

The Influence of Online Learning Systems through the Syllabus Component on the Learning Motivation of Private Higher Education Students

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Abstract—In a period of more than two semesters, the learning system in higher education has transformed from an offline system to an online system. Along with the online learning system, since then news about positive and negative impacts has appeared in the media. The research team felt the need to examine this phenomenon with the aim of studying, analysing, and discussing The Effect of Online Learning Systems Through Syllabus Components on Student Learning Motivation. Researchers used quantitative research methods with statistical tests Multiple Linear Regression Analysis to see the effect of independent variables on the dependent variable. The study was conducted on 175 students at six private universities in West Java, which were taken randomly from 61 private universities in West Java, namely Tel-U Bandung, Unswagati-Cirebon, Uniga-Garut, Unisba-Bandung Unma-Majalengka, and CIC University - Cirebon. Data is collected and then processed, explained, analysed, and interpreted. The results showed that: The online learning system through the syllabus was not significant and had a positive effect on student motivation in six private universities in West Java. Specifically, what is meant by a negative influence on Student Learning Motivation is related to six sub-variables consisting of: Competency standards of graduate learning outcomes, course learning outcomes, learning materials, learning steps, time allocation, and sources of materials or tools.

Keywords—online learning system, syllabus, learning motivation, private universities

I. INTRODUCTION

Talking about the system means talking about a collection of sub-subsystems that are shaded or components that strengthen the establishment of the system. Regarding the online learning system as a study of this research, it concerns a set of components that strengthen the system, where the sub-systems are interconnected and work together, effectively and reliably (trustworthy), in a special framework to provide the needs of activities. learning to achieve learning objectives that can motivate students to follow the learning process.

To study the online learning system, Munir [1] suggests that what teachers/lecturers must prepare in making online learning designs must pay attention to the components of the online learning system, one of which is the syllabus component, where the syllabus is a real form of learning planning, both learning conventional and online. In the syllabus there are several components of completeness, namely competency standards, basic competencies, learning materials, learning steps, time allocation, and sources of materials/tools. Meanwhile Alsabawy, Carter-Steel, & Soar [2] stated that e-learning systems are believed to be the most common recent IT applications in higher education institutions.

Problems also arise due to impaired internet access; the learning process is disrupted and consequently students' understanding of the material has difficulty. Rustiani, et al. [3] states that: The e-learning-based learning process requires supporting facilities and infrastructure so that learning can take place and have better learning quality. The results of the Indonesian Child Protection Commission (KPAI) survey of 62,448 student respondents in 34 provinces on 11-18 December 2020, showed that: 78% of students wanted face-to-face learning. The reason students want face-to-face schooling is 57% because of difficulties with some subject matter and practical that are not possible to be given online [4].

From the various phenomena above, the research team feels the need to conduct research on Online Learning Systems in Private Universities in West Java, where the formulation of the research problem is: "How Big is the Effect of Online Learning Systems through Syllabus Components on Student Motivation of Private Universities in Java West?". To realize the problems that have been raised, the purpose of this study is to examine and find the effect of online learning systems on the learning motivation of private university students in West Java.

II. METHODS

The research method used is a quantitative research method with a statistical test of Multiple Linear Regression Analysis to

see the effect of the independent variable on the dependent variable. The study was conducted on 175 students at six private universities in West Java, which were taken randomly from 61 private universities in West Java, namely Tel-U Bandung, Unswagati-Cirebon, Uniga-Garut, Unisba-Bandung Unma-Majalengka, and CIC University-Cirebon. Data is collected and then processed, explained, analysed, and interpreted. The object of this research is the students at private universities in West Java, especially those who are active students. The research subject is Online learning system and student learning motivation.

III. RESULTS AND DISCUSSION

Lee [5] state that cultural dimensions may influence behavioural intention toward online learning acceptance and level of student satisfaction owing to different evaluations and characteristics. Meanwhile, Diki [6] state that Indonesian higher education must improve its enrolment as well as its quality. One possibility for improving the quality of distance learning universities is collaboration with foreign universities.

The results of research by Xu and Jaggars [7] show that analyses yield robust negative estimates for online learning in terms of both course persistence and course grade, contradicting the notion that there is no significant difference between online and face-to-face student outcomes—at least within the community college setting. Zainul et.al. [8] state that based on this research, it was concluded that e-learning products for subjects with learning and learning subjects could be widely used in the Educational Personnel Education Institution in Indonesia. Sari [9] although many teachers and teacher educators are already acquainted with the use of mobile technology and social media, such as Facebook, there are many educators with no access to ICT and lack the knowledge, experience, literacy, and awareness of the ICT potential for teaching and learning purposes.

