

Application of e-Learning in Japanese Learning at Japanese Language Education Program of Universitas Muhammadiyah Yogyakarta

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Abstract— *Along with technological developments, online learning has been generally accepted as one component in the teaching and learning process. It is proven by many educational institutions applying e-learning. E-Learning is a type of learning system that allows the delivery of teaching materials to students using the Internet, Intranet, or other computer network media. E-Learning is a learning process (learning) using/utilizing Information and Communication Technology (ICT) as tools that can be available whenever and wherever needed so that it can overcome space and time constraints. The Japanese education program is a study program that has just implemented e-learning in the process of learning Japanese in the higher education 2018/2019 academic year, especially in the Chukyu Bunkei (Intermediary Grammar and Nihongo Indonesiango Honyaku courses (Japanese Language to Indonesian Language Translator). Therefore, in this paper, we will discuss the implementation of e-learning in the form of activities carried out, such as assessment, quiz, discussion, grading, in both courses and the problems faced by lecturers. This study is a descriptive qualitative survey with results in the Chukyu Bunkei (Intermediary Grammar) lecture the activities carried out were Assessment, discussion, and Quiz, as well as the Nihongo Indonesiango Honyaku course (Japanese Language to Indonesian Language Translator) and the problem faced is ineffective e-learning page mastery. E-learning participants find it difficult to access it.*

Keywords — *E-Learning, Japanese Language, Chukyu Bunkei, Nihongo Indonesiango Honyaku*

I. INTRODUCTION

Following the mandate of primary education, the law is a conscious effort to create a learning atmosphere and learning process. As a result, students have developed their academic and spiritual potential that it can be useful for themselves and their environment. Learners take the learning process to obtain knowledge as a provision for life. The learning process is an education in a narrower sense, and this process is a series of knowledge transfer activities, the transfer of value from the instructor to the learner. The learning process is an essential component in improving the quality of education. On the other hand, a variety of complex supporting factors, including student factors, teacher competence, learning media, learning materials, learning tools, the learning climate in the classroom and so on also determine the self-learning.

The dynamic and ever-changing era has resulted in changing learning needs as well. There have been efforts to improve the learning process taken, such as by integrating with technological elements. Information Communication Technology (ICT) in Indonesian is better known as information technology. In Indonesia itself, the development has been very rapid in line with today's lifestyle that shows enormous technological needs. In theory, information technology includes everything related to the process used as a tool, manipulation, and management of information. In other words communication information is all things related to the use of tools to process and transfer data from one device to another, which makes access to information flow from recipient sources so quickly (Sanjaya: 2018).

The combination of learning and technology is what drives the birth of e-learning as it is currently growing. In the UMY institution, e-learning is recommended, and many study programs have been implementing it for a long time, but several study programs have just implemented it as in the UMY Japanese Language Education Study Program. Regarding the conditions conveyed, it is interesting to know the dynamics of what happened after the implementation of e-learning in this environment for the first time.

The purpose of this research is to find out how the application of e-learning in a Japanese Language Program of Universitas Muhammadiyah Yogyakarta. And to find out the difficulties of applying e-learning from lectures point of view.

The main concept of e-learning is to utilize the development of information and communication technology and to foster the development of the educational process. As stated by Herniawati, the idea of e-learning is learning that uses or utilizes electronic information and communication technology (ICT) (electronic) as a tool, so the focus is learning not on the e-mail ("e-"). E-learning also means the process of transforming learning from "Instructor Centric" to "Learner Centric" (Effendi, Bob Soelaeman: 2006). One definition that is quite acceptable to many parties is from Darin E. Hartley (Hartley, 2001) who states: "e-Learning is a type of teaching and learning that allows

teaching material to be conveyed to students using the Internet, Intranet or other computer network media.”

