THE EFFECT OF ONLINE LEARNING ACCESSIBILITY AND INTERACTIVITY ON STUDENTS' LEARNING ON ISLAMIC RELIGIOUS EDUCATION LEARNING AT ASSALAFIYAH JUNIOR HIGH SCHOOL

AHMAD SUKANDAR

Nusantara Islamic University, Bandung, Indonesia. Email: ahmadsukandar@uninus.ac.id

KUN NGALIAH

Nusantara Islamic University, Bandung, Indonesia. Email: kunngaliah_pais2_2020@uninus.ac.id

IRFAN FAUZI

Nusantara Islamic University, Bandung, Indonesia. Email: irfanfauzi_pais2_2020@uninus.ac.id

Abstract

The Covid-19 pandemic that has hit various regions, including Indonesia, has basically brought about significant changes in the way people carry out their activities, including in their education. The pandemic conditions have made learning practices more carried out online (online), due to restrictions on face-to-face activities and regulations on social distancing in an effort to prevent further spread of the virus. However, this is also what makes many students have to experience certain obstacles in the learning process, especially those related to the level of accessibility and interactivity which has an impact on the low discipline of students in learning. This study was conducted to find out how the influence of accessibility and interactivity on students' learning discipline. This study is a quantitative study with a survey method. Respondents in this study were 32 students of class VIII SMP Plus Assalafiyah. The results of the regression analysis as hypothesis testing were carried out, showing that both accessibility and interactivity have a positive and significant impact on student learning discipline in the midst of a pandemic situation.

Keywords: Accessibility, Learning Discipline, Interactivity, Covid-19 Pandemic, Online Learning

INTRODUCTION

In 2019, the Covid-19 outbreak rocked countries around the world. One of the areas affected is education. The government prohibits all activities related to crowds, social distancing, physical distancing, wearing masks and always washing hands as a form of preventing the spread of the virus. Finally, the government through the ministry also prohibits school or face-to-face activities and instructs online learning to all schools in stages(Kemendikbud, 2020). According toMoore et al. (2011), online learning is learning that uses the internet network with accessibility, connectivity, flexibility, and the ability to bring up various types of learning interactions. Online learning is learning that is able to bring together students and educators to carry out learning interactions with the help of the internet.

In general, schools that fall into the rural category have obstacles, both economic, cultural, and IT. Schools that implement the online learning system find obstacles in the form of parental refusal regarding spending on purchasing quotas and cellphones or laptops, due to high prices. The habit of gathering is also an obstacle for most schools in

rural areas, people want face-to-face schools even though they are still in a pandemic. Furthermore, the use of IT that cannot and is used to using visual learning media becomes an obstacle for the sustainability of the online learning system, coupled with the problem of misuse of cellphones by students, which makes parents disapprove of the online learning system. These obstacles,

The implementation of the online learning system at SMP Assalafiyah has been prepared when the government's instructions regarding the prohibition of face-to-face meetings on schools came into effect.(Kemendikbud, 2020). The principal and his staff are aware of the risks of the ban, so the school needs innovation regarding the continuity of learning at SMP Assalafiyah. Therefore, it is necessary to have a mutual agreement between stakeholders, the core management of SMP, education and education staff, learning residents, and students of SMP Assalafiyah. At the beginning of the planning, obstacles and obstacles emerged both from internal schools, students and also the community as parents of students. These issues revolve around buying cellphones or laptops, filling quotas, concerns about IT misuse by young junior high school students, and many others as described above. Eventually,

In implementing the online system, all elements in the school must have competence with regard to the use of IT. Therefore, SMP Assalafiyah facilitates training in the use of learning media for educators and education staff to improve competence in the IT field. In this case, education personnel are involved in participating in training aimed at assisting teachers who have problems in this field, so there is no reason not to use them in learning. They are also trained to make power points, so that learning looks interesting, and not boring for students of SMP Assalafiyah. The training takes a long time, because online learning is something new for teachers and students alike. Besides that,

In 2020, the Assalafiyah Junior High School's online learning system is applied to new students, class II students and class III students who have been socialized before, and even a simulation has been carried out before learning and teaching activities (KBM) begin. Most of the students, both new and old, enthusiastically welcomed the online learning system implemented by SMP Assalafiyah. Various arguments from Assalafiyah Middle School students, including being proud because Assalafiyah Middle School is the only one that implements a modern system regarding online learning in the area (Abdurrosyd, 2021). think school people

The application of the online learning system at SMP Assalafiyah provides convenience for teachers and students who interact directly. Because the media used is sufficient to accommodate the needs of teachers and students. StudySun et al. (2008)informing that the flexibility of time, learning methods, and places in online learning affect student satisfaction with learning. Moreover, the Google meeting and Zoom applications have adequate audio-visual features, so that students and students, as well as teachers, can interact freely, even subject matter can be presented through the application.Zhang et al. (2004)revealed that the use of the internet and multimedia technology is able to change

the way knowledge is delivered and can be an alternative to learning carried out in traditional classrooms.