Giatman et al. [10] state that to improve the quality of better learning outcomes, it is necessary to improve the quality of network infrastructure by Telkom, increase the quality of instructional learning by lecturers, and provide credit subsidies for students. Curtis & Lawson [11] state that analysis of students' contributions reveals that there is substantial evidence of collaboration, but that there are differences between conventional face-to-face instances of collaborative learning and what occurs in an asynchronous, networked environment.

In the context of this research, to examine the online learning system, Munir [1] suggests that what teachers/lecturers must prepare in making online learning designs must pay attention to the components of the online learning system which consist of: 1) syllabus, 2) learning orientation, 3) learning materials, 4) calendar, 5) site map or program map, and 6) assessment. Of the six components, this study only examines The Influence of Online Learning Systems through the Syllabus Component on the Learning Motivation of Private Higher Education Students. Regarding the syllabus, six aspects have been investigated, namely 1) Competency standards for graduate learning outcomes, 2) Course learning outcomes, 3) Learning materials 4) Learning steps, 5) Time allocation, 6) Material/tool sources.

The results show that 1) students agree that the syllabus in online learning is an indicator of the achievement of graduate learning competencies, although there are still students who disagree, because there are some students who are not present in the syllabus explanation by the lecturer at the beginning of the meeting with commitments that must be carried out by the student. 2) In general, students agree that the learning outcomes of the courses describe the learning processes and outcomes that are expected to be achieved by students in accordance with the basic competencies. Students who stated that they did not agree because there were some students at the beginning of the lecture did not understand the learning contract submitted by the lecturer. 3) In general, students agree that the learning process is successful if the learning materials refer to indicators of competency achievement, learning objectives and are prepared to facilitate students in achieving basic competencies. However, there were still students who strongly disagreed because these students did not pay attention to the instructions given by the lecturer. 4) In general, students agree that the learning steps are based on criteria such as; attendance, assignments, discussion forums and quizzes, as a measure of achievement of learning competencies, according to the syllabus given by the lecturer. However, there are still students who strongly disagree due to a lack of student understanding of the learning steps. the lecturer must provide understanding to students about the importance of learning steps. 5) In general, students agree that the allocation of lecture time is the target for achieving student abilities collectively. However, there are still students who strongly disagree about the time allocation given by the lecturer in the teaching and learning process, so the lecturer needs to review the time allocation which must be in accordance with the number of semester credit units (SKS). 6) In general, students agree that the source of materials/tools in the teaching and learning process is an indicator of competency achievement. However, there are still students who strongly disagree that the source of materials/tools must be prepared by students in the teaching and learning process through e-lecturing. This all must be facilitated by the faculty/university

A. *Analysis of Statistical Test Results the Effect of Variable X on Variable Y*

B. *Validity and Reliability Analysis*

Validity: The constancy and accuracy of a measuring instrument in performing its measuring function. (Keyword: validity per each question/statement item). Reliability: An index that shows the extent to which a measuring instrument can or can be relied upon in terms of measuring what is to be measured. (Keywords: the value of the consistency of an overall variable from each question/statement item on the research questionnaire).

C. *Validity and Reliability Test*

This reliability test is obtained from Navigation Validity and Construct Reliability, with Cronbach's Alpha column. The results of Cronbach's Alpha show that the greater the value, the more reliable the value (reliability measurement indicator according to Sekaran [12] which divides the level of reliability with the following criteria: If alpha or r count: 0.8-1.0 = good

reliability; 0,6-0,799 = Reliability is accepted; less than 0,6 = Reliability is not good. Df = N-2 = 175-2 = 173