The researchers can conclude that in e-learning, learning material is distributed through an electronic media such as the Internet, intranet/extranet, satellite, broadcast, audio/videotape, interactive TV, CDROM, and computer-based training (CBT). E-learning is the use of electronic technology to send, support, and improve teaching, learning, and assessment. The use of information and communication technology (ICT) facilities can be viewed positively as a medium that provides and helps interaction between teachers and students in streamlining and streamlining the learning process. (Herniwati, n.d.).

From the theories taken from the experts, the characteristics of e-learning are as follows:

1. Utilizing electronic technology services; where instructors and students, students and fellow students or instructors and fellow teachers can communicate relatively easily without being limited by things that are protocol;’
2. Using independent teaching materials (self-learning materials) stored on a computer so that they can be accessed by instructors and students anytime and anywhere and those concerned need it; and
3. Utilizing the learning schedule, curriculum, learning progress results, and matters relating to educational administration that are visible at any time on the computer.

With the existence of e-learning, the instructor will be more straightforward:

1. to update learning materials which are their responsibility following the demands of the latest scientific developments
2. to develop themselves or research to improve their insight
3. to control learners' learning activities, The use of information and communication technology (ICT) must include interaction patterns between instructors and students, the use of information and communication technology as learning resources and tools. Teachers and students are not objects that can only be used but also the subject of e-learning.

The subject means having an active role in determining the success of e-learning, where the instructor and students have the willingness and ability to utilize information and communication technology (ICT) so that the teaching objectives of the e-learning method can be realized and run well. (Herniwati, n.d.)

Also, there are at least 3 (three) e-Learning functions for learning activities in the classroom (Siahaan, 2003):

1. Supplements (additional), namely if students have the freedom to choose, whether or not to use electronic learning material. In this case, there is no obligation for students to access electronic learning material. Even

though it is optional, students who use it will undoubtedly have additional knowledge or insight

2. Complement (complement), i.e., if electronic learning material is programmed to complement the learning material received by students in the class. A complement means electronic learning material programmed to supplement enrichment or remedial material. It is said to be enrichment if students who can quickly master/understand the subject matter delivered at face-to-face allowed to access electronic learning materials specifically developed for them. The goal is to strengthen further the level of mastery of subject matter accepted in class. It is said to be a remedial program if students who have difficulty understanding the subject matter at face-to-face are allowed to utilize electronic learning material specifically designed for them. The goal is for students to understand the subject matter presented in class more easily.
3. Substitution (substitute) that is if e-Learning is done as a substitute for learning activities, for example, by using models of learning activities. There are 3 (three) alternative models that lecturers can choose, namely: (1) entirely face-to-face (conventional), (2) partially face-to-face and partly via the internet, or even (3) solely through the internet.

Delivery system (content system) in e-Learning, can be classified into two, namely one-way communication (one-way communication) or two-way communication (two-way communication). Communication or interaction between instructors and students in the learning process is indeed preferable through a two-way system. In e-learning, two-way communication systems have two classifications, namely:

1. Directly (synchronous), meaning that when the instructor provides lessons, students can immediately listen.
2. Synchronous, for example, a message from the instructor is recorded before being used. (Sutanta & No, n.d.)

According to (Tsauri, Nugro, & Wibisono, 2009), several models of e-learning development are as follows: Haughey's opinion (Haughey, 2001) explains the development of e-learning. According to him, there are three possibilities in the development of an internet-based learning system, namely the web course, web-centric course, and a web-enhanced course.

1. The web course is the use of the internet for educational purposes, where students and instructors are entirely separate, and there is no need for face-to-face meetings. Lecturers deliver all teaching materials, discussions, consultations, assignments, exercises, examinations, and other learning activities via the internet. In other words, this model uses a remote system.
2. The web-centric course is the use of the internet that combines distance learning and face to face (conventional). The students can get some of the material via the internet, and some are through face to

face. Its function is complementary. In this model, the teacher can give instructions to students to learn the subject matter through the web that they have made. Students are also given direction to find other sources of relevant sites. In face to face, students and instructors have more discussion about the findings of the material learned through the internet.

