4 categories that is totally agree, agree, disagree, and totally disagree. The analysis data was obtained by google form by analyzing participants' respondents to know their perspective to use online learning, in order to obtained data needed, then data were analyzed and describe to obtained answer to questions. For the interview instrument using a list of questions that can be developed according to the answers of the interview respondents.

3   Finding and Discussion

Perception is the process of interpreting the stimulus received by the five senses into an understanding. This perspective will then move students to be able to organize and manage themselves in online lecture activities. Students need to have skills regarding learning methods, thought processes, to motivate themselves to achieve learning goals. This ability is known as Self-Regulated Learning or Self-Regulated Online (in online lectures) (Zimmerman & Martinez-Pon, 1998 in Hilmy 2020). According to the *Kamus Besar Bahasa Indonesia* (in Setiawan, 2019), perception is a direct response

(acceptance) of something, absorption, it is necessary to research and process a person regarding several things through his five senses (Mapilindo, 2020; Setiawan, 2019).

E-Learning is a learning process that is facilitated and supported through the use of Information and Communication Technology organized through a web network (Nur, 2020; Jenkkins et all in Retnoningsih, 2017). Learning is structured with the aim of using an electronic or computer system so that it can support the learning process (Michael, 2013:27). E-learning is an educational system or concept that utilizes information technology in the teaching and learning process. Here are some definitions of E-learning from various sources: Distance learning process by combining principles in the learning process with technology (Chandrawati, 2010). The learning system used as a means for the teaching and learning process is carried out without having to meet face to face between teachers and students (Ardiansyah, 2013).

3.1 Student's Perception Toward E-Learning During Covid-19 Pandemic in English Department of STKIP PGRI Banjarmasin

Students who answered the questionnaire with agreed responses were total 15 with a percentage of 71%, on the other hand, students who answered the questionnaire with a disagreed responses were total 6 with a percentage of 29%, strongly disagreed with a total 0 with a percentage of 0%. The total number of students who answered the questionnaire was 21, and the total percentage was 100%.

Most of the students agreed with online learning where there were several supporting indicators in this research such as accessibility, device ownership, ability in monitoring online learning, ease of obtaining materials and doing assignments, understanding teaching materials, learning methods, interactivity, and independent learning and the environment. Although there were still obstacles in some these indicators, the students felt difficult about the situation yet they finally accepted the changes in the learning system that previously carried out face-to-face to only online or virtual learning.

Based on the result of this research, it was found that 71% of students agreed to online learning carried out during the Covid-19 pandemic in English Department of STKIP PGRI Banjarmasin in academic year 2020/2021. However, there were still students who did not agree with this online learning system, which was around 29%. Students assessed online learning less effective because there were many obstacles that students complained about. One of the complaints was about difficulty in reaching signals. The respondents said that the online learning had weakness as well. According to Munir (2009), online learning has some drawbacks, namely the use of online learning as distance learning makes students and lecturers physically separated so that it can reduce or even eliminate direct interaction between teachers and students and this causes teachers and students to be less close so that it can interfere with the success of the learning process.

3.2 Student's perceptions based on eight indicators

3.2.1 Student's Perception Toward E-Learning Based on Accessibility Indicator

The percentage of Student's Perception Toward E-Learning Based on indicator of Accessibility, questionnaire showed a response of agree total are 7 with a percentage of 33%, strongly agree total 3 with a percentage of 14%, on the other hand those showing a disagree total 11 with a percentage of 52%, strongly disagree total 0 with a percentage of 0%. The total number of students who answered the questionnaire was 21, and the total percentage was 100 %.

Based on the research, it is known that most students disagreed with accessibility support that is owned and can be used by students in online learning. Students have been able to apply online lectures even though at first there were obstacles or needed adjustments. The applications used in online learning can be also applied by students and ownership of devices and supporting facilities also allows students to do online learning even though there are still obstacles, especially on the network.

Accessibility in online lectures includes the ability of students to apply online lectures, the ability of students to use online lecture methods, the ability of students to utilize technology both computers and internet networks well in online lectures, as well as the ability of students to access online lectures with a wider range or can be accessed anywhere and without time constraints or can be accessed

anytime. In this study, 52% of students disagreed that student accessibility in online lectures was not disturbed.