The existence of the media, changes the paradigm of teachers and students, that learning and teaching can be done anywhere that is not limited by space and time. Even subject matter can be accessed freely via the internet, so that students do not wait for information from the teacher regarding the subjects to be delivered. Online learning requires students to prepare their own learning, evaluate, organize and simultaneously maintain motivation in learning. Likewise, teachers are easy to find sources of material to develop material that is read from books in the library.According to Moore et al. (2011), online learning is learning that uses the internet network with accessibility, connectivity, flexibility, and the ability to bring up various types of learning interactions. Research conducted by Zhang et al. (2004) show that the use of the internet and multimedia technology can change the way knowledge is delivered and can be an alternative to learning carried out in traditional classrooms. Online learning is learning that is able to bring together students and educators to carry out learning interactions with the help of the internet.

The online learning system can be used by all teachers, and all subjects. Teachers of Islamic Religious Education (PAI) subjects use an online learning system for class II students of SMP Assalafiyah since the online learning program began until now. The culture of teaching and learning activities has slowly changed, this has formed a new paradigm and habit for teachers and students, so that some teachers and students still want an online learning system, even though face-to-face schools are allowed someday. The reason is, the online learning system does not change the learning discipline of students in PAI subjects, even their tenacity in learning is getting higher so that the PAI subject assessment has a significant increase from before.(Kantanto, 2011).

In this case, SMP Assalafiyah is able to answer the challenges of the times, meet the needs of the community and follow the learning model instructed by the government during the pandemic. The application of the online learning system programmed by SMP Assalafiyah creates a positive precedent for the development of education in general. Assalafiyah Junior High School which is based on Islamic boarding schools is able to revive private schools located around the Ciasem sub-district. Based on this, this study basically aims to study further with regard to the process of teaching and learning activities (KBM) with an online learning system by being limited to the KBM process for Islamic religious education (PAI) subjects. In particular,

METHOD

This study uses a quantitative approach with survey methods and data analysis using regression analysis methods with the SPSS program. The respondents in this study were students who were in the SMP Plus Assalafiyah environment. Sources of data in the study include: (1)primary data sources or data sources that directly provide data to information gatherers or researchers; and (2) secondary data sources or data sources that do not

directly provide data to data collectors. The data collection instrument used was a questionnaire distributed to class VIII students in SMP Plus Assalafiyah.

The hypotheses built in this study are:

1. Null hypothesis (Ho): There is no significant effect between the accessibility and interactivity of online learning on the learning discipline of students in the PAI subject in class VIII SMP Plus Assalafiyah.

2. Alternative Hypothesis (Ha): There is a significant effect of the accessibility and interactivity of online learning on the learning discipline of students in the PAI subject in class VIII SMP Plus Assalafiyah.

RESULTS AND DISCUSSION

A total of 32 students were involved in filling out questionnaires which were distributed to obtain data on the variables studied. The collected data is then processed and statistical testing is carried out with the SPSS program. In this case, the statistical tests include instrument testing (validity and reliability), classical assumption test, and hypothesis testing using the regression method. Here are the steps and the results of the tests carried out:

1. Instrument Test

The instrument test in this study was conducted to obtain information related to the validity and reliability of the data collection instrument used (questionnaire), the results of which are as follows:

a. Validity

Validity is a standard or basic measure that shows appropriateness, usefulness and validity that leads to the accuracy of the interpretation of an evaluation procedure in accordance with the measurement objectives. Validity is the accuracy of the assessment tool against the concept being assessed so that it really assesses what must be assessed. The validity of an instrument will test whether the instrument actually measures the roof to be measured. In other words, the validity test is related to the extent to which the accuracy and accuracy of a measuring instrument (test) in carrying out its measuring function. A test is said to have high validity if the tool performs the measuring function correctly or provides measurement results that are in accordance with the purpose of the measurement.(Creswell, 2014; Sugiyono, 2016). In this study, the results of observations in the rTable showed that the value of the sample (N) = 32 was 0.3439. Referring to the results of the validity test of the resulting variables X1, X2 and Y, the instrument of the variable X1 (Accessibility) (X1.1, X1.2, X1.3, X1.4, X1.5, X1.6, X1.7), and the variable X2 (Interactivity) (X2.1, X2.2, X2.3, X2.4, X2.5, X2.6, X2.7), as well as the Y variable Learning Discipline of students (Y1, Y2, Y3, Y4, Y5, Y6, Y7), all items in the instrument produce rCount > values from rTable, except X2.5. So it can be concluded that almost all items in the instrument (questionnaire) in this study are valid.

b. Reliability

Reliability is used to test whether the instrument used is reliable or vice versa. An instrument is said to be reliable if there are similarities in data at different times. This reliability testing technique uses Cronbach's Alpha analysis technique. In this reliability test,☐rated reliable if it is greater than 0.6(Priadana, 2017; Sugiyono, 2016). The rules for determining the data obtained are reliable or not, as follows: (i) If the Cronbach Alpha reliability score exceeds 0.6, then the instrument is reliable. This means that the questionnaire can be trusted and can be used; (ii) If the Cronbach Alpha reliability score is less than 0.6, then the instrument is not reliable. This means that the questionnaire cannot be trusted and cannot be used. The table below is a reliability test table for the variables of accessibility (X1), interactivity (X2), and learning discipline (Y), as follows;

No.	Variable	Cronbach's Alpha	N of Items
1.	Accessibility	.847	7
2.	Interactivity	.733	7
3.	Learning Discipline	.753	7

From the test results, it can be seen that the value of Cronbach's Alpha of Accessibility (X1) is 0.847, Interactivity (X2) is 0.733, and Student Learning Discipline (Y) is 0.753. These results indicate that the value of Cronbach's Alpha of all variables (0.847 , 0.733 and 0.753) is greater (>) 0.6. So it can be concluded that all instruments in this study are reliable.

2. Classic assumption test

Classical assumption test is a form of testing related to several assumptions or requirements that must be met in the regression model. Such assumptions or requirements include the following tests:

a. Normality test

In the normality test, the formula used is Skewness Kurtosis. In this case, the results of the normality test can be obtained that the X1 variable produces Skewness values -0.018 (statistics) and 0.414 (Std. Error), and produces Kurtosis values -1.231 (statistics) and 0.809. Variable X2 produces Skewness values -0.096 (statistics) and 0.414 (Std. Error), and produces Kurtosis values -0.852 (statistics) and 0.809. The Y variable produces Skewness values -0.605 (statistics) and 0.414 (Std. Error), and produces Kurtosis values -0.243 (statistics) and 0.809. To find out whether the data in this study are normally distributed, the value of the skewness-kurtosis ratio must be between -2 to +2. While these provisions can be divided between skewness and std. Error skewness and between kurtosis divided by std Error Kurtosis. Therefore, the variable X1 skewness is calculated - 0.018: 0, 414 = -0.04348 and kurtosis is calculated -1.231 : 0.809 = -1.52163. While the variable X2 skewness calculated 0.096 : 0.414 = 0.231884 and the kurtosis was calculated -0.852 : 0.809 = -1.05315. The Y skewness variable is calculated -0.605 : 0.414

