

The Comparison of English Learning Achievement between Online Learning with Online Based on Multimedia

(Perbandingan Capaian Pembelajaran Bahasa Inggris antara Pembelajaran Online dengan Online Berbasis Multimedia)

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Abstract

Learning English before and after the Covid-19 pandemic shows a very different process. Face to face on campus in Indonesia has turned into a learning process entitled Learning From Home. The study aims to describe the challenges faced by lecturers and students in implementing online learning of English. The case study was applied in the study by direct observation of online learning that took place at the State Polytechnic of Malang, documentation of learning materials, assignments, and student assessments and presentations. The results showed that the learning outcomes of the experimental group and the control group did not show a significant difference. It shows that multimedia effects are long term. So that it is faster to understand than just online. While the driving factor is the internet budget. The inhibiting factor is the internet network which is difficult to reach by students whose houses are in remote villages, not all areas are easy to reach internet signals. Another obstacle comes from the students themselves, the lack of awareness of the tasks that students have to do. While the advantages of the learning strategy are students can be monitored directly by parents so that parents can find out to what extent their children understand the subject matter and know the learning deficiencies that exist in students.

Keywords: Online Learning, Learning Multimedia, Learning in Covid-19 Condition

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INTRODUCTION

The research was carried out during the Covid-19 pandemic that spread in Indonesia. The change from a focus on teaching (teaching) to a focus on learning (learning) is a manifestation of advances in information and communication technology in the world of education. The trend of teaching (teaching) which previously placed lecturers as the only active communicators using information and communication technology in the teaching and learning process, has now undergone major changes; lecturers (educators/teachers) and students (learners) have been placed in an equally active position in using technology and media in the learning process (Gani, 2014). ICT as an extraordinary medium of information has become positive progress for the world of education. (Bismala, 2020) conclude that the media is anything that can be used to transmit messages from the sender to the recipient so that it can stimulate the thoughts,

feelings, concerns and interests and concerns of students in such a way that the learning process occurs. The use of ICT, in this case, can of course be directed to support the student learning process.

Various advantages in the application of instructional technology such as the use of the Web (E-Learning) can be assumed as one of the driving factors for the development of the learning process in non-formal educational institutions. The use of the Web (E-learning) has been used as one of the interesting learning methodologies for its students (Fecira & Abdullah, 2020). With such a learning method, students are placed in a learning sequence where they actively seek and obtain a wide range of information and learning materials in various media formats, including text, images, videos, or films using the Web (E-Learning) as a medium. In the Uses and Gratification theory it is explained that the audience has the power (active) in determining the use of mass media including internet media according to their needs and satisfaction with the information needed (Sholihatun et al., 2020).

In today's new paradigm, teaching is not only a process of delivering learning material by a predetermined curriculum but will be seen as a process of regulating the environment to adjust the abilities or potentials possessed by students. In managing the environment for students, tools/media and learning resources are needed that can attract students' interest in learning so that they can develop according to their talents and potential. According to (Verawati, 2020), teaching shifts to the term learning, namely the process of regulating the environment to change student behaviour in a positive and better direction according to the potential and differences that students have. Technology is very helpful for students to learn everything through various media such as printed materials, television programs, pictures, audio, so that all of them encourage a change in the role of lecturers in managing the teaching and learning process, from lecturers as learning resources to lecturers as a facilitator in the teaching and learning process.

Regarding the implementation of online classes, (Indriyani, 2019) explain that the use of technology in supporting online learning depends on three pedagogical factors. The pedagogical approach which is the first factor includes student-centred learning, the role of the lecturer as a facilitator, and the integration of knowledge. The second factor is learning design which includes learning flexibility, learning according to the individual needs of each student, according to context, social, learning process, and the use of appropriate tools and technology. The third factor is facilitation which includes clear expectations, appropriate questions, understanding and sensitivity to cultural issues, providing timely feedback; constructive; and details, as well as a high attitude and commitment from students. (Sabar & Rahman, 2011) also details three main challenges in online learning during a pandemic. First, lecturers have very limited time in preparing and/or adapting offline learning materials to online. Second, the lack or limited opportunities for lecturers and students to interact directly and freely during online learning results in disruption of the learning process. Third, the use of an effective pedagogical approach requires more effort in motivating and activating students in online learning. (Susanti et al., 2012) also found that although school facilities are adequate and the national curriculum facilitates online learning very well, the imbalance in education obtained by each student is also caused by family influences and financial problems that interfere with the learning process. The teacher represents the ability or skill of the material or teaching materials, methods, techniques and attitudes of the learners themselves. Students bring intrinsic and extrinsic motivation, and attitudes, while the curriculum fills matters related to planning, syllabus, media and approaches and assessments. Facilities and infrastructure that help the learning process run smoothly and well. One important example is the teacher and strategy because strategy is closely related to the teacher.