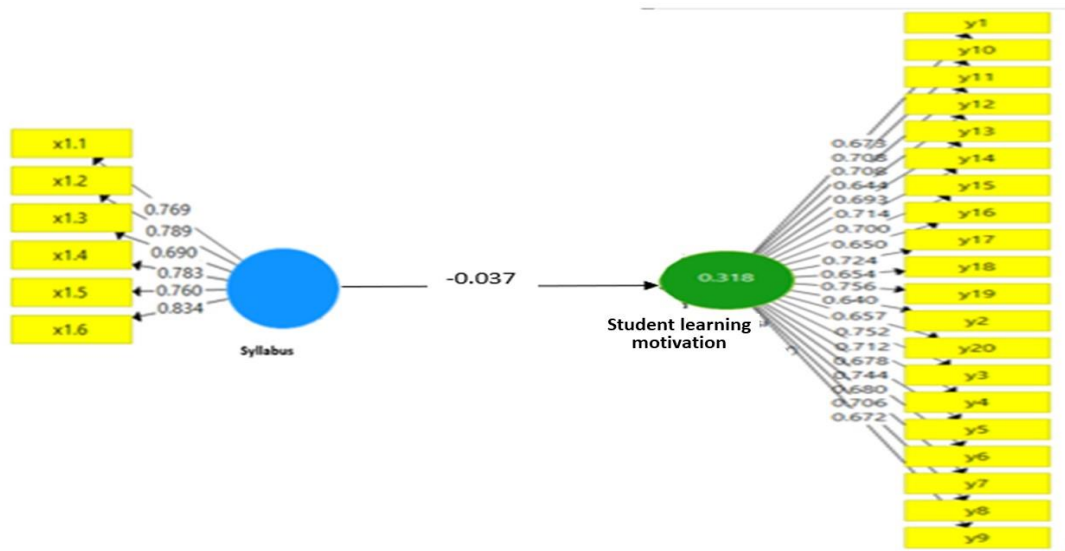


Fig. 1. Validity and reliability output results.

TABLE I. RELIABILITY TEST RESULTS

| No | Variable | Alpha Cronbach's | Critical Point | Result |
|----|---|------------------|----------------|------------------|
| 1 | Online Learning System related to syllabus (X1) | 0,866 | 0,600 | Good Reliability |

From the results of Table 1 above, it shows that overall variables, both variable X and variable Y are reliable. This is obtained from the correlation r value > 0.6. The category obtained for Good Reliability (0.800-1) is in the Online Learning System variable related to the syllabus (X1) and the Student Learning Motivation Variable (Y). Adri et. al. [13] state that based on questionnaire score analysis, e-learning products have high acceptance score, which is 3,88 [13]. Schulz-Quach [14] further stated that e-learning is a promising approach and well-accepted by students. In the validity analysis, the results of the correlation r value will be compared with the r table (table will be attached). The value of df (degrees of freedom) in this study used a sample of 175 people/respondent. For the df formula itself is:

TABLE II. SIGNIFICANCE LEVEL (TABLE R)

| df (N-2) | Significance level for one-way test | | | | |
|----------|-------------------------------------|--------|--------|--------|--------|
| | 0,05 | 10, | 0,011 | 0,005 | 0,0005 |
| | Significance level for two-way test | | | | |
| | 0,1 | 0,05 | 0,02 | 0,01 | 0,001 |
| 151 | 0,1335 | 0,1587 | 0,1879 | 0,2077 | 0,2635 |
| 152 | 0,1330 | 0,1582 | 0,1873 | 0,2070 | 0,2626 |
| 153 | 0,1326 | 0,1577 | 0,1867 | 0,2063 | 0,2618 |
| 154 | 0,1322 | 0,1572 | 0,1861 | 0,2057 | 0,2610 |
| 155 | 0,1318 | 0,1567 | 0,1855 | 0,2050 | 0,2602 |
| 156 | 0,1313 | 0,1562 | 0,1849 | 0,2044 | 0,2593 |
| 157 | 0,1309 | 0,1557 | 0,1844 | 0,2037 | 0,2585 |
| 158 | 0,1305 | 0,1552 | 0,1838 | 0,2031 | 0,2578 |
| 159 | 0,1301 | 0,1547 | 0,1832 | 0,2025 | 0,2570 |
| 160 | 0,1297 | 0,1543 | 0,1826 | 0,2019 | 0,2562 |
| 161 | 0,1293 | 0,1538 | 0,1821 | 0,2012 | 0,2554 |
| 162 | 0,1289 | 0,1533 | 0,1815 | 0,2006 | 0,2546 |
| 163 | 0,1285 | 0,1528 | 0,1810 | 0,2000 | 0,2539 |
| 164 | 0,1281 | 0,1524 | 0,1804 | 0,1994 | 0,2531 |
| 165 | 0,1277 | 0,1519 | 0,1799 | 0,1988 | 0,2524 |
| 166 | 0,1273 | 0,1515 | 0,1794 | 0,1982 | 0,2517 |
| 167 | 0,1270 | 0,1510 | 0,1788 | 0,1976 | 0,2509 |
| 168 | 0,1266 | 0,1506 | 0,1783 | 0,1971 | 0,2502 |
| 169 | 0,1262 | 0,1501 | 0,1778 | 0,1965 | 0,2495 |
| 170 | 0,1258 | 0,1497 | 0,1773 | 0,1959 | 0,2488 |
| 171 | 0,1255 | 0,1493 | 0,1768 | 0,1954 | 0,2481 |
| 172 | 0,1251 | 0,1488 | 0,1762 | 0,1948 | 0,2473 |
| 173 | 0,1247 | 0,1484 | 0,1757 | 0,1942 | 0,2467 |