= -1.46135 and the kurtosis is calculated - 0.243 : 0.809 = -0, 30037. The data results in a variable X1 skewness value of -0.04348 and a kurtosis of -1.52163. The X2 skewness variable produces a value of 0.231884 and a kurtosis of -1.05315. While the Y skewness variable produces a value of -1.46135 and the kurtosi is -0, 30037. If seen from the calculation results, that the value is between -2 to +2, then the data can be said to be normally distributed. then the variable X1 skewness is calculated - 0.018: 0, 414 = -0.04348 and kurtosis is calculated -1.231 : 0.809 = -1.52163. While the variable X2 skewness calculated 0.096 : 0.414 = 0.231884 and the kurtosis was calculated -0.852 : 0.809 = -1.05315. The Y skewness variable is calculated -0.605 : 0.414 = -1.46135 and the kurtosis is calculated - 0.243 : 0.809 = -0, 30037. The data results in a variable X1 skewness value of -0.04348 and a kurtosis of -1.52163. The X2 skewness variable produces a value of 0.231884 and a kurtosis of -1.05315. While the Y skewness variable produces a value of -1.46135 and the kurtosi is -0, 30037. If seen from the calculation results, that the value is between -2 to +2, then the data can be said to be normally distributed. then the variable X1 skewness is calculated - 0.018: 0, 414 = -0.04348 and kurtosis is calculated -1.231 : 0.809 = -1.52163. While the variable X2 skewness calculated 0.096 : 0.414 = 0.231884 and the kurtosis was calculated -0.852 : 0.809 = -1.05315. The Y skewness variable is calculated -0.605 : 0.414 = -1.46135 and the kurtosis is calculated - 0.243 : 0.809 = -0, 30037. The data results in a variable X1 skewness value of -0.04348 and a kurtosis of -1.52163. The X2 skewness variable produces a value of 0.231884 and a kurtosis of -1.05315. While the Y skewness variable produces a value of -1.46135 and the kurtosi is -0, 30037. If seen from the calculation results, that the value is between -2 to +2, then the data can be said to be normally distributed. 52163. While the variable X2 skewness is calculated 0.096 : 0.414 = 0.231884 and the kurtosis is calculated -0.852 : 0.809 = -1.05315. The Y skewness variable is calculated -0.605 : 0.414 = -1.46135 and the kurtosis is calculated - 0.243 : 0.809 = -0, 30037. The data results in a variable X1 skewness value of -0.04348 and a kurtosis of -1.52163. The X2 skewness variable produces a value of 0.231884 and a kurtosis of -1.05315. While the Y skewness variable produces a value of -1.46135 and the kurtosi is -0, 30037. If seen from the calculation results, that the value is between -2 to +2, then the data can be said to be normally distributed. 52163. While the variable X2 skewness is calculated 0.096 : 0.414 = 0.231884 and the kurtosis is calculated -0.852 : 0.809 = -1.05315. The Y skewness variable is calculated -0.605 : 0.414 = -1.46135 and the kurtosis is calculated - 0.243 : 0.809 = -0, 30037. The data results in a variable X1 skewness value of -0.04348 and a kurtosis of -1.52163. The X2 skewness variable produces a value of 0.231884 and a kurtosis of -1.05315. While the Y skewness variable produces a value of -1.46135 and the kurtosi is -0, 30037. If seen from the calculation results, that the value is between -2 to +2, then the data can be said to be normally distributed. 414 = -1.46135 and the kurtosis is calculated - 0.243 : 0.809 = -0, 30037. These data produce a variable X1 skewness value of -0.04348 and a kurtosis of -1.52163. The X2 skewness variable produces a value of 0.231884 and a kurtosis of -1.05315. While the Y skewness variable produces a value of -1.46135 and the kurtosi is -0, 30037. If seen from the calculation results, that the value is between -2 to +2, then the data can be said to be normally distributed. 414 = -1.46135

and the kurtosis is calculated - 0.243 : 0.809 = -0, 30037. These data produce a variable X1 skewness value of -0.04348 and a kurtosis of -1.52163. The X2 skewness variable produces a value of 0.231884 and a kurtosis of -1.05315. While the Y skewness variable produces a value of -1.46135 and the kurtosi is -0, 30037. If seen from the calculation results, that the value is between -2 to +2, then the data can be said to be normally distributed.

b. Multicollinearity Test

The results of the multicollinearity test for each independent variable can be seen in the following table:

Coefficientsa							
	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
Model	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1 (Constant)	2.209	2,512		.879	.386		
Accessibility	.126	.203	.149	.622	.539	.110	9.104
Interactivity	.784	.246	.762	3.185	.003	.110	9.104
a. Dependent Variable: Learning Discipline							

The data above produces a variable X1 with a tolerance value of 0.110 and a VIF of 9.104. While the X2 variable produces a tolerance value of 0.110 and a VIF of 9.104. To produce good data, there is no multicollinearity symptom with a tolerance value greater than (>) 0.10 and a VIF value less than (<) 10.00. If seen from these results, Accessibility produces a Tolerance value of 0.110 > 0.10 and a VIF value of 9.104 < 10.00, it can be said that there is no multicollinearity. The Interactivity resulted in an Interactivity value of 0.110 > 0.10 and a VIF value of 9.104 < 10.00, so it can be said that there is no multicollinearity. Thus, there is no symptom of multicollinearity between the X variables which concludes that the data is data with good categories.