In the Department of Mechanical Engineering, State Polytechnic of Malang, especially the Autotronics study program, English is given in the second and seventh semesters. So far, the strategy used by the teacher is only determined by reading competence in the field of study or on the content-subject matter in the hope that students can understand and understand the books being discussed. Even though at the end of the semester the students' abilities were less developed. On the other hand, writing is very important and students or students should get it from an early age. By teaching writing skills, the main goal of learning English will be achieved. One of the purposes of giving writing is so that they understand the correct flow of writing, whether the subject, object predicate, phrase and so on.

The four language skills, listening, listening, speaking and writing, in autotronic study programs where the majority of students come from vocational or vocational high schools, their abilities are very poor, especially in terms of writing. One of the reasons may be that teachers find it very difficult to understand student English and teach using strategies that are not on target because there are problems in online learning. In online learning, students' absorption capacity is very low, because many things are constrained, including the high level of saturation in receiving material, the absence of two-way communication (where students are less active), and environmental factors around students. Therefore, the author tries to explore the comparison of the achievement of learning English online with online based on multimedia. Where to compare the results of learning from ordinary online with interactive online using zoom media which is directly like learning in a classroom. Therefore, the author conducted a study with the theme "How is the difference between the results of ordinary online achievements and online using multi-media like in a classroom?"

Learning as a Communication Process

There have been many experts who put forward the definition of learning (learning) which continues to grow to the day (Nurrita, 2018) concludes that learning is the development of new knowledge, skills or behaviour as an individual's interaction with information and the environment. The learning environment is structured by lecturers and includes physical facilities, academic and emotional atmosphere, and instructional technology. (Nasution et al., 2017) describe teaching and learning as a communication process. The teaching and learning process or learning is essentially a communication process, namely the process of delivering messages from the source of the message through certain channels/media to the recipient of the message. The message, message source, channel/media and message recipient are the components of the communication process. The message to be communicated is the content of the teachings or upbringing in the curriculum. The source of the message can be lecturers, students, other people or authors of books and media procedures. The channel is educational media and the recipients of the message are students or also lecturers in the learning process.

Use of the Web (E-Learning) in the learning process

Various definitions can be found to understand what is meant by e-learning (electronic learning). (Jalinus & Ambiyar, 2016), for example, states that e-learning includes learning at all levels, formal and non-formal, using computer networks (intranets and extranets) for the delivery of teaching materials, interactions, and/or facilitation. Learning that part of the process takes place with the help of the internet network, is often referred to as online learning. A broader definition is put forward in the SEAMOLEC working paper, namely, e-learning is learning through electronic services. Although there are various definitions, it is agreed that e-learning is learning by utilizing electronic technology as a means of presenting and distributing information. The definition includes educational radio and television broadcasts as a form of e-learning. Although educational radio and television is one form of e-learning, it is generally agreed that e-learning reaches its peak form after synergizing with internet technology. Internet-based learning or web-

based learning in its simplest form is the Website (Web) which is used to present learning materials.

The use of the Web (E-Learning) makes schools or educational institutions no longer short of information and sources of knowledge for educational purposes, not least in the educational process that takes place at Briton International English School Makassar. Knowledge of the world at large can be transferred to the fingertips of learners. Communication that used to be limited to paper, pens, and correspondence can now take place very quickly and on an international scale, opening new horizons for the development of learning communities (Pengembangan et al., 2010). On the Web, there are many categories of sources of information that can be used for the teaching and learning process. These sources range from professional online publications and various organizational blogs to video conferences. Web users can search for information formats according to their interests because the information is presented in text, audio, visual, and video or film media formats (Nasution et al., 2017).