Most of the students are able to apply online lectures but students experience various obstacles on its implementation. At the beginning of lectures with the online system, students experience various difficulties but over time students can take online lectures. Online lectures are held in STKIP PGRI Banjarmasin through various methods such as WhatsApp, google classroom, Edmodo, and google meet. There are several applications that are easier to implement both for students and for lecturers. Lectures are more dominant using applications that most widely used or installed by lecturers and students, namely WhatsApp, Google Classroom and Google

During online lectures, lecturers and students use information technology as a connecting tool for learning. According to Yuniarti and Hartati (2020) in the era of the industrial revolution 4.0, Education in Indonesia must be optimized by using technology as a tool which helps in the world of education. Thus, learning provides opportunities for students to learn about the development of information technology. These results are in accordance with Napitupulu's research, (2020) which states that the ease of access to the technology used plays an important role in the online lecture process. The ability of students to utilize technology, both computers and internet networks, is important to support the achievement of accessibility in this online lecture. Most of the students are able to use technology, but sometimes there are internet connection problems and ownership of devices such as computers so that there are students who take lectures via cell phones (not computers or laptops).

In terms of accessibility, most of the students assessed that student were able to access lectures with a wider range or could be accessed anywhere and anytime. Online lectures are conducted using the internet so as to allow lecturers and students to be in different places during the learning process. Lecturers can create teaching materials that can be accessed by students online from anywhere and anytime. According to Bell et al., (2017) learning carried out using internet technology allows interaction via the web, where lecturers and students are in completely separate places (Arzayeva, et al., 2015). The location of students and lecturers are separated during learning which can minimize the possibility of physical contact so that in turn it is able to encourage the emergence of social distancing behavior. According to Stein (2020) implementing social distancing is considered a necessary measure to suppress the spread of Covid-19.

3.2.2 Student's Perception Toward E-Learning Based on Device Ownership Indicator

The percentage of student's perception toward E-learning based on device ownership indicator questionnaire shows a response of agree total are 8 with a percentage of 38 %, strongly agree total 1 with a percentage of 5%, on the other hand those showing a disagree total 11 with a percentage of 52 %, strongly disagree total 1 with a percentage of 5%. The total number of students who answered the questionnaire was 21, and the total percentage was 100%.

In accordance to the research, most students do not have device ownership in carrying out online learning. Students have internet and computers or mobile phones that can be used in online learning but sometimes have trouble in implementation. Students also get free internet data from the government, but most students use their personal data internet and Wi-Fi for internet access speed.

One of the factors that can affect student satisfaction in online lecture system is the ownership of the device. Most students (38%) agreed with the ownership of devices in the online lectures they carried out, but there were still many students (52%) who had problems with ownership of devices such as internet facilities and computers connected to the internet, as well as ownership of computers or laptops or mobile phones that are connected to the internet. Thus, those devices assist them in taking online lectures or courses. The increase of internet users in Indonesia is strongly influenced by the rapid development of Information and Communication Technology (ICT). In 2018, 62.41% of the Indonesian population owned a cellular phone and 20.05% of households owned a computer (BPS, 2019 in Firman 2020). In this study, students have one or even both devices, either a computer/laptop or a mobile phone. For the internet, students have been facilitated by providing free internet data from education authority, and there are students who have Wi-Fi access at home that supports online lectures to run smoothly.

Ownership of devices such as computers/laptops and mobile phones to access the internet allows students to attend lectures held in the form of video conferencing or virtual classes using learning applications available online. The ergonomic dimensions of laptops and smartphones provide

guaranteed mobility that allows students to attend lectures from anywhere. The storage features offered by laptops and smartphones also provide space for students to store teaching materials provided by lecturers so that they can re-access the teaching materials at any time.

3.2.3 Student's Perception Toward E-Learning Based on Monitoring Ability

The percentage of Student's Perception Toward E-Learning based on Monitoring Ability Indicator Questionnaire shows a response of agree total are 16 with a percentage of 76%, strongly agree total 0 with a percentage of 0%, on the other hand those showing a disagreed total 5 with a percentage of 24%, strongly disagree total 0 with a percentage of 0%. The total number of students who answered the questionnaire was 21, and the total percentage was 100%.

In accordance to the research conducted, students agree that although learning is done online, students can still monitor the lecture schedule and attend lectures according to the schedule, and students can monitor information related to lectures as well as academic and other information even though face-to-face meetings are not held on campus.

Monitoring capabilities in the online lecture system can be seen based on the ability of students to monitor lecture schedules and students can take lessons according to the schedule, and students can monitor information related to lectures as well as academic and other information even though there are no face-to-face meetings on campus. Most students are able to monitor the schedule and information - information supporting lectures.