3. The web-enhanced course is the use of the internet to support the improvement of the quality of learning carried out in the classroom. The function of the internet is to provide enrichment and communication between students with instructors, fellow students, group members, or students with other resource persons. Therefore, the teaching role, in this case, is required to master the technique of searching for information on the internet, to guide students to find and find sites that are relevant to learning materials, to present exciting content through the web, to serve guidance and communication through the internet, and other skills required.

E-Learning Strengths and Weaknesses

Instructions on the benefits of internet use, especially in open and distance education (Elangovan, 1997)(Soekarwati, 2002)(Mulvihil, 1997) (Utarini, 1997), among others, first, the availability of e-moderating facilities where teachers and students can communicate easily through internet facilities on a regular basis or whenever communication activities are carried out without being limited by distance, place and time. Second, the teacher and students can use instructional materials or structured and scheduled learning instructions through the internet, so that both can assess each other to what extent the teaching material is learned. Third, students can study or review teaching materials at anytime and anywhere if needed, considering teaching materials are stored on the computer. Fourth, if students need additional information related to the content they are studying, they can access the internet more efficiently. Fifth, both teachers and students can hold discussions through the internet, which can be followed by a large number of participants, thus increasing knowledge and broader insights. Sixth, changes in the role of students from usually passive to active. Seventh, relatively more efficient, for those who live far from conventional colleges or schools.

The use of the internet for learning or e-learning is also inseparable from various shortcomings. Various criticisms (Bullen, 2001)(Beam, 1997), among others, first, the lack of interaction between teachers and students or even between students themselves. This lack of communication can slow the formation of values in the learning and teaching process. Second, the tendency to ignore the academic or social aspects and vice versa encourage the growth of business /financial issues. Third, the learning and teaching process tends to be towards training rather than education. Fourth, the changing role of teachers from those who initially mastered conventional learning techniques, where it is now also required to know the learning techniques that use ICT. Fifth, students who do not have high learning motivation tend to fail. Sixth, not all internet facilities are available. Seventh, Lack of

staff who know and have internet skills. Eighth, Lack of mastery of computer language.

II. RESEARCH METHODS

The method used was descriptive, which is to describe the current phenomenon with scientific procedures to answer the actual problem (Sutedi, 2009). The phenomena explained are the data finding during the implementation of e-learning in the *Chukyu Bunkei* and *Nihongo Indoneshiago Honyaku* (MK) courses conducted at the Japanese Education Program, Universitas Muhammadiyah Yogyakarta as a sample of this research, whereas and the population is all courses of Japanese language Education Program in odd semester of 2018/2019. The number of participants in the *Chukyu Bunkei* lecture was third-semester students and students who re-took this course in two classes (A, and B) with a total of 45 students. Meanwhile, the number of participants in the *Nihongo Indoneshiago Honyaku* lecture was seventh-semester students with a total number of participants of 20 students. Data collection was from an observation made during the course and interview with lectures.

III. RESULT

These study results are as follows:

1. The Application of in *Chukyu Bunkei*
 - 1) The purpose of e-learning in the *Chukyu Bunkei* course are:
 - a. Educating students to practice Japanese systematically in the form of grammar teaching, sentence patterns, and basic expressions and integrate all these components with online models to be adaptive to the current context.
 - b. Providing opportunities for students to get a different experience than usual, which triggers the interest of students to continue to learn to avoid fatigue.
 - c. Facilitating students who feel they are not getting enough material face-to-face, and for students who want to study distance.
 - d. Developing a learning model that will later become distance learning.
 - 2) Competency Map

There were three stages of subject learning outcomes map for students. First, the students are able to master language theoretically and communication techniques both spoken and written based on JF Standard A2 or JLPT N3. Second, the students are able to communicate both spoken and written based on JF Standard A2 or JLPT N3. Third, the students are able to implement a concept theoretically based on JF Standard A2 or JLPT N3 in daily context.
 - 3) The structure of *Chukyu Bunkei* Course e-learning materials

The lecturer did some steps in *Chukyu Bunkei* Course. Before giving any assignments, the lecturer made competency/study material which was based on N4/ C1, C2, C3. Then, the quiz design was in the

forms of multiple-choice and essay and based on JF Standard A2 or JLPT N3 (PP1) and JF Standard A2 or JLPT N3 (PP1). The lecturer took the material/quiz from two books called *Nihongo Shoho* and *Minna no Nihongo*. The total grade for assessment was 100. Meanwhile, for the online forum, the subject was a discussion about request expression. The lecturer also would assess with grade compositions consisting of attendance (2%), creativity (3%), and discussion ability (5%).