METHOD

The analysis is a comparative study of the achievement of learning English online with multimedia-based online. To get a clearer picture of student achievement in learning English using online with online based on multimedia. The purpose of the study was to determine how many students learning achievement with a descriptive research design and a qualitative approach. The research was carried out at the Department of Mechanical Engineering, State Polytechnic of Malang. The research subjects are D4 TOE students of the Autotronic Study Program, in the Department of Mechanical Engineering who are currently studying English. The reason for choosing the class is to equip them with the correct language both online and offline. After getting the material, students are then given online and online learning with multimedia that must follow the correct rules. In learning, emphasis is placed on the four skills such as offline learning. Then a questionnaire was distributed to them about the material.

Data collection is done by analyzing documents. Documentation can be in the form of written materials or in the form of films that are prepared accidentally by researchers, such as the use of cameras to capture interview activities as documentation. The documentation method aims to obtain information on research data or observations carried out. These documents can be in the form of exam results and presentations (Indriyani, 2019). In the study, documentation was obtained through an assessment instrument. Assessment in the form of a written test and material presentation.

Data analysis in qualitative research is a technique that is directed to answer the formulation of the problem or test the hypothesis that has been formulated. In qualitative research, data were obtained from various sources using data collection techniques (Sabar & Rahman, 2011). The following are the stages in data analysis, including: Data reduction is a data selection activity because the data obtained from the field is quite large. Reducing data means summarizing, choosing the main things, focusing on the things that are important, and looking for themes and patterns. Thus, the reduced data will provide a clearer picture and make it easier for researchers to collect further data. At the data reduction stage, the researcher performs abstraction actions, namely making a summary of information data from the research data that has been collected so that important things can be obtained in the focus of the research. It is to get information about learning strategies, to summarize data from the results of the assessment with correspondents. The second was unit arrangement. In this stage, the researcher compiles the main things obtained from the results of research or observations, then group them into a pattern, core, theme or category so that the main theme design can be easily identified and then described according to the research material. The third was Categorization. Researchers classify or organize derived from the main theme, which can be done by grouping these

themes or summarizing the interrelationships between themes. Based on these actions, researchers can make efforts to present information data that has been designed by conducting studies and interpretation of information data, so that the authors can describe the problems in research systematically and precisely, by matters relating to an event being observed. To obtain the validity of the data, the researchers used the triangulation technique, the technique is an examination or checking of the validity of the data by using various sources carried out in various ways.

RESULTS AND DISCUSSION

The research focuses on the achievement of online English learning with multimedia-based online. Researchers have conducted assessments in the form of assessments and presentations. Online learning during the Covid 19 pandemic for D4 students of Electronic Automotive Engineering at the State Polytechnic of Malang. Based on the results of the assessment and presentation on online learning during the Covid 19 pandemic, it was explained that D4 students of Electronic Automotive Engineering at the State Polytechnic of Malang had implemented online or online learning in learning activities from home as a form of preventing the spread of the coronavirus as evidenced by observations. After one semester of experimentation, students from two groups were then tested. The tests given are written and presentation tests. Tables 1 and 2 show the test results of the two groups.

Table 1. Assessment Results for Students with Online Learning

NO	NAMA	NILAI KE-					
		1	2	3	4	NR2	NAS
1	ABBI EWTON SYAHYOGI	65,00	75,00	70,00	65,00	67,50	B
2	ACHMAD FARIDUDDIN	70,00	65,00	70,00	70,00	70,00	B
3	AKBAR RAMADHAN FIRMAN AL ABRARI	70,00	70,00	70,00	75,00	72,50	B
4	AKHLIS NUR FIRMAN ARDIANSYAH SANTOSO	65,00	65,00	75,00	70,00	72,50	B
5	ANGELUS PATI NDOPO	60,00	40,00	50,00	50,00	50,00	D
6	APRILIAN RIZKI TRIATMOKO	70,00	75,00	70,00	70,00	70,00	B
7	DEVYNA LUFHF IMTIYAAZ	85,00	85,00	85,00	85,00	85,00	A
8	DHARMA INDI KUSUMAWARDHANA	75,00	75,00	70,00	75,00	72,50	B
9	DHIMAS AGUS SYARIFFUDIN	70,00	70,00	80,00	75,00	77,50	B+
10	DWI RAMA HADI PRASTYO	70,00	70,00	80,00	70,00	75,00	B+
11	FRIZKI AKBAR ARSYANTO	70,00	85,00	80,00	70,00	75,00	B+
12	IMAM MUHADI	70,00	80,00	60,00	70,00	65,00	C+
13	KURNIAWAN	65,00	70,00	70,00	75,00	72,50	B
14	MOCHAMMAD BILAL AL KAHVI	60,00	60,00	65,00	65,00	65,00	C+
15	MUCHAMMAD SABATH ELMUSYAFA'	60,00	40,00	65,00	65,00	65,00	C+
16	MUHAMAD FATIKHUN NADA	65,00	75,00	70,00	75,00	72,50	B
17	MUHAMMAD ALVIN PRADANA	80,00	70,00	75,00	70,00	72,50	B
18	MUHAMMAD FIKRI ALIFUDIN	70,00	70,00	70,00	70,00	70,00	B
19	MUHAMMAD SATRIA WIBISANA	70,00	70,00	70,00	85,00	77,50	B+
20	NAUFAL YUNAS OKTAVIAN	65,00	65,00	65,00	65,00	65,00	C+
21	PRABU WIWIT LAKSONO	65,00	65,00	45,00	50,00	47,50	D
22	RIZKY ROMADHON PUTRA PAMUNGKAS	65,00	75,00	65,00	65,00	65,00	C+

