

## STUDENTS' PERCEPTIONS OF ONLINE LEARNING IN NURSING ENGLISH SUBJECT DURING THE COVID-19 PANDEMIC

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### Abstract

This thesis discusses Students' Perceptions of Online Learning in Nursing English Subjects During the Covid-19 Pandemic Period for the 2020/2021 Academic Year. This study aims to determine the perceptions of students of the 4th semester nursing study program class B about the online learning process for English nursing subjects as well as the obstacles and solutions to overcome the problems of online learning in nursing English subjects. This research includes qualitative research with qualitative descriptive. Participants in this study were 42 students. This study applied purposive sampling technique. Data was collected by means of questionnaires and interview sheets. The data were analyzed through several steps: questionnaire assessment, percentage search, calculation of central tendency (CT), interpretation of data analysis and conclusions drawing. While the data from the interviews that had been obtained were transcribed.

**Keywords:** Student Perception, Online Learning, Nursing English Subject

### Abstrak

*Skripsi ini membahas tentang Persepsi Mahasiswa terhadap Pembelajaran Online Mata Pelajaran Bahasa Inggris Keperawatan Selama Masa Pandemi Covid-19 Tahun Ajaran 2020/2021. Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa program studi keperawatan semester 4 kelas B tentang proses pembelajaran online mata pelajaran bahasa Inggris keperawatan serta kendala dan solusi untuk mengatasi permasalahan pembelajaran online mata pelajaran bahasa Inggris keperawatan. Penelitian ini termasuk penelitian kualitatif dengan deskriptif kualitatif. Partisipan dalam penelitian ini adalah 42 siswa. Penelitian ini menggunakan teknik purposive sampling. Pengumpulan data dilakukan dengan kuesioner dan lembar wawancara. Data dianalisis melalui beberapa langkah: penilaian kuesioner, pencarian persentase, perhitungan tendensi sentral (CT), interpretasi analisis data dan penarikan kesimpulan. Sedangkan data dari wawancara yang telah diperoleh ditranskripsikan..*

**Kata Kunci:** Persepsi Siswa, Pembelajaran Online, Mata Pelajaran Bahasa Inggris Keperawatan

### 1. Introduction

In connection with the Covid-19 outbreak at the beginning of 2020, the Covid 19 Virus is a virus that is rapidly transmitted and difficult to control. Most countries have experienced the impact of Covid 19 and implemented a lockdown to anticipate the spread of Covid 19. Various sectors were paralyzed, particularly the economic sector however with the

increasing severity of Covid 19. The education sector is also paralyzed and almost all schools in various countries implemented SWH (School From Home). In Indonesian this is regulated in the Joint Decree of the 4 Ministers that the learning process, especially at the higher education level in the odd semester of the academic year 2020/2021 in all zones, must be held online for theoretical courses (face to face). Meanwhile, practical courses are also

conducted online wherever possible. However, when it comes to graduation and student competencies that cannot be carried out online, these activities can be held by prioritizing the health and safety of students, lecturers and employees (Radjasa & Priyoningsih, 2020, p.1).

Problems arise when they have to carry out distance learning, including internet networks, infrastructure, preparation of online learning materials. Online learning refers to instructional environments supported by the Internet. Online learning comprises a wide variety of programs that use the Internet within and beyond school walls to provide access to instructional materials as well as facilitate interaction among teachers and students. Online learning can be fully online or blended with face-to-face interactions. Each of these approach is described below and fully online learning is a form of distance education in which all instruction and assessment are carried out using online, Internet-based delivery (Bakia, M., et al, 2012, p.2).

Perception is the process of interpreting the stimulus received by the five senses into an understanding. These sense organs are either through the nose, tongue, eyes, ears or skin. The information obtained through the senses is then processed through the nerves until it reaches the brain. The formation of this perception begins with observations that go through the process of seeing, hearing, touching, feeling, and receiving something, which then someone selects the information received into a meaningful picture. Perceptions that arise from within this individual then move each individual student to be able to organize and manage himself in online lecture activities. Students need to have skills regarding how to learn, the process of thinking, to motivate themselves to achieve learning goals in each

subject (Zhafira et al., 2020, p.39) One of the courses that have been taking place in the online learning process in the 4th semester of nursing class B class for the 2020/2021 academic year is the English nursing subject.