If it has an alpha value of 0.05 then the r value for this study is 0.1484 (Table 2). In the validity analysis this time the Outer Loading value must be > 0.1484 so that the question/statement item can be said to be valid. The following is a table of analysis results to test the validity of the Online Learning System variables related to the syllabus (X) and Student Learning Motivation (Y) below:

TABLE III. TEST THE VALIDITY OF ONLINE LEARNING SYSTEM VARIABLES RELATED TO SYLLABUS (X1)

| Question Items | r Correlation | r Table | Information |
|----------------|---------------|---------|-------------|
| X1.1 | 0,769 | 0,1484 | Valid |
| X1.2 | 0,789 | 0,1484 | Valid |
| X1.3 | 0,690 | 0,1484 | Valid |
| X1.4 | 0,783 | 0,1484 | Valid |
| X1.5 | 0,760 | 0,1484 | Valid |
| X1.6 | 0,834 | 0,1484 | Valid |

Table 3 shows that all the questions/statements on the X1 variable are valid. This is obtained from the correlation r value > r table value. So that the questions/statements that have been made by the researcher deserve to be distributed to the respondents.

TABLE IV. TEST THE VALIDITY OF STUDENT LEARNING MOTIVATION VARIABLES (Y)

| Question Items | r Correlation | r Table | Information |
|----------------|---------------|---------|-------------|
| Y1 | 0,673 | 0,1484 | Valid |
| Y2 | 0,640 | 0,1484 | Valid |
| Y3 | 0,752 | 0,1484 | Valid |
| Y4 | 0,712 | 0,1484 | Valid |
| Y5 | 0,678 | 0,1484 | Valid |
| Y6 | 0,744 | 0,1484 | Valid |
| Y7 | 0,680 | 0,1484 | Valid |
| Y8 | 0,706 | 0,1484 | Valid |
| Y9 | 0,672 | 0,1484 | Valid |
| Y10 | 0,708 | 0,1484 | Valid |
| Y11 | 0,708 | 0,1484 | Valid |
| Y12 | 0,644 | 0,1484 | Valid |
| Y13 | 0,693 | 0,1484 | Valid |
| Y14 | 0,714 | 0,1484 | Valid |
| Y15 | 0,700 | 0,1484 | Valid |
| Y16 | 0,650 | 0,1484 | Valid |
| Y17 | 0,724 | 0,1484 | Valid |
| Y18 | 0,654 | 0,1484 | Valid |
| Y19 | 0,756 | 0,1484 | Valid |
| Y20 | 0,657 | 0,1484 | Valid |

Table 4 shows that all the questions/statements on variable Y are valid. This is obtained from the correlation r value > r table value. So that the questions/statements that have been made by the researcher deserve to be distributed to the respondents.

D. Multiple Linear Regression Analysis

Multiple Linear Regression is a form of linear regression analysis in which the independent variable (variable X) is more than one. Regression analysis is an analysis that can be used to measure the effect of an independent variable (X) on the dependent variable (Y).

E. Descriptive Statistics

TABLE V. DESCRIPTIVE STATISTICS OF VARIABLES

| Variable | Average | Std. Deviation | Number of Respondents (N) |
|----------|---------|----------------|---------------------------|
| Y | 51,54 | 13,071 | 175 |
| X1 | 12,56 | 3,506 | 175 |
| X2 | 10,58 | 2,843 | 175 |
| X3 | 10,90 | 2,411 | 175 |
| X4 | 11,20 | 2,454 | 175 |
| X5 | 11,73 | 2,670 | 175 |
| X6 | 6,74 | 1,677 | 175 |

Table 5 shows the descriptive statistics of the research variables. In the variable of Student Learning Motivation (Y) has an average of 51.54 which consists of 20 question items with a standard deviation of 13.071. For the Online Learning System variable related to the syllabus (X1) has an average of 12.56 consisting of 6 question items with a standard deviation of 3.506.