23	SIDQI HIDAYAT TULLOH	70,00	75,00	75,00	75,00	75,00	B+
24	ZULFAN MAULANA ARROZI	65,00	65,00	65,00	70,00	67,50	B

Table 2. Assessment Results for Students with Multimedia-Based Online Learning

No	NAMA	NILAI KE-					
		1	2	3	4	NR2	NAS
1	AHMED SABILI GIFARI	70,00	70,00	70,00	65,00	67,50	B
2	ALDI DWI NURWANTO	65,00	70,00	70,00	75,00	72,50	B
3	ALFIANTO	70,00	70,00	75,00	75,00	75,00	B+
4	BHINTORO SATRIA WIBAWA PUTRA ARTINO	75,00	80,00	85,00	85,00	85,00	A
5	BIMA SAMUDRA NURROHMAN	65,00	70,00	70,00	75,00	72,50	B
6	BRILYAN RAMADHANI	75,00	80,00	85,00	80,00	82,50	A
7	FAIZAL AKBAR	65,00	75,00	75,00	70,00	72,50	B
8	FARID GALEH SETIAWAN	60,00	75,00	75,00	70,00	72,50	B
9	FITRA ABU RIZAL	70,00	75,00	70,00	70,00	70,00	B
10	IGO SAPUTRA HIDAYAT	65,00	75,00	75,00	70,00	72,50	B
11	LUTHFI HADI RAMADHAN	65,00	70,00	75,00	75,00	75,00	B+
12	MOHAMMAD EGA YUSRIANSYAH	75,00	75,00	75,00	75,00	75,00	B+
13	MOHAMMAD RIZKY AL-MUKHAROM	70,00	70,00	70,00	70,00	70,00	B
14	MUHAMMAD ALFIADI TRISWIAL ARSY	70,00	75,00	75,00	70,00	72,50	B
15	MUHAMMAD NGATIQ RUSTON	70,00	75,00	75,00	80,00	77,50	B+
16	MUHAMMAD NURFIRMANSYAH	70,00	70,00	70,00	70,00	70,00	B
17	MUHAMMAD RIFQI ADITYA IRAWAN	70,00	70,00	70,00	70,00	70,00	B
18	NOVAL FIKRI FAUZAN	75,00	70,00	70,00	70,00	70,00	B
19	RIDHO ILHAM	65,00	70,00	70,00	70,00	70,00	B
20	ROBBY RIDWAN	70,00	80,00	80,00	70,00	75,00	B+
21	WIRID MIR'ATUL MUKMININ	70,00	70,00	70,00	70,00	70,00	B
22	ZAIDAN ALMEYDA	70,00	75,00	75,00	70,00	72,50	B

Based on tables 1 and 2, it is known that the test results of the experimental group and the control group did not show a significant difference. They can happen because of two possibilities, namely the multimedia effect is more long-term and the topic of discussion is repetitive. Empirically, the effect of multimedia on student achievement in the long term has not been conclusively proven. However, research conducted by (Verawati, 2020) can be an indication that multimedia effects are long term. van den Broek, Segers, and Verhoeven found that the effect of multimedia changed when a day-delay test was administered to students who were taught two different types of multimedia: audio and audio. The post-experimental test showed that the multimedia group with sound got a higher score, but on the contrary, the results of the test were delayed by a day where higher test scores were achieved by the multimedia group without the sound. According to (Susanti et al., 2012), visual multimedia without sound and text can be more quickly accepted by cognition and assimilated by pre-existing knowledge. Meanwhile, multimedia accompanied by sound and text is slower to understand by cognition because it requires a long process considering that the understanding process

involves at least two different channels (visual and sound channels). The consequence is the delay in the storage process in long-term memory because the storage process is more complex.

