

Survey of Student Motivation in Online Learning During the Covid-19 Pandemic

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Abstract: This study aims to explain the motivational conditions of PGSD students when using online media in online learning during the Covid-19 pandemic. The research method used is descriptive quantitative by using a survey. The research was conducted in the Trilogi University Elementary School Teacher Education Study Program involving 135 students. Data collection techniques using survey techniques with a Likert scale. The survey form is made using a questionnaire via google form which aims to make it easier for students to access it. The data analysis technique used in this study is to calculate the percentage of data from each questionnaire indicator from the google form that has been distributed, then interpret it into a data presentation score and analyze each indicator in detail. The results showed that student learning motivation in the primary school teacher education study program at Trilogi University was very good, it was obtained from the percentage score of student learning motivation which amounted to 81.77%. This research is expected to be a reference for evaluation of various parties in conducting online learning, especially those involving learning motivation. In this study, it was also discussed to increase learning motivation in the quality of learning according to respondents' suggestions, namely (1) learning should still provide material before giving assignments, (2) learning through face-to-face visuals, (3) giving assignments made work procedures, (4) selection material using language that is easy to understand, suggestions from respondents are expected to be study material for other researchers in analyzing and developing student learning motivation in online learning during the Covid-19 pandemic.

Key words: *online learning, pandemic, covid-19, students, motivation to learn*

1. INTRODUCTION

The Covid-19 pandemic has hit all countries in the world, including Indonesia. According to the latest data from WHO on July 29, 2020, there have been 16,341,920 confirmed cases of COVID-19, including 650,805 deaths, quoted from <https://covid19.who.int/>. SARS-CoV-2 is a member of the genus betacoronavirus of the coronaviridae family of single-branded RNA viruses, several of which are known to cause mild respiratory illness in humans. Named for its similarity to SARS-CoV, the virus that caused an epidemic in 2002-2003 that infected an estimated 8,000 people with nearly 800 deaths [1]. Large-scale population-based studies that explore patterns of mortality are important for anticipating the number of people needing care and for informing governments of the need to plan and reorganize services. Previous research has shown that up to 82% of people who die within one year have a need for palliative care. However, the emergence of COVID-19 has changed patterns of death. We currently lack understanding of the need for palliative care for people dying during the

COVID-19 pandemic at the population level [2]. Coronavirus is a large family virus that causes diseases ranging from mild to severe symptoms. There are at least two types of coronavirus that are known to cause diseases that can cause severe symptoms, such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). Coronavirus disease 2019 (COVID-19) is a new type of disease that has never been previously identified in humans. Common signs and symptoms of COVID-19 infection include respiratory symptoms such as fever, cough and shortness of breath. The average incubation period is 5- 6 days with the longest incubation period of 14 days [3] (Sulistyani, 2020)

This situation occurred because Covid-19 is a contagious disease, which means that it can spread, either directly or indirectly, from one person to another. So that the impact attacks the respiratory system such as the nose, throat, and lungs. This is due to the handling of the outbreak, the absence of vaccines and drugs to cure Covid-19 patients and the limited personal protective equipment (PPE) for health

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workers, so that the government implements strict policies to break the chain of the spread of Covid-19.

To prevent the spread of Covid-19, WHO has appealed to stop events that can cause crowds to gather. Therefore, face-to-face learning that gathers a large number of students in the class is reviewed for implementation. The solution applied is one way to break the chain of spreading Covid-1 is by limiting community interaction which is applied by the term physical distancing. However, this physical distancing policy can inhibit the rate of growth in various fields of life, both in the economic, social and of course education sectors.

The government's decision to dismiss students, move the teaching and learning process at schools to at home by implementing the Work From Home (WFH) policy makes many parties nervous. WFH stands for work from home which means working from home [4]. Implementation in carrying out the learning process needs to be done online or in a network (online). One of the things you want to see is how the student's learning motivation when learning online for the Covid-19 pandemic.

Motivation is related to the goals or expectations desired by students to follow lessons in class. A student who has motivation only to graduate in a subject, of course, has a different learning activity from a student who wants to master course material as preparation for entering the world of work [5]. Motivation to learn is an internal process that activates, guides and maintains behavior over time. Individuals are motivated for many different reasons, with different intensities. For example, a student can have high learning motivation to face final semester exams with the aim of getting high scores (extrinsic motivation) and high learning motivation to face certain subject exams because he is interested in that course [6].

