

EFFECTIVENESS OF ONLINE LEARNING MODELS IN THE COMMUNICATION SCIENCES PROGRAM DURING THE COVID-19 PANDEMIC

Fitria Widiyani Roosinda^{1,*}, Anita Agustina Wulandari², Edelweis Putri Primai³

¹ Universitas Bhayangkara Surabaya

^{2,3} Sekolah Tinggi Ilmu Komunikasi Almamater wartawan Surabaya

Email : fitria@ubhara.ac.id¹; anita@stikosa-aws.ac.id^{2*}; edelweis.prima@stikosa-aws.ac.id³

*Corresponding Author

ABSTRACT

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This research is a descriptive quantitative study that focuses on the evaluation of online classes using online media. The research population consists of 50 active students in the 1st, 3rd, and 7th semesters, selected using the simple random sampling technique, and 5 lecturers from Communication Studies Program Bhayangkara University Surabaya. The data collection instrument used was an online lecture questionnaire. Data analysis uses descriptive statistics. The research results show that students assess online classes using online media as ineffective (39%), very ineffective (19%), effective (23%), and just okay (19%). In the results of this study, there were no (0%) respondents who rated online learning as very effective. Finally, to improve the quality of online lectures during the COVID-19 pandemic, the suggestions from communication studies lecturers and students are (1) providing more adequate quota subsidies for the continuity of online lectures (2) attention to the timing of online classes in accordance with the class schedule, (3) optimal and updated notifications or announcements, (4) upgrade the Bhayangkara University Surabaya SIM e-learning system, especially on the attendance and assignment upload features that still frequently encounter issues, (5) the selection of materials in the video must be based on criteria of easily understandable language, (6) implementation of more engaging activity models such as games and others, (7) during online classes, it is expected that everyone will be on camera (8) increasing server speed, (9) increasing student engagement during online classes and, (10) providing structured evaluations for assessment materials.

1. Introduction

Since the first case appeared in March, the number of positive coronavirus cases in Indonesia, as reported on the website www.covid19.go.id, has now reached 380,000 cases. A disaster that is not only heart breaking for Indonesia but also experienced by the entire society. All segments of society's life are disrupted, including the education sector. Education is an

important matter that serves as the key determinant of the direction this nation will take in facing its future. In the process of realizing Indonesia Emas 2045, which is just and prosperous, safe and peaceful, as well as advanced and globally recognized. The nation's youth must pursue the highest level of education possible, so that they will be able to lead this country well in the future. The crisis emerged unexpectedly, and all layers of society had to endure and think creatively to improve the situation. The government took the step of temporarily closing schools to reduce social contact and save lives. The learning methods changed drastically where face-to-face learning turned into online home learning since the Covid-19 pandemic hit Indonesia.

Online learning is implemented at all levels of education, including higher education. Many campuses, including Bhayangkara University Surabaya, which were not accustomed to conducting teaching and learning activities or meetings between lecturers and students, had no choice but to change the face-to-face learning system to distance learning or online learning from their respective homes due to the Covid-19 pandemic. Campus activities such as theoretical course learning, laboratory practice courses, and practical courses as well as fieldwork practice courses, commonly known as community service courses, all had to be conducted online (Rusdiana and Nasihudin, 2018).

Support for the availability of supporting media will influence the learning process to be more effective and efficient. The provision of dynamic, contributive, and interactive media and educational systems is essential for the optimal development of students' capabilities. Because students' potential will be more stimulated if supported by various media or facilities and infrastructure that sustain the continuity of the interaction process. In the view of the education world, the meaning of a medium is as an instrument that is very important, especially in relation to the current conditions. However, the phenomenon of the Covid-19 pandemic currently sweeping through Indonesia amidst existing infrastructure limitations. This will become one of the causes of the learning system being insufficiently efficient, a difficult condition felt by students of the Communication Studies Program at UBHARA Surabaya who struggle to understand the material presented by the lecturers. Additionally, the lack of interaction between lecturers and their students can trigger misunderstandings, and the students' lack of concentration during online learning (Limbong and Simarmata, 2020).

The difficulties experienced during online learning related to facilities such as laptops, signal or network, and data quota are not possessed by all students. The shift from conventional face-to-face learning to online learning must be experienced by students of communication studies program Bhayangkara University Surabaya. Online learning offers several conveniences, one of which is that students and lecturers can freely access electronic documents to enrich their knowledge. The characteristics of online learning enable students to study without needing to be present in the classroom, and the learning can be scheduled according to the agreement reached between the lecturer and the students, or the students can decide their own preferred study times.