c. Heteroscedasticity Test

The results of the heteroscedasticity test can be seen in the following SPSS output table:

Coefficientsa					
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model	B	Std. Error	Beta		
1 (Constant)	-.822	1.392		-.591	.559
Accessibility	-.066	.112	-.318	-.583	.564
Interactivity	.125	.136	.500	.917	.367
a. Dependent Variable: Abs_RES					

The data above produces the variable X1 with a value of sig, 0564 and the variable X2 produces a value of sig. 036 To produce good data, there is no heteroscedasticity symptom with a sig value. greater than (>) 0.05. If seen from these results, Accessibility

produces a sig value of 0.564> 0.05, so it can be said that there is no heteroscedasticity. The Interactivity produces a sign value of 0.367> 0.05, so it can be said that there is no heteroscedasticity. Thus, between the X variables there is no heteroscedasticity symptom, which means that the data is data with good categories.

3. Hypothesis testing

The results of the previous classical assumption test show that the above model has met the requirements of a good regression. To test the hypothesis that was built, the researcher then conducted a simple regression test, with the following results:

a. T Uji test

The results of the T test can be seen in the following table:

Coefficientsa					
Model	**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
	B	**Std. Error**	**Beta**		
1 (Constant)	2.209	2,512		.879	.386
Accessibility	.126	.203	.149	.622	.539
Interactivity	.784	.246	.762	3.185	.003
a. Dependent Variable: Learning Discipline					

In the table there is a partial assessment of the X variable against Y. In other words, there is testing the first hypothesis (H1) and testing the second hypothesis (H2), namely: (1) Variables X1 and Y (H1). In testing the first hypothesis (H1), it is known that the value of Sig. for the effect of X1 on Y of 0.539 > 0.05 and the value of t arithmetic 0.622 < t table 2.025 so it can be concluded that H1 is rejected which means that Variable X1 (Accessibility) has no effect on Variable Y (Learning Discipline); and (2) Variables X2 and Y (H2) In testing the Second Hypothesis (H2), it is known that the value of Sig. for the effect of X2 on Y of 0.003 <0.05 and the value of t count 3.185 > t table 2.025 so it can be concluded that H2 is accepted which means that X2 variable (Interactivity) has an effect on Variable Y (Learning Discipline).

b. F Uji test

The results of the F test can be seen in the following table:

ANOVAa					
Model	**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1 Regression	171.034	2	85.517	64,948	<.001b
Residual	38,184	29	1.317		
Total	209,219	31			
a. Dependent Variable: Learning Discipline					
b. Predictors: (Constant), Interactivity, Accessibility					

In the F test, simultaneously testing the variables X1 and X2 against Y. In testing the Third Hypothesis (H3), it is known that the value of Sig. for the effect of X1 and X2 on Y of 0.001 <0.05 and the value of t count 64.948 > t table 3.32 so it can be concluded that H3 is accepted which means that Variables X1 (Accessibility) and X2 (Interactivity) simultaneously affect Variable Y (Learning Discipline).

Based on the output above, it can be seen that the value of R Square is 0.817. This implies that simultaneously the effect of Accessibility (Variable X1) and Interactivity (Variable X2) on learning discipline (Y) is 81.7%.

In this assessment there is a partial assessment of the X variable against Y. In other words, there is testing the first hypothesis (H1) and testing the second hypothesis (H2). In testing the first hypothesis (H1), it is known that the value of Sig. for the effect of X1 on Y of 0.539 > 0.05 and the t value of 0.622 < t table of 2.025 so it can be concluded that H1 is rejected which means that X1 variable (Accessibility) has no effect on Variable Y (Learning Discipline). In testing the Second Hypothesis (H2), it is known that the value of Sig. for the effect of X2 on Y of 0.003 <0.05 and the value of t count 3.185 > t table 2.025 so it can be concluded that H2 is accepted which means that X2 variable (Interactivity) has an effect on Variable Y (Learning Discipline). In the F test, simultaneously testing the variables X1 and X2 against Y. In testing the Third Hypothesis (H3), it is known that the value of Sig. for the effect of X1 and X2 on Y of 0.001 <0.05 and the value of t count 64.948 > t table 3.32 so it can be concluded that H3 is accepted which means that Variables X1 (Accessibility) and X2 (Interactivity) simultaneously affect Variable Y (Learning Discipline).