Student learning motivation is very necessary, when the conditions of online learning, if motivation is high and arises from within students, online or face-to-face learning is not an obstacle. When viewed from the pandemic-19 situation, online learning makes a solution allowing students to have flexibility in learning time so they can study anytime and anywhere. This learning activity is an educational innovation to answer the challenges of the availability of various learning resources. The success of a model or learning media depends on the characteristics of the students.

This was revealed by Bibi & Jati [7] that all literature indicates that not all students will be successful in online learning, this is due to differences in learning environmental factors and student characteristics. One

of the successes in learning is related to the motivation that students have. According to Koca & Ph, [8] that motivation is a theoretical construction to explain initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior. Motivation provides impetus for action that aims in the desired direction both physically and mentally, so that activity becomes a very important part of motivation [9]. Motivation can influence what is learned and the environment [10]. This is also shown by research which explains that motivated students are more likely to do challenging activities, be actively involved, enjoy the process of learning activities.

According to Tantri [11] explaining that online learning is often required to be more motivated because the learning environment usually depends on motivation and related characteristics of curiosity and self-regulation to involve the learning process. In fact, technology itself is seen by some people as an inherent motivation because it provides a number of qualities that are recognized as important in fostering intrinsic motivation, namely challenge, curiosity, novelty and fantasy [12] motivation is considered an important factor for successful learning, including in the learning environment. online, so it is necessary to reconsider learning motivation in learning environments that use technology [13] this reason it is important for researchers in the world of education to examine in depth how student motivation in online learning, especially learning activities carried out during the Covid Pandemic -19.

The aspects examined in this study are related to the aspects described by B Uno [14] who wrote 6 indicators of learning motivation, namely. 1) There is desire and desire to succeed, 2) There is encouragement and need in learning, 3) There are hopes and aspirations in the future, 4) There is appreciation in learning, 5) There are activities that are interesting in learning, 6) There is a learning environment . This research was conducted with the aim of providing an objective description of how student learning motivation in online learning during the Covid-19 Pandemic, so that this becomes an evaluation material in creating effective online learning in the midst of the Covid-19 Pandemic, besides that this research can also be a study material. other researchers related to student motivation in online learning during the Covid-19 Pandemic.

2. MATERIALS AND METHODS(LITERATURE)

2.1. Research Methods

This research uses quantitative research. According to Yusuf [15] that quantitative research seeks to uncover universal truths and principles in the form of

relationships between variables or phenomena. Characteristics in quantitative research [16] are data analysis techniques using quantitative techniques (statistics) objectively. This type of research uses a survey method. According to Adiyanta [17] in the survey, information was collected from respondents using a questionnaire. Generally, survey research is limited to research where data is collected from a sample of a population to represent the entire population. This differs from a census where information is collected from the entire population. In general, the unit of analysis in survey research is the individual. Survey research is thus a study that takes a sample from one population and uses a questionnaire as the main data collection tool.

Survey research is very suitable to be used in revealing how motivated students are in online learning during the Covid-19 Pandemic. The subjects in this study were 135 elementary school teacher education students at Trilogi University who received online learning during the Covid-19 Pandemic. The instrument used in this study used survey data. The survey is in the form of a questionnaire which is made on google form so that it is easily accessible to students. The survey that was made aims to reveal in detail the motivation of students in online learning during the Covid-19 Pandemic, as for the type of survey using the Likert scale.

The Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena [18]. With a Likert scale, the variables to be measured are translated into variable indicators. According to Sugiyono [19] that the Likert scale is used as a tool to measure attitudes, opinions, and perceptions of individuals or groups of people towards social phenomena. The Likert scale table is presented below.

Table 1. Likert scale

Assessment criteria	Scoring scale
Strongly agree	5
Agree	4
Fair / Neutral	3
Disagree	2
Strongly Disagree	1

Source: Sugiyono [19]

Meanwhile, the data analysis technique in this study was carried out by calculating the percentage of the scores that have been obtained, while the formula for calculating the percentage is as follow.

$$p = \frac{f}{n} \times 100\%$$

Information :

- P = percentage
- F = frequency of each answer
- N = number of ideal scores
- 100 = a fixed number

The percentage results that have been obtained are interpreted according to the following interval table.

Table 2. Score Interpretation Criteria

Presentase	Information
0% - 19,99%	Very Poor
20% - 39,99%	Not good
40% - 59,99%	Enough
60% - 79,99%	Well
80% - 100%	Very good

Source: Siyoto [20]

The results of the above calculations are the basis for in-depth analysis and conclusions on the learning motivation of students in the primary school teacher education study program at Trilogi University in online learning during the Covid-19 Pandemic.