So far, the learning process at the Faculty of Health, majoring in nursing, class B, Citra Bangsa University, Kupang, has also implemented an online learning process. Online learning is considered to be the best solution for teaching and learning activities in the midst of the Covid-19 pandemic. Online learning provides benefits for both lecturers and students. For students, online learning has emerged as an alternative method of learning that does not require them to be present in class or in a special room. This online learning also forms independent learning and also encourages interaction between students. For lecturers, online learning methods are available to change conventional teaching styles which will indirectly have an impact on work professionalism. Increasing the role and activeness of students in the use of various media and technology for the success of online lectures is strongly influenced by the perception of each student. Previously there were several researchers who had discussed studies on online learning during the Covid-19 period.

## **2. Research Method**

### **2.1 Literature Review**

#### **2.1.1 Definition of Perception**

Perception is a word that comes from English "Perception" which means response. Response is a picture of observation that remains in

our consciousness after observing. The definition of perception, (Simbolon, 2007) state that perception is a process taken by individuals to organize or interpret their sensory impressions in order to give meaning to their environment.

Perception can be interpreted as the process of receiving stimuli through the five senses which is preceded by attention so that individuals are able to know, interpret, and appreciate what is observed, both outside and within the individual (Simbolon, 2007).

Based on the above understanding, it can be concluded that perception is a way of thinking, working and behaving in a person which is formed by the five senses which is influenced by the experiences they have.

### 2.1.2 Factors Affecting Perception

(Simbolon, 2007) describes the influencing factors in interpreting sensory impressions into a perception, there are three factors, namely;

- a. Factors from personal characteristics or perceivers such as; attitudes, motives, interests, experiences, and expectations (expectations).
- b. Situational factors such as: Time, circumstances/place of work, socialcircumstance
- c. Factors in targets such as; Novelty, movement, sound, sound, size, background, proximity and similarity.

## 2.2 Online Learning

### 2.2.1 Definition of Online Learning

Online learning term is well known among the public and academics with the term online learning. Another term that is very commonly

known is distance learning. Online learning is learning that takes place in a network where teachers and those being taught without meeting face-to-face. According to (Belawati, 2019), online learning is basically distance learning where this distance learning system is a system that has existed since the middle of the 18th century. Since the beginning, distance learning has always used technology for the implementation of learning, ranging from the simplest technology to the latest one.

### 2.2.2 Benefits of Online Learning

The implementation of online learning during the pandemic, certainly provides benefits and impacts that can help the learning process. The following describes the positive impacts of implementing online learning during the pandemic, both from the perspective of teachers and from students and related literature reviews (Nabila, 2020).

1. Avoid the corona virus
2. Flexible time and place.
3. Cost efficiency
4. Learning is varied, active, creative and independent.
5. Get more information.
6. Operate technology better.
7. Relationships with family become closer.
8. More respect for time.
9. The material can be read again.
10. Paperless (The use of paper in online learning has been replaced by the network)
11. All activities are recorded.
12. Even distribution of material.

### 2.3 Nursing English Subject

Nursing English course is one of the courses taken by 4th semester Nursing students Class B in even semesters. The Covid-19 outbreak has resulted in online learning, so students carry out learning activities from home using the internet as a lesson (Putri, 2017).

This subject provides an opportunity for students to be able to carry out conversations in English when carrying out nursing care. In addition, students are given the opportunity to be able to make reports on nursing care in English. Students are given the opportunity to learn the technique of conversation, presentation and practice through simulation. The learning process includes learning activities carried out through discussion assignments, and practices.