4) Application of E-learning in the Chukyu Bunkei course

There was a general description of the steps in implementing e-learning. First of all, students who had registered in the e-learning course would be online participants. In other words, this was the starting gate before heading to additional features that could be accessed by participants. The stages in accessing the e-learning page of the *Chukyu Bunkei* course are as follows.

- a. Students access online through <http://learning.lang.umy.ac.id>;
- b. Students choose the course categories of Japanese Language Education;
- c. Students from the third semester click on the *Chukyu Bunkei* course;
- d. Students visit the main page of the e-learning lecture.

In the main page of the e-learning lecture, the *Chukyu Bunkei* course must contain some information related to the subject such as the supervisor's identity, course description, learning achievement, competency map, lecture order, and assessment composition. Learning with this e-learning model refers to the theory used including substitution categories, meaning that one e-learning lecture meeting is the same as one face-to-face meeting in class based on learning outcomes and study material to be achieved in the material arranged to meet learning targets. The material presented in principle is almost the same as face-to-face learning but is packaged differently according to the type of activity carried out.

There are assignment activities or in the form of assignments to students to work on mid-level sentence patterns or equivalent A2 language skills that refer to standard JF provisions. The lecturer took material from various references starting from sentence pattern books, Japanese sentence pattern sites, and *Minna no Nihongo Honsatsu Chukyu I* book. The assignment instructions and provisions were available in templates column, with a predetermined time students must submit before the deadline ends.

The third process, face-to-face meetings were replaced by forum activities in the form of material explanations with links and examples of relevant sentence patterns. After that, threads were to provide opportunities for students to practice so that the concepts explained could be implemented in the actual context. Then in the forum, there were also material deepening activities so that the students could know the extent of their understanding during the lecture. The fourth process

was a computer-based quiz, not only MOODLE-based platforms made various types of quizzes, and random systems could minimize the possibility of cheating learners when answering questions, and the fourth assignment assessment process with output papers or resume material which had been studied and uploaded to e-learning.

The final part of the lecture was a competency test as one of the parameters of achievement of lecture material, besides that there is an assignment assessment with output in the form of summary papers from the content based on the choice of the presenter group.

After the participants carried out a series of activities and commented on by the instructor online, all the values collected by the running recapitulation process were adjusted to the composition of the assessment then entered into the grading menu to obtain the course of the overall grade of the *Chukyu Bunkei* course.

2. Application of e-learning in the course of *Nihongo Indoneshigo Honyaku*

In this online-based course, the *Nihongo Indoneshiago Honyaku* Lecture was in the odd semester of 2017/2018. Materials, assignments, and discussions were online through <http://learning.lang.umy.ac.id> to complete face-to-face meetings in the lecture hall. In the implementation of e-learning, learning was through several stages, as follows.

1) Development Phase

In this phase, the researchers conducted a need analysis, planning, and development of online courses before and when carrying out the recovery. A need analysis is to improve the ability to translate and support the profile of Japanese Education Study Program graduates. Meanwhile, the learning analysis consists of 3 competency materials, namely Theory and Ethics of Written Translator Professionals, Indonesian - Japanese written translation techniques, and Japanese-Indonesian Written Translation Practice.