2.2. Results and Discussion

The number of samples who became respondents in this study were 135 male students consisting of 87% female gender and 13% gender. (See Figure 1). Most of the respondents came from the regions of Jakarta (40%), Bekasi (24%), Depok (16%), Palembang (4%), Kalimantan (3%) and Others (13%) (See Figure 2).

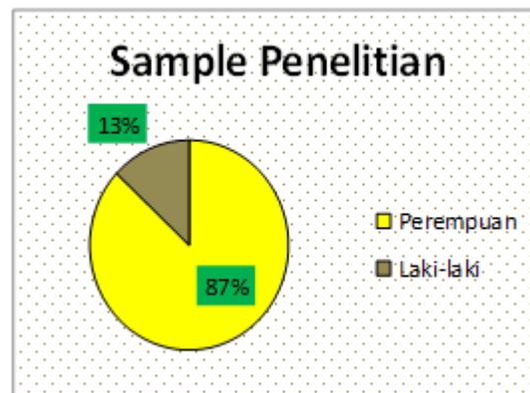


Figure 1: Sample Characteristics

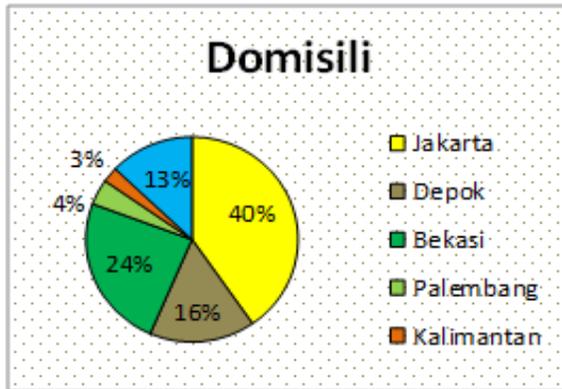


Figure 2: Sample domicile

The student residence which is only in the Jakarta area has shown that this has complied with the rules in online learning during the Covid-19 pandemic. Seeing the ratio of the number of cases in Jakarta is the highest compared to other areas.

2.3. Respondents' Activities During the Covid-19 Pandemic

During the implementation of this work from home during the Covid-19 pandemic, respondents spent the most time in the day doing school assignments for all subjects, including math assignments. Another activity they do is playing on their cellphones. They said that during this WFH, they could not stop themselves from playing on their cellphones because they used cellphones to do their job. So, it is between doing their work that they play games, or use social media to chat with their friends. (See Figure 3).

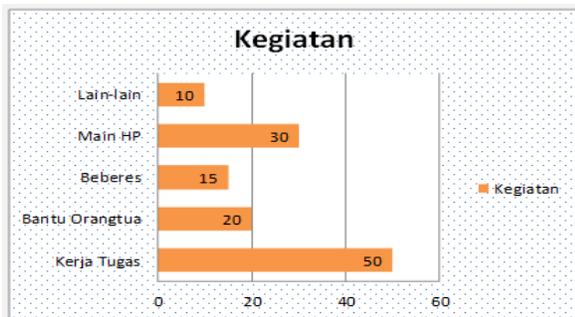


Figure 3. Student Activities During Pandemic-19

2.4. Respondents' Physical Complaints

These physical complaints are a result of excessive gadget use. The results of this study are in accordance with the results of research previously conducted by Iskandar [21] who show that using gadgets can cause headaches and eye irritation. According to Ilyas in Gopalan, Bakar, Zulkifli, Alwi, & Mat [22] eye fatigue can occur if the eye focuses on a close-up object for a long time and the eye muscles work harder to see the object, especially when accompanied by blinding

lighting. Apart from physical complaints, students also experience psychological complaints. The most common complaints were a feeling of wanting everything to end soon (75%), they also felt deep boredom at home (13%), dizziness, (5%), worried (2%), and restless (5%). (See Figure 4).



Figure 4. State of Respondents during Pandemic-19

2.5. Online Media Respondents Most Liked to be a burden.

The online media most liked by students are Siakad University Trilogi (51.2%), Google Classroom (15.1%), WhatsApp Group (12.3), Youtube (10.4%), Instagram (7%), and Zoom or Google meet (4%). Respondents apparently liked the media because it was considered easy and practical to use. In addition, because not too many quota pulses are used. Even so, they still want face-to-face online meetings such as zoom or google meet, as what student respondents suggested in this study. It's just that the quota constraints and network access are limited, so they hope the government provides effective online facilities and is not burdensome.