### 2.4 Online Learning Barriers

The sudden change in learning from face-to-face to online has created a variety of responses and obstacles for the world of education in Indonesia, including educators who directly deal with students. A number of schools experience problems when implementing online learning, including problems with learning applications, internet networks, learning management, assessment, and supervision (Rigianti, 2020). The obstacles faced by educators dealing with online learning are of subject too many, considering this is a sudden activity that is not planned in the curriculum. Some educators, who are technology literate, are of course quick to think about how to carry out effective, cognitive, and psychomotori online learning activities at once at home. Online learning is considered unpleasant for students (Jamaluddin et al., 2020). They feel several obstacles such as signal interference during

learning; they feel wasteful because the quota runs out quickly; it is difficult to understand the material presented by the educator and they feel that their social activities with their friends are hampered. The majority of students feel that online learning is not effective, because in practice educators are more dominant in giving assignments rather than explaining material (Sudarwita, 2020).

## 3. Findings and Discussion

This study applied a qualitative approach. Qualitative research that seeks to understand and interpret the meaning of an event of human behavior interaction in certain situations according to the researcher's own point of view. Research that uses qualitative research aims to understand the object being studied in depth (Gunawan, 2015).

The qualitative research method in this study used descriptive research methods. Qualitative data in the form of descriptive, in the form of spoken or written words about human behavior that can be observe in (Agusta, 1992). Descriptive form because the purpose of this study is to obtain an overview of students' perceptions of online learning in nursing English subject during the COVID-19 pandemic in the academic year 2020/2021 and to analysis faced during the online learning process.

Based on the results of a questionnaire conducted by researcher at Citra Bangsa University, Faculty of Health, semester IV of the Class B nursing study program regarding students' perceptions of online learning in nursing English subject during the Covid-19 pandemic, the researcher found that there were responses given by students with the results research as follows:

### 3.1 Student Perceptions of Online Learning in Nursing English Subject

Students' perceptions of nursing English subject were analyzed using a questionnaire sheet containing statements related to the online learning

in nursing English subject filled out by the fourth semester B class 2020 students via google form. Statements regarding student perceptions consist of 32 statements, the data obtained can be seen from the following table.

*Table 3.1 Calculation of Central Tendency from student perceptions*

No.	Student's Perceptions	SA	A	N	D	SD	Score	Percentage	Interpretation
1.	I think online learning can help in replacing conventional learning During the Covid-19 pandemic	9	5	14	11	3	132	62,86	High
2.	I receive clear direction and learning goals before online learning starts	14	6	11	8	3	146	69,52	Very High
3.	I feel happy and understand learning language material nursing English online	11	8	12	8	3	142	67,62	High
4.	I understand nursing English material online well	9	5	19	8	1	139	66,19	High
5.	I really understand the explanation from a friend when online presentation	8	10	15	8	1	142	67,62	High
<b>AVERAGE</b>								66,76	High

Table 3.1 above, shows that 42 respondents with five statement items on indicators of student perception. The output of the calculation of the first indicator where the highest percentage is 69.52% in the second item which is in the very high category with the following statement, namely

Students receive clear direction and learning objectives before online learning begins with an average overall table result of 66.76% with a high perception.

*Table 3.2 Calculation of Central Tendency of Influencing Factors*

No	Student Perceptions	SA	A	N	D	SD	Score	Percentage	Interpretation
6.	Lecturers provide lecture materials in accordance with the eye RPS nursing english course	9	11	16	6	0	149	70,95	Very High
7.	Lecturers give assignments that exceed the reasonable limit	11	5	12	6	8	131	62,38	High
8.	Students are able to have a conversation in English during the implementation of nursing care	6	10	14	11	1	135	64,29	High
9.	Students are able to make nursing care reports in English	6	6	17	11	2	129	61,43	High
10.	Students are given the	12	9	15	5	1	152	72,38	Very High

opportunity to learn conversational techniques, presentation and practice through simulation									
<b>AVERAGE</b>								66,29	High

Table 3.2 shows that in the tabulation analysis of the questionnaire data, for the indicators of the two factors that influence perception, the average value is 66.29% where the value when converted to a Likert scale is in a high position. so

that for this second indicator the implementation of online learning for nursing English courses is very good, but there are also those who are still unsure about the ninth statement item, which is 61.43% in a neutral position.