F. Correlation Analysis

Correlation analysis is a method or method to determine whether there is a linear relationship between variables. If there is a relationship, then changes that occur in one variable (X) will result in changes to the other variable (Y). According to Sugiyono [15] the classification for correlation consists of several categories (Table 6), including:

TABLE VI. INTERVAL LEVELS OF CORRELATION ANALYSIS

| Coefficient Interval | Relationship Level |
|----------------------|--------------------|
| 0,80 – 1,000 | Very strong |
| 0,60 – 0,799 | Strong |
| 0,40 – 0,599 | Strong enough |
| 0,20 – 0,399 | Low |
| 0,00 – 0,199 | Very low |

The following are the results of the correlation analysis obtained through SPSS in this study through Table 7 below:

TABLE VII. CORRELATION ANALYSIS RESULTS

| Variable | Y | Result |
|---------------------|----|--------|
| Pearson Correlation | Y | 1.000 |
| | X1 | .325 |
| Sig. (1-tailed) | Y | . |
| | X1 | .000 |
| N | Y | 175 |
| | X1 | 175 |

The Correlation Table shows a correlation / a relationship between variables. The higher the value, the greater the value of the relationship between the variables. If seen from table 10, it can be concluded that: The relationship between Online Learning System variables related to the syllabus (X1) on the Student Learning Motivation variable (Y) has a value of 0.325 (Low).

G. F Test (Simultaneous Test)

The F test in the Regression model is conducted to determine whether all independent variables (X) simultaneously affect the dependent variable (Y). In other languages, to find out whether the effect is significant / not. To see whether the independent variable (X) is simultaneously significant to the dependent variable (Y), the condition is the value in the sign column. < (0.05).

TABLE VIII. F TEST RESULTS (SIMULTANEOUS TEST)

| Model | Sum of Squares | Df | Mean Square | F | Sig. |
|------------|----------------|-----|-------------|--------|-------------------|
| Regression | 8823.543 | 6 | 1470.590 | 11.819 | .000 ^b |
| Residual | 20903.886 | 168 | 124.428 | | |
| Total | 29727.429 | 174 | | | |

The results as Table 8 show that the Sig. has a value of 0.000 < (0.05) which means that the independent variable (online learning system related to the syllabus) simultaneously has a significant effect on the dependent variable (student learning motivation).

H. T Test (Partial Test)

The T test is one of the statistical tests to test the truth of the hypothesis proposed by the researcher.

TABLE IX. T TEST RESULTS (PARTIAL TEST)

| Variable | Unstandardized Coefficient (β) | Average Sample (M) | Standard Deviation (STDEV) | T Statistics (O/STDEV) | P Values | Result |
|---|--------------------------------|--------------------|----------------------------|--------------------------|----------|-----------------------------------|
| Online Learning System related to syllabus (X1) Student Learning Motivation (Y) | -0,037 | -0,019 | 0,127 | 0,291 | 0,772 | Insignificant and Negative Effect |

The results of the T test (Partial Test) (in Table 9) have the aim of knowing whether it is significant/insignificant and has a positive/negative effect on the independent variable (X1) partially (respectively) on the dependent variable (Y). If you look at the results, it can be seen that: Online Learning System Variables related to the syllabus (X1): Has a Negative Effect on Students' Learning Motivation Variables.

According to Rohmah [16] that: learning motivation is the driving force in individuals to carry out learning activities to increase knowledge and skills as well as experience. This motivation grows because of the desire to be able to know and understand something and encourage and direct students' interest in learning so that they are serious about learning and motivated to achieve achievement.

In column T Statistics and P Values indicate numbers to see whether the independent variable (X) is significant / insignificant to the dependent variable (Y). To read significant / insignificant can use 2 ways through:

In the T table to find the df value (can be seen in the F test table the residual value is 168, then the T value in this study is 1.97419) (Table 10). The T statistic value must be > the table T value. Meanwhile, to find significant/insignificant using P values, then the P values < (0.05). Here are 2 ways to read significant/insignificant results using column T and P Values in Table 11 below:

TABLE XI. HOW TO READ OUTPUT THROUGH T-STATISTIC VALUES AND P VALUES

| Variable | Column T | Column P Values | Results |
|----------|---------------|-----------------|-----------------|
| X | 0,291 < 1,974 | 0,772 > 0,05 | Not significant |

I. Interpretation of the Formed Regression Model

From the results of the T Test (Partial Test), we can form the obtained regression model. The multiple linear regression equation obtained is as follows: The direct effect of X1 on Y is -0.037, which means that if the Online Learning System related to the syllabus (X1) increases by one unit, then Student Learning Motivation (Y) decreases by 3.7%. This influence is negative.