2) Planning and Development Phase

This phase consists of Material Development, Development of Discussion forums, quiz Development, Evaluation activity Plan, Development of online Evaluation activities. The subjects in Material development are translation, translation ethics, and the practice of translating folklore, short stories, and textbooks. The outputs/learning achievements include understanding written translation theory (C1), translating written texts from Japanese into Indonesian in folklore, and translating written texts from Japanese into Indonesian in Textbooks. In Development of Discussion Forums, the students are supposed to understand Translation Theory (C2) and to translate from Japanese into Indonesian short story (C3). Quiz Development is in the form of multiple-choice, and its goal is students have Understanding Translation Theory (C2). For the

Evaluation, the activities are varied. The learning achievements are the results of Material Development. Meanwhile, Development of Online Evaluation Activities has online assessment percentage such as 2% for activeness in the discussion forum, 10% for uploading files, 10% for quizzes, 15% for translation results, 8% for activeness in discussion forum, 15% for uploading the translation file, and 10% for uploading files.

3) Implementing Online Courses at *Nihongo Indoneshiago Honyaku* Phase

The stages of implementing courses based online at the Nihongo Indoneshiago Honyaku include administrative processes, learning processes, and the process of evaluating learning outcomes. The administrative process is carried out at the beginning of the lecture and provides student data collection activities and the addition of students to online courses. The learning process includes the process of downloading material, implementing assignments, participating in discussion forums, and quizzes. At the end of the lecture period, the lecturer gives an assessment and uploads the values in the online system.

3. Difficulties According to the Lecturer

After implementing the learning, there are some difficulties experienced by lecturers to note. The arrangement for managing learning is quite detailed; many components are arranged, especially for those who first use it. Preparation for online learning arrangements takes more time than preparation for lectures in the classroom as usual. Display items must be standard according to the university, but there is no standard display format guide. Finally, there is a need for adjustment to the appearance of other standard lecturers, although sometimes things are not right because the lecturers use it as a benchmark from different fields of study. Online student lecture activities such as discussion forums, quizzes, and assessments are not too tricky, but workshops must come first.

Then in the discussion forum activities, especially quizzes, require questions to measure students' abilities. Before the quiz activity is carried out, there should be questions in setting up the question bank, making categorization, inputting, keying answers, and arranging the quiz display later when accessed by students. This cycle is very time consuming, not too difficult but requires precision and patience. Then, giving feedback one by one to the participants also took a lot of time and finally often carried out overall feedback at the end of the discussion forum.

The next item is grading. The evaluation will come out real-time shortly after the task is complete. This grading arrangement is considered the most challenging part. It is possible to use manual methods but time-consuming and often clashing with work mechanisms which should be automatic. Although there have been several trainings, grading is one of the most challenging parts of e-learning. Besides, to implement this e-learning must be supported by access to an adequate internet connection.

4. Benefits Of Using Learning

The implementation of learning is an effort to improve the quality of education. Although many problems revealed, there are also many advantages to using this learning model. Tri Dharma College activities for lecturers are quite time-consuming. Learning can help because meetings in class can be substituted with sessions online and monitored remotely. The expense of time, energy, costs are more efficient.

With this model, it provides new experiences and a unique atmosphere in learning. For students, this model is so contemporary and expected to foster motivation and pride in institutions that continue to innovate in line with the times.

IV. FINDING AND DISCUSSION

In implementing the e-learning, there is a distinction between *Chukyu Bunkei* and *Nihongo- Indoneshiago Honyaku*. In *Chukyu Bunkei*, there are four steps in the e-learning implementation, namely, Purpose of Learning, Competency Map, Learning Material, and Application of e-Learning. Therefore, in *Nihongo Indoneshiago*, there are three processes. The first one is First Development phase (need analyze, Learning, Learning methods, and Evaluation activities), the second is Planning and Development (Material Development, Development of Discussion forums, quiz Development, Evaluation activity Plan, Development of online Evaluation activities), and the last is Stage of Implementing online course (Administrative, learning, and learning Result Assessment Process). This difference occurs because it depends on the needs of each subject. However, there are also similarities between *Chukyu Bunkei* and *Nihongo Indoneshiago Honyaku*. Both of them applied the main activities in the form of material, quizzes, discussion forums, assignments, and grading.