Before online lectures are conducted, students can be confused with the lecture schedule, both regarding the lecture time, the room to be used, even about coming or based on the problems above and the importance of scheduling

Moreover, the author or not the lecturer who teaches with an online system, these things are no longer a problem because all information can be provided online without face to face so that it can save time (more efficiently). The online system will provide information regarding the implementation of lectures to students through a screen television. The information provided includes the time of the lecture that will take place, even informing announcements and upcoming activities. Previously, the delivery of schedules and information to students still used paper and bulletin boards. This, when viewed from the point of view of time, is inefficient. Fast, efficient and accurate delivery of information can also increase and gain recognition from the public (Retno, 2017).

3.2.4 Student's Perception Toward E-Learning Based on Materials and Tasks Indicator

The percentage of Student's Perception Toward E-Learning During Covid-19 Pandemic of English Department of STKIP PGRI Banjarmasin Academic Year 2020/2021 based on Materials and Tasks Indicator Questionnaire shows a response of agree total are 14 with a percentage of 67%, strongly agree total 0 with a percentage of 0%, on the other hand those showing a disagree total 7 with a percentage of 33 %, strongly disagree total 0 with a percentage of 0%. The total number of students who answered the questionnaire was 21, and the total percentage was 100%. Based on the research conducted, most of the students considered that the learning materials were easily accessible or easy to upload. In addition, even though learning is done online, it is still possible to give lecture assignments easily and quickly.

3.2.5 Student's Perception Toward E-Learning Based on Understanding of Teaching Materials Indicators

The percentage of Student's Perception Toward E-Learning During Covid-19 Pandemic of English Department of STKIP PGRI Banjarmasin Academic Year 2020/2021 based on Understanding of Teaching Materials Indicators Questionnaire shows a response of agree total are 16 with a percentage of 52%, strongly agree total 0 with a percentage of 5%, on the other hand those showing a disagree total 5 with a percentage of 43%, strongly disagree total 0 with a percentage of 0%. The total number of students who answered the questionnaire was 21, and the total percentage was 100%.

Based on the research conducted, the understanding of teaching materials between students is almost balanced. Most students are still able to understand the teaching materials provided even though

they are online, but some of them have difficulty understanding the teaching materials. Students' learning abilities are considered not to have increased and online learning is considered less effective to do, not optimal as face-to-face learning in the previous learning system.

3.2.6 Student's Perception Toward E-Learning Based on Study Method Indicators

The percentage of Student's Perception Toward E-Learning During Covid-19 Pandemic of English Department of STKIP PGRI Banjarmasin Academic Year 2020/2021 based on Study Method Indicators Questionnaire shows a response of agree total are 13 with a percentage of 86%, strongly agree total 0 with a percentage of 0%, on the other hand those showing a disagree total 8 with a percentage of 14%, strongly disagree total 0 with a percentage of 0%. The total number of students who answered the questionnaire was 21, and the total percentage was 100%.

Based on the research conducted, it is known that students agree with the teaching method carried out where the online learning method that is carried out still allows students to have a dialogue both between students and lecturers and between students with each other. In addition, this online learning provides a virtual experience and the tools used can save their time so as to enable further learning.

3.2.7 Student's Perception Toward E-Learning Based on Interactivity Indicator

The percentage of Student's Perception Toward E-Learning During Covid-19 Pandemic of English Department of STKIP PGRI Banjarmasin Academic Year 2020/2021 based on Interactivity Indicators Questionnaire shows a response of agree total are 13 with a percentage of 86%, strongly agree total 0 with a percentage of 5%, on the other hand those showing a disagree total 8 with a percentage of 10%, strongly disagree total 0 with a percentage of 0%. The total number of students who answered the questionnaire was 21, and the total percentage was 100%.

Based on the research conducted, students assessed that they could still share information and exchange ideas both between students and with lecturers even through online learning. Even though learning is done online, student interactivity with lecturers and other students is not disturbed.

3.2.8 Student's Perception Toward E-Learning Based on Learning Independence Indicator

The percentage of Student's Perception Toward E-Learning During Covid-19 Pandemic of English Department of STKIP PGRI Banjarmasin Academic Year 2020/2021 based on Learning Independence Indicators Questionnaire shows a response of agree total are 10 with a percentage of 67%, strongly agree total 0 with a percentage of 0%, on the other hand those showing a disagree total 11 with a percentage of 33%, strongly disagree total 0 with a percentage of 0%. The total number of students who answered the questionnaire was 21, and the total percentage was 100%.

Based on the research conducted, with online learning students must be more active in learning. Students must be independent and have good learning motivation so that they can achieve learning goals.