From the results of statistical tests to see the influence of the online learning system through the syllabus component on the learning motivation of private university students in West Java through Multiple Linear Regression Analysis testing with the following testing stages: Descriptive Statistics of Variables, Interval Levels of Correlation Analysis, T Test Results (Partial Test), and Interpretation of the Formed Regression Model, the results show that.

The Online Learning System through the Syllabus component is not significant and has a negative influence on

TABLE X. DISTRIBUTION PERCENTAGE POINT T (DF = 161 – 200)

| Pr df | 0.25 | 0.10 | 0.05 | 0.025 | 0.01 | 0.005 |
|----------|---------|---------|---------|---------|---------|---------|
| | 0.50 | 0.20 | 0.10 | 0.050 | 0.02 | 0.010 |
| 161 | 0,67602 | 1,28683 | 1,65437 | 1,97481 | 2,34973 | 0,60671 |
| 162 | 0,67601 | 1,28680 | 1,65431 | 1,97472 | 2,34959 | 0,60652 |
| 163 | 0,67600 | 1,28677 | 1,65426 | 1,97462 | 2,34944 | 0,60633 |
| 164 | 0,67599 | 1,28673 | 1,65420 | 1,97453 | 2,34930 | 0,60614 |
| 165 | 0,67598 | 1,28670 | 1,65414 | 1,97445 | 2,34916 | 0,60595 |
| 166 | 0,67597 | 1,28667 | 1,65408 | 1,97436 | 2,34902 | 0,60577 |
| 167 | 0,67596 | 1,28664 | 1,65403 | 1,97427 | 2,34888 | 0,60559 |
| 168 | 0,67595 | 1,28661 | 1,65397 | 1,97419 | 2,34875 | 0,60541 |
| 169 | 0,67594 | 1,28658 | 1,65392 | 1,97410 | 2,34862 | 0,60523 |
| 170 | 0,67594 | 1,28655 | 1,65387 | 1,97402 | 2,34848 | 0,60506 |

the Learning Motivation of West Java Private Higher Education Students. This means that there is an influence of the online learning system through the Syllabus component on student learning motivation at six universities in West Java, only the negative influence of the six aspects of the syllabus studied includes: Competency standards of graduate learning outcomes, course learning outcomes, learning materials, learning steps, time allocation, and material resources or tools on learning motivation. In this context, there is a negative influence of the learning system through the syllabus component on learning motivation, such as: desire and desire to succeed, encouragement and learning needs, hopes and aspirations, appreciation in learning, attractiveness of learning, and conducive learning environment.

IV. CONCLUSION

The online learning system through the syllabus is not significant and has a negative effect on student learning motivation at six private universities in West Java. Specifically, what is meant by a negative influence on student learning motivation is related to six sub-variables consisting of: competency standards for graduate learning outcomes, course learning outcomes, learning materials, learning steps, time allocation, and sources of materials or tools.

The influence of the online learning system through the syllabus component on the learning motivation of PTS students in West Java shows that the online learning system through the syllabus component is not significant and has a negative effect on the learning motivation of West Java PTS students. This means that there is a negative influence from the online learning system through the Syllabus component on student learning motivation at six universities in West Java, it's just that the negative effects of the six aspects of the syllabus on student learning motivation studied include: The desire to succeed, the drive and the need to learn, hopes and dreams for the future. appreciation in learning, interesting activities in learning, a conducive learning environment, thus enabling a student to study well.

From the phenomenon of the research results, it is recommended that the learning system in the future must be made learning strategies that can motivate students to study more enthusiastically. The online learning system must be combined with the offline learning system. Therefore, hybrid learning, and blended learning systems are an option to be applied so that students' learning motivation does not get worse but instead increases again. Policy makers in the education and learning process must think hard to create effective learning strategies to increase student motivation. For further research, academics should examine the communication patterns of online learning systems using qualitative and quantitative methods. So that the problems of online learning systems can be found in the prevailing communication patterns.

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