Many media can be accessed for online classes, such as WhatsApp, blogs, Zoom, Webex, Google Meet, Messenger, Instagram Live, YouTube Live, G Suite, Moodle, Edmodo, and many more. However, unfortunately, even though there are many platforms that can connect lecturers and students, if the learning method does not run well or can be said to lack two-way communication interaction, then online classes will not be successful. Based on the explanation above, this research will focus on delving deeper into the effectiveness of online lectures during the Covid-19 pandemic for students and lecturers of the Communication Studies Program at

Bhayangkara University Surabaya. The purpose of this research is to determine and examine the effectiveness of online learning in the Communication Studies Program at Bhayangkara University Surabaya, which is expected to provide information on the concepts used and can be utilized and developed in the field of education. The results will be able to provide input for the development of the education sector, leading to improvements or advancements in online learning in the Communication Studies Program at Bhayangkara University Surabaya.

Online Learning (Daring)

The Law of the Republic of Indonesia Number 20 of 2003 on the National Education System states that learning is a way to create communication between learners and educators as well as learning resources within a learning environment. Therefore, it is very important for a lecturer to have an understanding of the learning system, as this understanding will be useful for comprehending and utilizing every component in the learning process, as well as for knowing the goals and achievements to be aimed at in order to achieve success.

Online learning is a change in the education system to address the challenge of the availability of varied learning resources. According to Dewi (2020), the success of a learning model will be seen as successful and effective when the model is suitable for the characteristics of its participants. Therefore, the increase in communication between students and lecturers through the online learning system becomes more intense because learning feels very easy as it can be done anywhere and anytime, lecturers can reach a wide audience to provide materials to their students, and lecturers can provide materials that can be stored by students anytime and anywhere (Windhiyana, 2020).

According to Dewi at all (2021), online learning is a type of learning that utilizes the internet network for its implementation in order to encompass students over a sufficiently wide area. Through the network, learning can be conducted widely with an unlimited number of students. Learning through the network greatly facilitates students in accessing the learning process anywhere, and students are also eased in the direct learning process through experts in their field of interest. Meanwhile, the Learning Process Directorate Team states that learning in the context of the online learning system or SPADA is an interaction conducted between students and students, students and learning resources, and interactions between students and teachers that have effective learning experiences to achieve the intended learning outcomes. Looking at the description of online learning above, it can be clarified that online learning is a program designed to conduct a class through a network that can be accessed anywhere and anytime, and provides convenience for both students and teachers in the teaching and learning process to create an effective learning experience in accordance with the desired objectives. This is in accordance with the Minister of Education and Culture of the Republic of Indonesia regarding Circular Letter Number 4 of 2020 on the Implementation of Education Policies during the Emergency Period of the Spread of Corona Virus Disease (COVID-19).

Effectiveness of Learning

In the Great Dictionary of the Indonesian Language, "*efektif*" means: (1) having an effect (consequence, influence, impression), (2) able to produce results, successful, useful. Meanwhile, effectiveness means: (1) the state of having an impact: something memorable, (2) the success of an effort or action. According to Paolini (2015), the basic components of good teaching involve applying effective communication during the learning process, as communication skills can be a differentiator for the outcomes of learning activities. Paramitha (2015) says, "Effectiveness is a measure that indicates how far the target has been achieved;

the greater the percentage of the target achieved, the higher the effectiveness." Thus, effectiveness is the achievement or result of an activity that has been planned to have a level of alignment with the previously set objectives.

Effective learning is learning that can yield results by applying several important components such as good teaching, skilled communication, proper delivery of material, good feedback, and so on. It also shows a result and serves as a benchmark to measure how effective the previously designed plan is, whether it aligns with the desired outcome or not. If the outcome of an activity aligns with the planned objectives, then the activity is considered more effective. Therefore, the term effectiveness can be defined as a tool used to measure how effective a planned activity is when realized, whether it meets the intended goals or not.

Like the learning media used in Indonesia, it can be said to be effective when the planned requirements and objectives are met, such as whether the learning media used is capable enough to influence students or whether the learning media used has produced the desired results, and whether the learning media used meets the criteria that have been designed. the more goals that are achieved, the more effective the learning media becomes.