3.2.9 Student's Perception Toward E-Learning Based on Others Factor like Environmental Support Indicator

The percentage of Student's Perception Toward E-Learning During Covid-19 Pandemic of English Department of STKIP PGRI Banjarmasin Academic Year 2020/2021 based on Environmental Support Indicator Questionnaire of shows a response of agree total are 16 with a percentage of 76%, strongly agree total 1 with a percentage of 5%, on the other hand those showing a disagree total 4 with a percentage of 19%, strongly disagree total 0 with a percentage of 0%. The total number of students who answered the questionnaire was 21, and the total percentage was 95%.

Based on the research conducted, most of the students received sufficient support from the environment. The student living environment is quite conducive (safe and comfortable) to support online learning, and the support from family at home makes students motivated to carry out lectures through online learning.

Table 1. The Result of Students Perception Toward E-Learning During Covid-19 Pandemic in English Department of STKIP PGRI Banjarmasin

No.		Category			
		SD	D	A	SA
1	Student's Perception Toward E-Learning	0%	29%	71%	0%
2	Student's Perception Toward E-Learning Based on Accessibility Indicator	0%	52%	33%	14%
3	Student's Perception Toward E-Learning Based on Device Ownership Indicator	5%	52%	38%	5%
4	Student's Perception Toward E-Learning Based on Monitoring Ability	0%	24%	76%	0%
5	Student's Perception Toward E-Learning Based on Materials and Tasks Indicator	0%	33%	67%	0%
6	Student's Perception Toward E-Learning Based on Understanding of Teaching Materials Indicators	0%	43%	52%	5%
7	Student's Perception Toward E-Learning Based on Study Method Indicators	0%	14%	86%	0%
8	Student's Perception Toward E-Learning Based on Interactivity Indicator	0%	10%	86%	4%
9	Student's Perception Toward E-Learning Based on Learning Independence Indicator	0%	33%	67%	0%
10	Student's Perception Toward E-Learning Based on Others Factor like Environmental Support Indicator	0%	19%	76%	5%

SD: Strongly Disagree   D: Disagree   A: Agree   SA: Strongly Agree

The existence of the Covid-19 pandemic seems to force the world of education to switch from a traditional learning system to a more modern learning system. The online learning implemented at STKIP PGRI Banjarmasin as an effort to suppress the spread of Covid-19 is carried out using learning applications and virtual classroom services that can be accessed via the web using the internet network. The result of the questionnaires from student's perception toward e-learning during the Covid-19 pandemic in English department of STKIP PGRI Banjarmasin academic year 2020/2021. The total average of all students who answered the questionnaire with an agree response was 15 (71%) and a disagreed response was 6 (29%). Based on the questionnaire, all indicators of accessibility, device ownership, monitoring ability, materials and tasks, understanding of teaching materials, study methods, interactivity, learning independence, and environmental support showed most of the students showed an agree response.

The implementation of online learning requires lecturers and students to have the skills to use laptops and cell phones in learning. They are also required to be skilled in selecting and using information on the internet that is relevant to the material discussed. If so far lecturers have only relied on projectors and power point slides in teaching, during the Covid-19 pandemic, lecturers must use other learning media that are appropriate to the context of online learning. The forms of learning carried out include discussions through the WhatsApp application, video conferencing via Zoom, and sharing

teaching materials through LMS such as Google Classroom, Edmodo and Moodle. On the other hand, students are also required to be able to take advantage of the facilities they have for learning. If so far they have used cell phones only for communication and entertainment purposes, during the Covid-19 pandemic, students must be able to use their cell phones for learning purposes, for example communicating with lecturers or sending assignments through electronic mail applications and instant messaging applications such as WhatsApp. They must also be able to use their cell phones to take virtual classes that can be accessed through online learning applications.

4   Conclusion

It can be concluded that student's perception of English Department at STKIP PGRI Banjarmasin Academic Year 2020/2021 toward e-learning during this Covid-19 pandemic most students agree with this online learning, so that students can achieve learning goals easily and quickly. With good internet facilities and can be accessed anytime and anywhere, students are able to apply online learning with the devices used such as computers, laptops, or mobile phones that have an internet connection although there are some obstacles in its implementation. Although the internet can make it easier for students to access online learning, sometimes there are obstacles such as an unstable or bad internet network, an inadequate environment such as the absence of an internet network in the environment, the lack of devices such as computers, laptops, or cell phones, making it difficult for students to do things online learning.

5   Acknowledgements

6   References

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