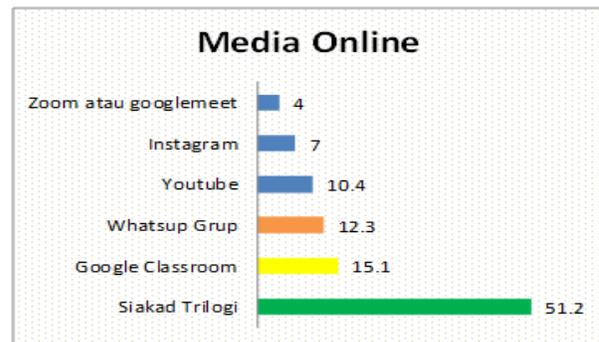


Figure 7. Preferred Online Media

The advantages of doing online learning, one of which is increasing the level of interaction between students and lecturers / teachers, learning can be done anywhere and anytime (time and place flexibility), Reaching students in a broad scope (potential to reach a global audience), and facilitate the improvement and storage of learning materials (easy updating of content as well

as archivable capabilities) (Siahaan in (Waryanto, [23]. This learning model utilizes technology, especially in helping lecturers and students, especially in the management of learning activities [24] with this information technology can act as a medium that provides between students and lecturers, learning resources and means for efficient learning evaluation [25] the use of online learning is independent learning and high interactivity, capable of increases memory level, gives more learning experience, with text, audio, video and animation which are all used to convey information, and also make it easy to convey, update content, download, students can also email other students, post comments on discussion forums, use chat rooms, to videoconferencing links for direct communication [26].

Research results Suhada et al. [27] show that the use of google classrooms as a learning medium has a positive impact on improving learning outcomes, interest and motivation of students in learning and fostering creative attitudes in students or students. Based on the results of research [28] Google classroom can increase interest and motivation because the complete teaching materials are available in Google Classroom with its features. Thus, from several previous research results, online learning is effective to increase student interest and motivation

2.6 Learning Methods Preferred by Student Respondents when Online Students.

The online learning methods most preferred by students are as follows: discussions, quizzes, individual assignments, lectures with explaining teachers, videos, and group assignments. (See Figure 8)

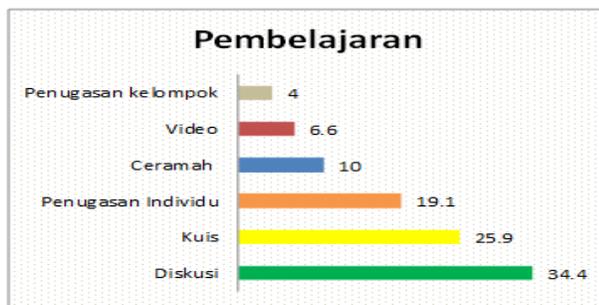


Figure 8. Preferred Learning Methods When Online

2.7. Respondents' Learning Motivation Survey

The learning motivation survey was given to 135 students of the primary school teacher education study program at Trilogy University with indicators of the desire and desire to succeed in seeking information related to material with a percentage of 80.25%, very good criteria, enthusiasm in conveying ideas with a percentage of 75.32% good criteria, enthusiastically asking questions to lecturers with a percentage of 71.32% good criteria, the questionnaire aspect improves the assignment until it is correct with a percentage of 79.82, the criteria are good, the aspect of encouragement has a enthusiasm for learning with a percentage of 81.30%, the criteria are very good.

Judging from the aspect of expectations from the indicators of collecting assignments on time with a percentage of 82.30%, the criteria are very good, seen from the learning aspect without any element of coercion with a percentage of 87.88%, the criteria are very good, there is a desire to succeed with a percentage of 84.12%, the criteria are very good, the aspect of being able to answer or do the assignments well with a percentage of 87.23% criteria Very Good, Aspect Having the desire to get the best score from each task with a percentage of 82.11% criteria Very Good, Able to be responsible for tasks tasks done with a percentage of 81.45% criteria Very Good, Active aspects of each learning discussion with a percentage of 75.65% Good criteria, Aspects are serious in doing assignments with a percentage of 80.23% Very good criteria, On time aspects during implementation the lecture takes place with a percentage of 83.22% criteria Very good, aspects Comply with lecture regulations with a percentage of 89.11% criteria Very Good, the conclusion of the learning motivation of the Trilogy University Elementary School Teacher Education students by participating in learning activities well with a percentage of 81.38% criteria is Very Good. For more details, see the following table (table 3).