Learning Media and Learning Outcomes

Learning media and learning outcomes are an inseparable unity. Yaumi (2018) states that learning media is everything that has been designed and planned as well as possible in the form of physical tools such as audio, audio-visual, video, etc., to convey information containing learning materials that are utilized for the teaching and learning process, thereby creating an interaction between lecturers and students, teachers and their students, as well as achieving the goals in a learning process. Meanwhile, Jalinus (2016) argues that learning media is a tool that can be utilized by educators to provide material to students by incorporating various related sources. Learning outcomes are actions of students that improve in all aspects (Sudjana, 2016). Success in learning can be seen through the learning activities that have been carried out, which are then transformed into grades or achievements. Yulianti (2015) Learning media can help activate all aspects related to the teaching and learning process, such as thinking, interest, and others, so that the teaching and learning process feels more effective. Learning outcomes can be used as a measure to determine whether students are sufficiently capable of achieving success or adequately able to understand the material that has been provided.

The Impact of the Covid-19 Pandemic on the Learning Process in Indonesia

According to Ginting (2020) The pandemic has widespread impacts on all aspects, one of which is education, and this will affect psychological impacts as well as behavioral changes with a broad nature and long duration. Societal behavior during the pandemic underwent changes, such as (Work From Home) WFH, doing everything with the use of technology, and even controlling access. The use of technology, which was previously more for supporting work and recreational purposes, has now become one of the most important roles in the education system. Students and lecturers will become increasingly accustomed to interaction through distance learning.

According to Astuti P. and Febrian F. (2019), a weakness of the E-Learning system can occur when the desired network is unstable, causing instructions from the lecturer or possibly the materials provided by the lecturer to not be conveyed or understood well. Meanwhile, according to Naserly, M. K. (2020), the use of Zoom Cloud Meeting in the implementation of online learning can provide advantages such as direct interaction with students or lecturers, but there are also disadvantages, such as consuming a significant amount of data and being

ineffective when done with many people. This continued when the online learning model was implemented, most FISIP students of Bhayangkara University Surabaya returned to their hometowns to enjoy the long holiday because there were no face-to-face classes that they usually attended every day. It becomes even more difficult when the signal used for online classes in their area is very weak, which will make the teaching and learning activities not run smoothly.

Based on the description, it can be concluded that the online learning model is not yet very effective for teaching and learning activities between students and lecturers, and the obstacles they must overcome to make the teaching and learning activities run very smoothly. The obstacles encountered can stem from the increasingly expensive internet quota, poor signal quality, inadequate mobile phones for online learning, lack of understanding of advancing technology, or their insufficient comprehension of the material presented online. The purpose of this research is to determine the effectiveness of the online learning model implemented by lecturers and students of the Communication Studies Program at Bhayangkara University Surabaya.

2. Methods

This research uses a descriptive research method with statistical data obtained through a quantitative approach. Therefore, this research will emphasize its analysis on numeric data (numbers) processed using descriptive methods or object depiction, so that significant relationships between the variables being studied can be obtained Sugiyono (2005). According to Rachmat Kriyantono (2008), a population is a group of individuals who possess characteristics and traits that meet the researcher's needs to be used as research objects or subjects as required. This population consists of students and lecturers from the Communication Studies Program at Bhayangkara University Surabaya. Sample is the targeting of a portion of the population that has characteristics and traits relevant to the research the researcher will investigate, and only takes a few from that population, not the whole. Although the sample taken is only a portion, it is sufficient to provide useful results for the research by explaining the overall condition. Sample collection using the random sampling technique. In this study, data collection was carried out using a questionnaire technique. According to Sugiyono (2015), a questionnaire is a technique that researchers can use to collect data by providing several questions that are then distributed to respondents to obtain the expected answers. The questionnaire (survey) consisting of several questions is used to obtain responses from students and lecturers of Communication Science at UBHARA regarding the effectiveness of online learning during the Covid-19 pandemic. According to Sugiyono (2013), data processing is a process carried out by researchers to obtain a summary of the data using certain methods or formulas. Data processing is aimed at transforming the raw data obtained from measurements into more refined data that can provide insights for the researcher to conduct a deeper analysis. Data analysis uses descriptive statistical data, which is a depiction or explanation that clarifies the answers given by respondents in the questionnaire. Data processing is carried out when the required data has been collected into one. The primary data collected by the researcher in this study will be tabulated using Microsoft Excel 2010 for descriptive statistics. This descriptive research aims to provide a systematic depiction or exposition of the reality and characteristics of the research unit.