**Table 3.3 Calculation of the Central Tendency of Online Learning**

No.	Student Perceptions	SA	A	N	D	SD	Score	Percentage	Interpretation
11.	I can access the implementation of online lectures easily wherever I am	14	6	13	6	3	148	70,48	Very High
12.	Online lectures make it easier for me to send assignments on time	18	7	14	3	0	166	79,05	Very High
13.	Online lectures often cause boredom	12	6	13	7	4	141	67,14	High
14.	How do you feel about online lectures ?	11	10	15	5	1	151	71,90	Very High
15.	Do you agree that online or online lectures are more fun than offline or face-to-face lectures?	12	9	7	8	6	139	66,19	High
16.	Online learning is said to be effective	11	9	8	12	2	141	67,14	High
17.	Your online learning has been fun	9	10	13	9	1	143	68,10	Very High
18.	I can follow online learning smoothly	12	9	18	3	0	156	74,29	Very High
19.	I can do my job well	10	12	9	6	5	142	67,62	High
20.	It is easy to submit assignments online	12	17	7	6	0	161	76,67	Very High
21.	I am satisfied with online learning	14	4	15	7	2	147	70	Very High
22.	I feel ready when I take nursing English lessons online	17	8	12	4	1	162	77,14	Very High
23.	Online learning is a great tool for exams and quizzes. I am able to complete tasks within the given timeframe	13	7	16	6	0	153	72,86	Very High
<b>AVERAGE</b>								<b>71,43</b>	<b>Very High</b>

Based on the tabulation analysis of questionnaire data 3.3 above, the online learning

indicator gets a value of 71.43% where this value when converted into a Likert scale is in a very high position, so for this it is very good. there is also the

largest percentage of items which is 76.67% where students think that online learning can easily send assignments there are also some items that are in a moderate position with a percentage of 79.05% where 18 students agree that they can send

assignments on time, 12 students or 66.19% strongly agree that online learning is more fun than face-to-face, and 67.14% or 12 students disagree that online learning is effective.

**Table 3.4 Calculation of Central Tendency Benefits Of Online Learning**

No.	Student Perceptions	SA	A	N	D	SD	Score	Percentage	Interpretation
24.	Online learning can build very efficient communication and discussion between educators and students	16	7	13	5	1	158	75,24	Very High
25.	You and your friends can interact and discuss without going through an educator.	14	7	15	5	1	154	73,33	Very High
26.	Online learning can facilitate interaction between students, teachers and parents	10	9	14	7	2	144	68,57	Very High
27.	Online learning makes it easy to send materials or assignments in the form of pictures and videos and students can download teaching materials provided by educators	7	10	15	6	4	136	64,76	High
<b>AVERAGE</b>								<b>70,43</b>	<b>Very High</b>

Table 3.4 shows that as many as 75.24% agree that online learning can build very efficient communication and discussion between educators and students. In addition, 73.33% of students agree that they can interact and discuss with each other without going through an educator. There are

68.57% of students who agree that online learning can facilitate interaction between students, teachers and parents and 64.76% of students agree that online learning makes it easy to send materials or assignments in the form of pictures and videos and students can download the teaching materials provided by educators.