Based on the elaboration above, the researchers can conclude that e-learning applied in PBJ UMY Study Program functions is done as a substitute for learning activities, for example, by using learning activities models. There are 3 (three) alternative models that are available, namely: (1) entirely face-to-face (conventional), (2) partially face-to-face and partly online, or even (3) solely through the internet. Delivery system (content system) in e-Learning has two classifications, namely one-way communication (one-way communication) or two-way communication (two-way communication). Communication or interaction between instructors and students is progressing because e-learning is the combination of a face-to-face meeting. According to UMY's policy, that learning activities consist of 40% assignments and 60 % face-to-face meetings.

Meanwhile, the e-learning model used is a Web-centric course, which is the use of the internet, combining distance learning and face to face (conventional). The lecturer delivers some materials via the internet, and some are through face to face. Its function is complementary. In this model, the teacher can give instructions to students to learn the subject matter through the web that they have made. Students are also given

direction to find other sources of relevant sites. In face to face, students and instructors have more discussion about the findings of the material learned through the internet.

This study finds out that the implementation of e-learning results in many difficulties experienced by students and lectures. The problems of the students include technical issues such as problems when registering to online systems, electronic device problems, and technology stutter. Then for the attitude aspect is the first attitude which tends to override the loaded tasks in learning. The second must be continuously reminded.

The problem of the lecturer as an operator is the aspect of internet connection that must be adequate, then the problem of lack of competence can be overcome by providing intensive and comprehensive training. Setting up e-learning requires quite a lot of time; the system settings are quite detailed, especially in the grading section. There are also many advantages of using e-learning, one of which is the efficiency of time, energy and cost aspects, accessibility by students and lecturers, and the model following the present. However, many other elements have not been observed, such as non-optimal feedback and the inaccuracy and absorption of the material. Then at this early stage, online lectures are often still one-way. Then this research is even focused on the perspective of lecturers as instructors and e-learning operators. Student responses or impressions have not been revealed, so further research is necessary to improve the e-learning lecture model in the future.

V. CONCLUSION

1. There is a distinction between *Chukyu Bunkei* and *Nihongo-Indoneshiago Honyaku*. In *Chukyu Bunkei*, there are four steps in the implementation of e-learning, namely, Purpose of Learning, Competency Map, Learning Material, and Application of E-Learning. Meanwhile, in *Nihongo Indoneshiago*, there are three processes. They are Development phase (need analyze, Learning, Learning methods, and Evaluation activities), Planning and Development (Material Development, Development of Discussion forums, quiz Development, Evaluation activity Plan, Development of online Evaluation activities), and Stage of Implementing online course (Administrative, learning, and learning Result Assessment Process). This difference occurs because of the needs of each subject. However, there are also similarities between *Chukyu Bunkei* and *Nihongo Indoneshiago Honyaku*. Both of them exist in the main activities in the form of material, quizzes, discussion forums, assignments, and grading.
2. The problems of the students include technical issues such as problems when registering to online systems, electronic device problems, and technology stutter. Then for the attitude aspect is the first attitude which tends to override the loaded tasks to third-semester students who are normatively still obedient. The second one must be continuously reminded to the students.
3. The problem of the lecturer as an operator is the aspect of internet connection that must be adequate, then the problem of lack of competence can be overcome by

providing intensive and comprehensive training. Setting up e-learning requires quite a lot of time; the system settings are quite detailed, especially in the grading section. However, besides the problems revealed, there are also many advantages of using e-learning, one of which is the efficiency of time, energy and cost aspects — accessibility by students and lecturers, and the model following the present. However, many other elements have not been observed, such as non-optimal feedback and the inaccuracy and absorption of the material. Then at this early stage, online lectures are often still one-way. Then this research focuses on the perspective of lecturers as instructors and e-learning operators. Students' responses or impressions have not been revealed, so further research is necessary to improve the e-learning lecture model in the future.

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