Table 3: The results of the Student Learning Motivation Survey with Online Learning during covid-19

Indicator	Aspect	Percentage	Criteria
There is desire and desire to succeed	Looking for information related to the material	80,25 %	Very good
	Passion in conveying ideas	75,32 %	well
	Enthusiastically asked the lecturer	71,32%	well
	Fix the task until it is correct	79,82%	Baik

Indicator	Aspect	Percentage	Criteria
There is an encouragement and need in learning	Have a passion for learning	81,30%	Very good
	Collect assignments on time	82,30%	Very good
	Learning without coercion	87,88%	Very good
	There is a desire to succeed	87,53%	Very good
There are hopes and dreams in the future	Be serious about your assignment	84,12%	Very good
	Able to answer or do well on assigned tasks	87,23%	Very good
	Have the desire to get the best score from each assignment	82,11%	Very good
There are activities that are interesting in learning	Able to be responsible for tasks performed	81,45%	Very good
	Active every learning discussion	75,65%	Baik
	Be serious in working on assignments during lectures	80,23%	Very good
The existence of a conducive learning environment	Be serious in working on assignments during lectures	83,22%	Very good
	Comply with lecture regulations	89,11%	Very good
	Follow learning activities well	81,38%	Very good
Average		81,77%	Very good

High learning motivation possessed by students has a desire to get good grades so that to achieve these goals students study well and diligently. From the table above, it can be seen that several aspects that are considered in paying attention to student concentration are from the six aspects, namely lecturers and students who have a reciprocal relationship, in the learning process there are several things that must be considered in increasing student concentration. , including the use of applications that support the learning process, the use of interactive media and teaching materials, other than that the reason for the difficulty of understanding the material presented is usually due to poor network access, this also applies [29] which if the network is inadequate then will affect the learning carried out, so that it is not effective. The second indicator related to learning motivation is student curiosity. Curiosity is a very important initial capital in the learning process, with a high desire to encourage students to find what they want to know [30].

The aspects of the desire to succeed that were studied were 1) Looking for information related to the material including very good criteria, 2) Spirit in conveying good criteria ideas, 3) Enthusiastically asking lecturers for good criteria, 4) Fixing assignments until the criteria were good so that they could be interpreted that students are able to have the courage to ask questions so that active learning is created and two-way learning is not only one-way. Indicators related to enthusiasm for learning, motivation and enthusiasm for learning have a very important relationship in learning activities, this shows that both lecturers and students

must show high enthusiasm for every online learning activity. The results of the study Kuntarto [31] show that online learning models have provided new experiences that are more challenging than conventional (face-to-face) learning models. Unlimited time and place to learn gives students the freedom to choose the right time in learning based on their interests, so that the ability to absorb learning materials is higher than learning in class, while the results of research [32] show that with blended learning can make students more active in the learning process in class and online, can make the learning process more enjoyable. If the teacher can make the learning process fun, then students will be interested in following the learning process.

3. CONCLUSION

The results of the research from data processing showed that from 135 students of Trilogy University Elementary School Teacher Education it can be concluded that learning motivation with indicators shows a score of 81.77% including very good criteria, so that when the Covid-19 pandemic situation is not a student reason, conclusions can be drawn. that of the 8 indicators of learning motivation, namely concentration, curiosity, enthusiasm, independence, readiness, enthusiasm or encouragement, never giving up, and self-confidence show an average percentage score of 80.27% including very good criteria, it can be said that in the middle The Covid-19 pandemic that hit the world, this is not a reason for students to have high learning motivation, even though in practice there are deficiencies found, but there is no other choice but to

optimize online learning, because in an emergency like this, only technology is the bridge in transfer knowledge from lecturers to students.

Student respondents are more comfortable using the WhatsApp application and google classroom to be used in this online learning model. They have been familiar with these applications or are easy to understand because they tend to be similar to some of the applications they usually use in their daily activities. Only half of the population is aware of the application beforehand. However, with this online learning activity students can learn about new things that they may not have previously planned. In addition, most students have a visual learning style that is more directed at the media of images, writing, or photos. This relates to student habits in daily activities and conventional learning routines in class, where lecture material is distributed to students through power points, presentations using charts, diagrams, or by reading from guidebooks suggested by lecturers.

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