3. Result and Discuss

Sample Characteristics

The sample size consists of 50 students and 5 lecturers from the Communication Studies Program at Bhayangkara University Surabaya. The respondents consisted of 77% women and 23% men (see the figure 1). Respondents residing in Surabaya (50%) are more dominant than those residing in Sidoarjo (46%). (see the figure 2)

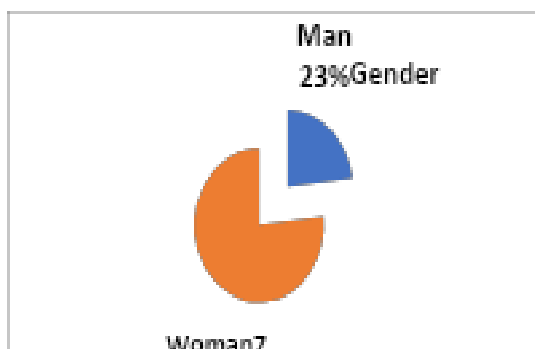


Figure 1 : The respondents consisted

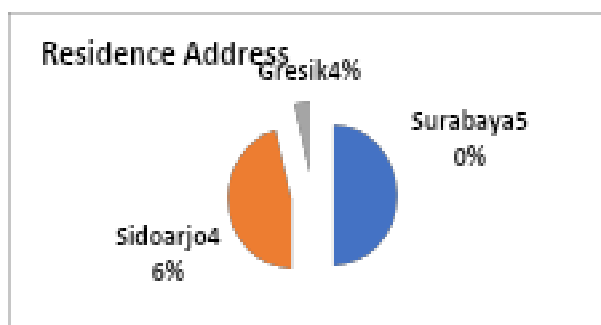


Figure 2 : Respondents residing

The respondents' residences (students and lecturers) scattered across several regions are one of the reasons for the difficulty in achieving the effectiveness of online classes. Because the difference in internet network strength in each region varies from one to another, it often becomes an obstacle for students to consistently attend online classes through digital applications (see on the figure 3). This makes the students prefer to buy data packages with stronger signal networks, but the price they pay significantly drains their pocket money. On average, Communication Studies Program at Bhayangkara University Surabaya students spend between Rp. 50,000 and Rp. 100,000 to purchase data quotas (see the figure 3).

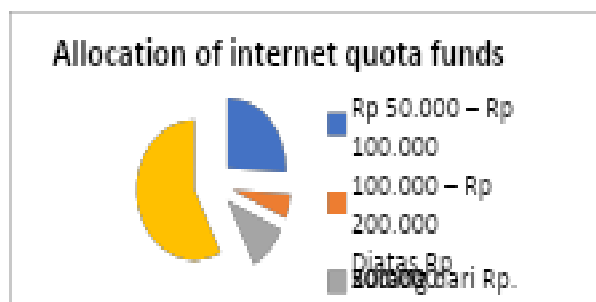


Figure 3 : Allocation of internet quota funds

In addition, the use of gadgets for long durations and intensively, due to activities such as completing assignments, online class meetings, and browsing social media, has the most significant impact they mentioned, which is that the internet quota runs out very quickly because just half an hour of online meetings can consume at least 1 GB. In addition, the assignments given are sometimes quite numerous, as it is not uncommon for professors to always assign tasks at the end of each session. Sometimes there are also professors who, even before the previous assignment is completed, add another task for the students. (see the figure 4)

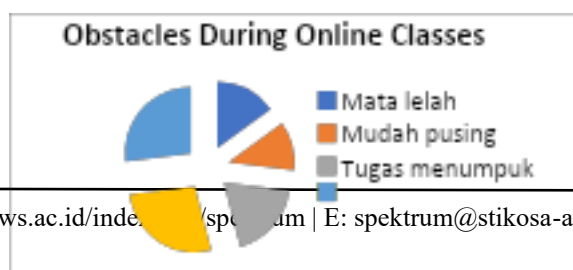


Figure 4 : Obstacles During Online Class

Preferred Online Learning Model

The results from the list of questions created in the descriptive study indicate that only 4% of students prefer online learning, while the majority (50%) of students prefer face-to-face classes or offline classes on campus, and 46% of computer science students prefer blended learning (a mixed model of face-to-face and online learning). (see the figure 5)