In this case, the researcher will use class VIII to be the respondent. Because the number of students in class VIII SMP Plus Assalafiyah is less than 100, the authors take the entire population to be used as research samples, which are 32 people (students) consisting of 20 male students and 12 female students. It has been explained previously that the value of R Square is 0.817. This implies that simultaneously the effect of Accessibility (Variable X1) and Interactivity (Variable X2) on learning discipline (Y) is 81.7%.

The effect of accessibility on students' learning discipline at SMP Plus Assalafiyah is in accordance with several previous research results which also showed similar results, namely that the level of student discipline in learning is influenced by ease of access and availability of learning support devices that are capable of dealing with learning needs in schools. in the middle of a pandemic(Alam et al., 2018; Allam et al., 2020; Bigo et al., 2021; Padmo & Ardiasih, 2020; Sari & Oktaviani, 2021).

The results of this study also support some previous research which shows that the level of interactivity or interaction of students with teachers and or good subject matter is very necessary for the success of online learning, especially because it can help teachers improve student discipline in learning.(Hermanto & Srimulyani, 2021; Wijayanengtias & Claretta, 2020).

CONCLUSION

The results of this study indicate that the learning discipline of students is influenced by many factors. In this case, the accessibility and interactivity factors are two important factors that affect the Learning Discipline of students at SMP Plus Assalafiyah. The results of this study confirm that learning practices in the midst of a pandemic have undergone significant changes, which require teachers or schools to improve the accessibility of students in learning and their interactivity in online learning in the midst of the pandemic situation. These two things are prerequisites for improving student discipline in learning to then get good achievements and or learning outcomes.

REFERENCE

- Alam, QN, Aziz, SA, & Qazi, R. (2018). A study to investigate the effects of changing values and social media on class room discipline. International Journal of Academic Research and Development, 3(3), 241–244.
- Allam, SNS, Hassan, MS, Mohideen, RS, Ramlan, AF, & Kamal, RM (2020). Online Distance Learning Readiness During Covid-19 Outbreak Among Undergraduate Students. International Journal of Academic Research in Business and Social Sciences, 10(5), 642–657.
- Bigo, D., Guild, E., & Kuskonmaz, EM (2021). Obedience in Times of COVID-19 Pandemics: A Renewed Governmentality of Unease? Global Discourse: An Interdisciplinary Journal of Current Affairs, 471–489.
- Creswell, JW (2014). Research Design: Qualitative, Quantitative and Mixed Methods Approaches. SAGE Publications, Inc.
- Hermanto, YB, & Srimulyani, VA (2021). The Challenges of Online Learning During the Covid-19 Pandemic. Journal of Education and Teaching, 54(1), 46–57.
- Ministry of Education and Culture. (2020). Circular on the implementation of education policies in the emergency period for the spread of coronavirus Disease (covid-19). Ministry of Education and Culture.
- Kuntanto, NM (2011). Careful in Language Careful in Thinking. Media Discourse Partners.
- Moore, JL, Dickson-Deane, C., & Galyen, K. (2011). e-Learning, online learning, and distance learning environments: Are they the same? Internet and Higher Education, 14, 129–135.
- Padmo, D., & Ardiasih, LS (2020). Online Learning During the Covid-19 Pandemic and Its Effect on Future Education in Indonesia. In The Impact Of COVID19 On The International Education System. Proud Pen.
- Priadana, MS (2017). Research methodology. Pasundan University.
- Sari, FM, & Oktaviani, L. (2021). Undergraduate Students' Views on the Use of Online Learning Platform during the Covid-19 Pandemic. Technosastic, 19(1), 41–47.
- Sugiyono. (2016). Qualitative Quantitative Research Methods and R&D. Alphabet.
- Sun, P.-C., Tsai, RJ, Finger, G., & Chen, Y. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers & Education, 50(4), 1183–1202.
- Wijayanengtias, M., & Claretta, D. (2020). Student Perceptions of Online Learning During the Covid-19 Pandemic. Channel, 9(1), 16–21.
- Zhang, D., Zhao, JL, Zhou, L., & Nunamaker Jr., JF (2004). Can E-learning Replace Classroom Learning? Communications of the ACM, 47(5), 75–79.