**Table 3.5 Calculation of the Central Tendency of Online Learning Constraints**

No.	Student Perceptions	SA	A	N	D	SD	Score	Percentage	Interpretation
28.	There is a signal disturbance during the learning process	14	12	9	4	3	156	74,29	Very High
29.	When online learning takes place, the internet quota becomes wasteful or runs out quickly	12	12	12	6	0	156	74,29	Very High
30.	You find it difficult to understand the material delivered by online educators	5	7	18	12	0	131	62,38	High
31.	Your social activities with friends are hampered	11	9	1	11	0	146	69,52	Very High
32.	You feel that online	15	12	7	6	2	158	75,24	Very High

	learning is less effective because educators are more dominant in giving assignments instead of explaining material								
<b>AVERAGE</b>								<b>71,14</b>	<b>Very High</b>

Based on the results of manual calculations in table 3.5 using the Ms. application. Office Excel obtained the average result for the online learning obstacle indicator is 71.14%. if the results are converted into a Likert scale, then the results of the calculation are included in the very high category. In this indicator there is also the largest percentage for the thirty-second question items, namely 75.24% which is in a very high position.

### 3.2 Obstacles in the Online Learning Process in Nursing English subject

Interviews were conducted with representatives of respondents, which consisted of 5 informants. Interviews were conducted by means of whatsapp chatting in turns and adjusted to the time of the respondent's availability to conduct online interviews. Based on the results of interviews with 5 student informants on March 23- until finished, as for the obstacles obtained from the results of interviews with students:

#### a. Lack of direct interaction with lecturers

Problems that arise simultaneously with the learning system during the pandemic, namely online learning psychologically have an impact on the lack of psychological relationships between educators and students. The level of closeness between teachers and students runs mechanically, does not involve feelings.

*"Here, I lack direct interaction, both with other classmates and with lecturers because there are still many lecturers who*

*only give us assignments without explaining the material first, even we as students, especially I am not asked to study independently". (Interview Result, 10th March 2022, OJK)*

#### b. Bad network

Problems that often occur during online learning, namely internet network connection becomes an obstacle faced by some students whose place of residence is difficult to have an internet network. Many students complained about internet connection when learning online.

*"The location of my residence sometimes has a power outage, where this has an impact on the condition of the network that does not support and I experience out of quota, and when the lecturer is explaining via e-learning, google meeting, or youtube streaming etc. suddenly the signal is lost, or Unstable, the conversation will be cut off or even if it goes but has fallen so that it raises a lot of disturbances both from the audio and visual side". (Interview Result, 11th March 2022, LT)*

The same opinion was also expressed by other 4th semester nursing students. Poor network is an obstacle in online learning.

*"Bad network so that I follow learning online becomes a little hampered when I want to load to participate in learning activities and there are even friends who cannot load at all at the specified time. Especially if the internet*

*quota runs out becomes an obstacle for me "*.

(Interview Result, 14th March 2022, AJM)

In line with the research that has been done by Nur Hadi Waryanto which states the network (internet, LAN, WAN) as a method of delivery, interaction, and facilitation. So, if the network conditions are unstable, online learning becomes ineffective (Waryanto, 2006).

### **c. The internet quota is limited**

During the Covid-19 pandemic period also had a major impact on the joints of life including the economy. Just imagine the family affected by layoffs, of course, will feel economic difficulties. Plus the children who school must take online learning with the cost of purchasing quota is quite expensive.

*"I run out of internet quota so it makes me not enjoy online learning that is going on especially sometimes the unstable network is also a problem for me".* (Interview Result, 11th March 2022, LT)

This opinion is clarified again by DRS students as below,

*"Online learning requires a large enough internet quota and this is very burdensome for me. Let alone to buy a quota, you can buy rice and your daily needs are very grateful ".* (Interview Result, 12th March 2022, DRS)

### **d. The quality of the cellphone does not support**

Distance learning or online (in networks) One learning method that requires learning media that must be possessed by students, namely Gadget. Although not all students have the same

sophistication of Gadget, Gadget sophistication affects the learning process of students online.

*"When I studied online I saw that, there were some friends who did not have Android facilities to do online activities so that sometimes they find it difficult to get internet network access when Android is low and sometimes extinguished suddenly".* (Interview Result, 11th March 2022, LT)

This is in line with research conducted by Nisaul Chaoiroh which states that the online learning system is a face-to-face learning system and is carried out online and requires mobile media as a support for online learning activities. Some students who do not have adequate cellphones are also one of the obstacles in participating in online learning. This affects the burden of their parents who have low income or from the lower middle class, which makes their parents have to buy new facilities so that the child's learning process can run smoothly.