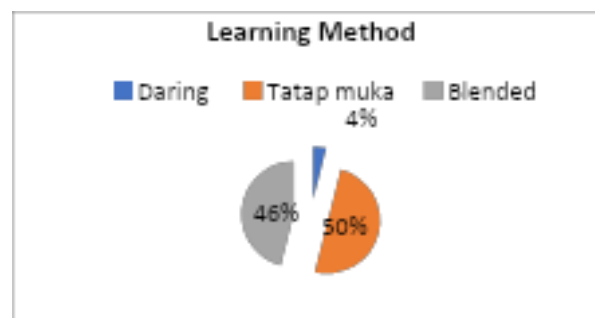


Figure 5 : Learning Method

According to a lecturer from the Communication Studies Program at Bhayangkara University Surabaya regarding the appropriate type of lectures and the level of student understanding in online classes, online and face-to-face lectures will complement each other. This is because when a lecturer cannot attend the class on that day, they can conduct an online lecture on that day at a different time or on another day. However, the learning model itself has both positive and negative aspects in its implementation. Some find it more effective because there is no crowded atmosphere in the classroom when the learning begins. On the negative side, there are several obstacles that cause students' understanding in online classes to be less than optimal, such as limited data quotas, poor signal quality, and lack of face-to-face interaction, which leads to explanations being less targeted. It can be concluded that the online learning method frequently used by lecturers and students is not sufficient to enhance students' understanding.

The Most Preferred Online Learning Media

The media usage that is highly favored by Communication Studies students at Bhayangkara University Surabaya in order are Google Meet (58%), Zoom (39%), and WhatsApp Group (3%) (see the figure 6). The use of media that is very easy and practical makes it the primary choice for why they prefer that media. However, unfortunately, that media also consumes a significant amount of data quota. Nevertheless, students and lecturers still remind each other about the online learning sessions as recommended by the government. The obstacle that burdens them during this online learning period is the limited data quota or internet connection, which is quite troublesome because it requires a special budget to purchase internet data.

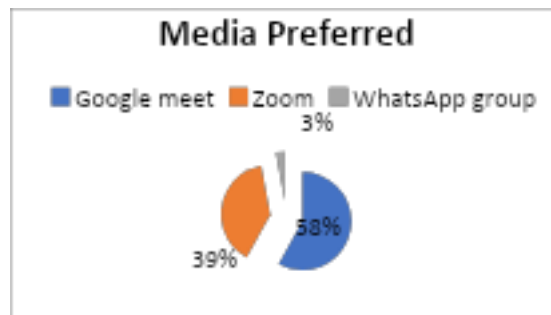


Figure 6 : Media Preferred

Preferred Learning Methods

The learning method with an E-learning system that is highly favored by communication science students on a regular basis includes discussions, lectures (where the lecturer acts as the information presenter), games, and quizzes. (see the figure 7)

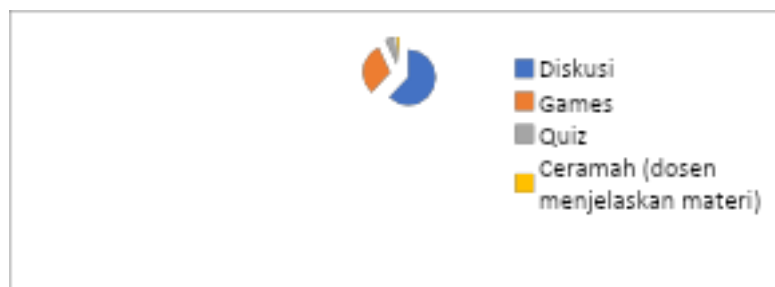


Figure 7 : Preferred Learning Methods

With the discussion method, a two-way communication will occur between lecturers and students, and the students can be thoroughly motivated regarding the online learning process using the E-learning system. This is important to ensure that students do not merely become "listeners" or "spectators," but rather that they can actively participate and engage with each other in a critical discussion theme that can provide new knowledge.