Another study conducted (Verawati, 2020), related to listening comprehension found that the use of multimedia with text was significantly different from that which was not if the material being taught only involved general information. However, the material that is specific or detailed, the use of multimedia both without captions and with text in the learning process does not show a significant difference (Iskandar, et al ., 2018; Hanid & Said, 2019; Pei, L., & Wu, H 2019). The means that the use of multimedia accompanied by text is only effective for mastery of general material or information. Another possibility can be seen from the side of the learning topic. The research sample may have studied the topic before. The means that qualitatively most of the samples have sufficient knowledge about the topic being taught. So that with a little refresher from the material being taught related to the language (giving instructions), the sample can recall the material that has been taught previously and be able to do the task in question. The basic concepts needed to learn language topics related to giving instructions have been mastered by students so that the tasks given can be done by students regardless of the delivery method used during the learning process. The statement above explains that online learning is carried out using the Zoom application in delivering material to students, daily assignments are also sent via LMS. When students have finished working on assignments, the results can directly reach the lecturer.

Online learning is applied so that learning activities can continue even if they have to stay at home. Online learning is carried out by communicating through the zoom application, it easy way as process in learning either for students or teachers Syauqi, K., Munadi, S., & Triyono, M. B. 2020; Agarwal, S., & Kaushik, J. S. 2020; Chang & Fang, 2020). lecturers send subject matter and send assignments to students via LMS to send student habituation assignments which are excellent programs. Several factors encourage and inhibit the implementation of online learning. The driving factor is that the school provides a budget for lecturers to buy internet quota which is used to create a Google form account to send materials and assignments to students. The inhibiting factor is the internet network or signal that is difficult to reach by students because student houses are in the village, not all areas are easy to reach internet signals. Another obstacle comes from the students themselves who have less awareness of the tasks that students have to do.

Based on the statement above, shows that online learning causes lecturers to create new learning strategies. The strategy used after the pandemic came differs from before the pandemic, before the pandemic came, learning was carried out in schools with face-to-face meetings and then using appropriate learning strategies in the classroom. During a pandemic, lecturers change learning strategies when delivering material and giving assignments through the LMS application, lecturers provide material as text, photos, and videos. learning approaches and methods are structured to apply learning strategies. The approach taken is that the lecturer explains the material through videos, students who go offline learn the material. While the method is that the lecturer uses video as a learning tool, the lecturer designs a video in which there is a lecturer who is explaining the subject by being recorded and then sharing it through the group.

While the advantages of the learning strategy are parents so can monitor directly students that parents can find out to what extent their children understand the subject and know the learning deficiencies that exist in students. Another advantage in terms of technology for both parents and students themselves can increase their knowledge and ability to use technology, such as parents and students can run the internet to access materials and assignments for education. In online learning, learning strategies are supported by the use of learning media. Lecturers also use learning media to make it easier for students to understand the material presented online. Online learning causes lecturers

and students to not be able to meet face-to-face so that they cannot know directly whether students understand the material correctly.

CONCLUSION

Based on the discussion, it can be concluded: The learning outcomes of the experimental group and the control group did not show a significant difference. The shows that multimedia effects are long term. So that it is faster to understand than just online. It carried online learning out using the Zoom application in delivering material to students, it also sent daily assignments via LMS. When students have finished working on assignments, the results can directly reach the lecturer. Several factors encourage and inhibit the implementation of online learning. The driving factor is the internet budget. The inhibiting factor is the internet network or signal that is difficult to reach by students because student houses are in the village, not all areas are easy to reach internet signals. Another obstacle comes from the students themselves who have less awareness of the tasks that students have to do. While the advantages of the learning strategy are parents so can monitor directly students that parents can find out to what extent their children understand the subject and know the learning deficiencies that exist in students.

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