### **e. Students become lazy to attend lectures, this was stated by the fourth respondent:**

The change from face-to-face learning to online learning seems to cause students to feel lazy to learn.

*"I'm very used to making school a place to study while home is a place to rest, so when learning is done at home there will be a big difference in the atmosphere and feel uncomfortable. there are no classmates to discuss it makes me feel lazy to study online. Besides that, not all houses have a special place that is quiet and comfortable to study, especially since I live in a boarding house, it*

*must be busy*".(Interview Result, 14th March 2022, AJM)

**f. Fatigue in the eyes and become sick**

The Covid-19 pandemic has made learning and work activities carried out online. This condition makes people spend more time in front of a computer screen. Meanwhile, staring at the screen for too long causes the eyes to get tired, dry, and even cause eye abnormalities.

*"I experience eye fatigue due to the long distance learning duration. When you look closely, your eyes don't feel good because you have to focus on staring at your cellphone or laptop screen until the learning ends"*. (Interview Result, 15th March 2022, SDPL)

**g. The cellphone memory fills up quickly, this was stated by the second respondent:**

*"the negative impact is because the cellphone memory fills up quickly so sometimes information about the course is slow to know making it late to do assignments"*.

**h. Students find it difficult to understand the material**

Currently learning in schools is done face-to-face and also online. Educators send a lot of assignments or materials that must be downloaded by students and also many tasks that drain cellphone memory.

*"The lecturer sends material in the form of PDF, Power point or word so I have to download it, it makes the memory full quickly and the cellphone doesn't work properly*

*because too many materials or assignments are stored"*. (Interview Result, 15th March 2022, SDPL)

In terms of understanding, sometimes because the explanations given during online lectures are different from those during face-to-face lectures, if with a direct learning system students can easily listen and communicate related to the material presented by the lecturer, while online learning sometimes does not delivered optimally due to limited time (Adijaya & Santosa, 2018).

**i. Lecturers do not monitor students**

The online learning system is not the best learning system, but the system was chosen because of an emergency situation in order to prevent crowds from happening as it happens in face-to-face learning. Here, educators also cannot monitor students' attention to the material provided, whether students are serious about learning or playing games.

*"Lecturers do not monitor when learning using online methods, so I rarely ask questions even though there is material that I have not understood and during learning activities from home, I am less interested in learning and not enthusiastic because the learning environment is crowded and less conducive"*. (Interview Result, 15th March 2022, SDPL)

In line with Nurnyansyah Adijaya's statement which states that in essence, communication is an interaction that can provide understanding and effort to understand and be *understood* in learning events, online

learning communication allows the development of high learning flexibility because students can communicate through written and spoken language with friends regarding problem solving. in learning all the time (Adijaya & Santosa, 2018., p.106).

#### 4. Conclusion

Based on the results and discussion in the previous chapter, it can be concluded that according to the perceptions of the 4th semester Nursing students of class B towards Online Learning in Nursing English Subject during the Covid-19 Pandemic in the 2020/2021 academic year can be concluded:

Student perceptions of online learning in Nursing English subject during the Covid-19 Pandemic are in the good category and nursing English subject matter taught using online methods can be accepted by students who take it and online learning is a very good choice. good in education, especially when there are obstacles for example during this covid-19 pandemic and obstacles contained in the online learning process in Nursing English subject where the teacher/teacher influence is very large on their ability to master nursing English material as well as the available internet network where they judge the online learning system to be less effective due to the lack of interaction between teacher. students, running out of internet quota, poor network, unsupported mobile phone quality, lazy students to attend lectures and cannot understand the material, eyes become sore and tired, and cellphone memory becomes full quickly. These are the problems that must be resolved by all stakeholders, including the government, schools, teachers, parents, and the

community, as well as being the starting point for online learning.

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