Challenges During Online Learning

The obstacles that often disturb students during online learning are unstable and slow internet connections, limited internet quotas, excessive assignments, eye strain, and headaches experienced from staring at smartphone or laptop screens for too long. (see figure 8)

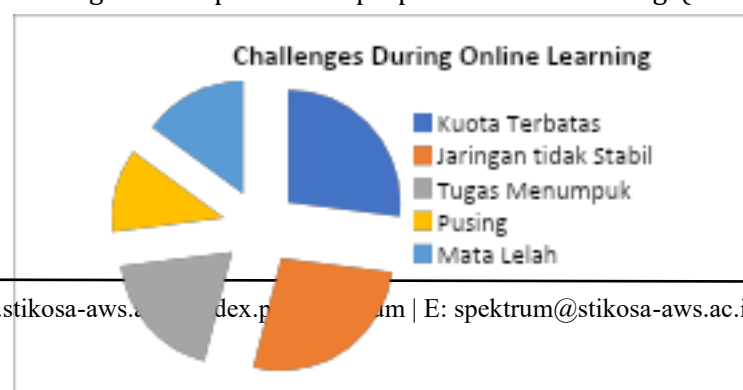


Figure 8 : Challenges during online learning

Internet network access becomes very important for those who engage in learning through the E-learning system, considering that this learning system always relies on the quality of the internet network Hendrastomo (2008). This also becomes an obstacle for those implementing online learning, due to the unstable and often slow internet speed, as well as the relatively high cost of data packages, which makes it difficult for them to conduct teaching and learning activities.

Assesment of the Effectiveness of Online Learning

Communication Studies students at Bhayangkara University Surabaya still have to accept the online learning system considering that work from home is still in effect until now. Students provided assessments regarding online learning or classes conducted through online media, namely ineffective (39%), very ineffective (19%), effective (23%), and just average (19%). In the results of this study, no one answered that online learning was very effective. (see figure 9)

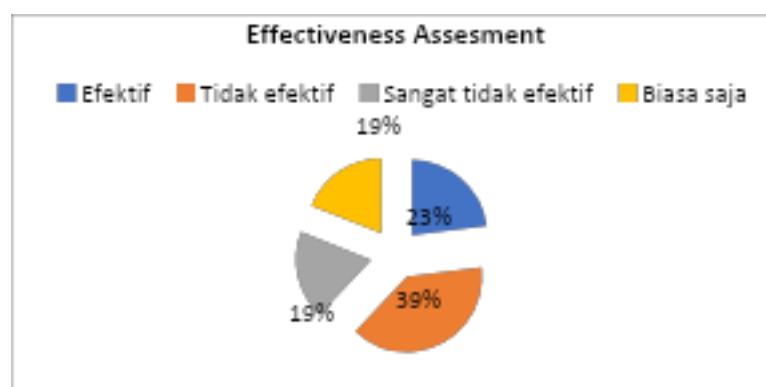


Figure 9 : Effectiveness Assesment

Suggestions for More Effectives Learning

Here is a summary of the suggestions given by communication students from Bhayangkara University Surabaya in the online lecture to make it much more effective in the future, namely:

1. The availability of more adequate quota subsidies for the continuity of online classes.
2. Attention to the timing of online classes in accordance with the class schedule.
3. Optimal and updated notifications or announcements.
4. Upgrade the Bhayangkara University Surabaya SIM e-learning system, especially on the attendance and assignment upload features, which still often encounter issues.
5. The material used in a video must use language that is easy to understand.
6. Implementation of more engaging activity models such as games and others.

In addition, several suggestions made by the communication studies lecturer regarding online learning are as follows:

1. During the online lecture, everyone is expected to turn on their cameras.

2. Addition of server speed.
3. Increase in student engagement during online classes.
4. Structured evaluation procurement for assessment materials

Online Learning Model Implemented by Lecturers

The results of the descriptive study on communication science program lecturers regarding the activities or learning models used illustrate that communication science lecturers implement online learning with a mixed learning model that includes providing materials, discussions, and question-and-answer sessions (see figure 10).

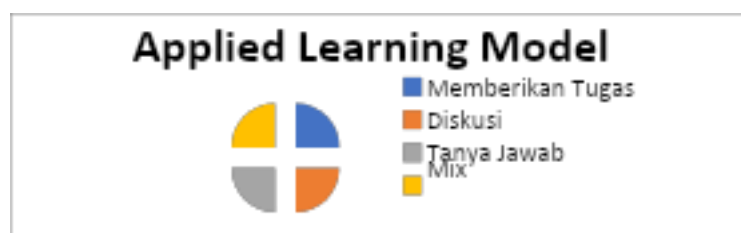


Figure 10 : Applied Learning Model

Online learning Media Used

The learning media used by the lecturers of the communication studies program at Bhayangkara University Surabaya through this research yielded responses indicating that 75% of communication lecturers use the Google Meet media application and 25% of lecturers use the Zoom application as online lecture media with communication students. (see figure 11)

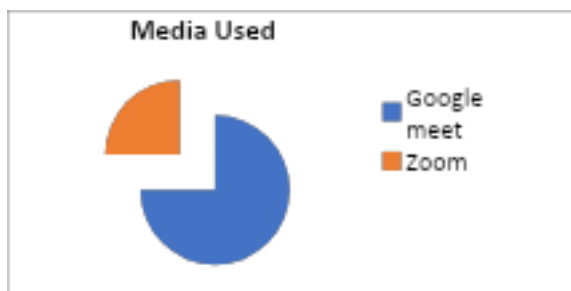


Figure 11 : Online learning Media Used

According to the lecturers of the Information and Communication Studies Program at Bhayangkara University Surabaya, the most recommended media for online lectures is Google Meet. This is because the application is very easy to understand, user-friendly, and has complete features, with no time limit on its usage.

Level of Understanding of the Material

The results of the questionnaire filled out by the lecturers of the Communication Studies Program at Bhayangkara University Surabaya regarding the appropriate type of lectures and the level of student understanding in online classes indicate that online and face-to-face lectures complement each other. This is because when a lecturer cannot attend the class

on a given day, they can conduct an online lecture on that day at a different time or on another day. However, the learning model itself has both positive and negative aspects in its implementation. Some find it more effective because there is no crowded atmosphere in the classroom when the lesson begins. On the negative side, there are several obstacles that cause students' understanding in online classes to be less than optimal, such as limited data quotas, poor signal quality, and lack of face-to-face interaction, which leads to explanations being less targeted. It can be concluded that the online learning model conducted by lecturers and students is not sufficient to enhance students' understanding.

The Right Type of Learning During the Pandemic

The Covid-19 pandemic requires all professions, including lecturers in the Communication Studies program, to be ready to change the learning system. However, the inadequate state of technological infrastructure led the Communication Studies Program at Bhayangkara University Surabaya to recommend that the appropriate model of lectures or learning during the COVID-19 pandemic is the mixed learning model (75%), which is a combination of face-to-face learning and online learning. (see figure 12)



Figure 12 : Learning Methods Recommendation

According to the Communication Science lecturer at Bhayangkara University Surabaya, a mixed learning model is proposed, using both systems (face-to-face learning and online learning), which will be able to maintain the continuity of lectures as usual. Additionally, this allows lecturers to teach according to schedule even when they have assignments out of town.

Challenges While Teaching

The challenges often faced by lecturers during online learning include unstable internet connections, limited internet quotas, many students turning off their cameras and microphones, and students' lack of concentration. As a result, during the question-and-answer session at the end of the lesson, many students choose to remain silent, either because they do not understand the material or simply have no questions to ask.

Suggestions for Making Online Learning More Effective

The advice given by the Communication Studies program lecturer to students regarding the continuation of online learning has become much more effective for the future, namely students are required to turn on their cameras during lessons, the server speed can be

increased, student interaction during discussions can be improved, and periodic evaluations should be conducted to assess the effectiveness of the online classes that have been held.

4. Conclusion

The COVID-19 pandemic forced all education stakeholders to change the learning system, including in the world of higher education. The shift from face-to-face classes in the classroom had to change to online classes via online applications. Due to the unpreparedness in the change of the learning system, students assess that online learning or classes conducted through online media are ineffective (39%), very ineffective (19%), effective (23%), and just average (19%). In the results of this study, there were no respondents (0%) who rated online learning as very effective. Finally, to improve the quality of online lectures during the COVID-19 pandemic, the suggestions from the lecturers and students of the Information Science department are (1) the provision of more adequate quota subsidies for the continuity of online lectures, (2) attention to the timing of online classes in accordance with the class schedule, (3) optimal and updated notifications or announcements, (4) upgrade the Bhayangkara University Surabaya e-learning SIM system, especially on the attendance and assignment upload features that still frequently encounter issues, (5) the selection of materials in the video must be based on criteria of easily understandable language, (6) implementation of more engaging activity models such as games and others, (7) during online lectures, it is expected that everyone is on camera (8) increasing server speed, (9) increased student engagement during online lectures and, (10) the provision of structured evaluations for assessment materials.

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