

THE EFFECT OF USING SCREEN RECORDING APPLICATION AS A MEDIA TO TEACH ONLINE CLASSES

Ni Made Ari Yulastini¹, Luh Putu Artini², Made Hery Santosa³

¹SMP Negeri 1 Bangli

^{2,3}Universitas Pendidikan Ganesha

e-mail: adeariyulastini@gmail.com, putu.artini@undiksha.ac.id, mhsantosa@undiksha.ac.id

Abstract

Students from elementary and secondary education use computers or tablets to access online learning materials when their classrooms and colleges are closed due to a COVID-19 pandemic. This condition has caused a huge demand for students and teachers to use the screen recording application. However, the screen recording is a self-talking application that would be comparatively passive for student contact. The research objective here is to see the progress of 10 students of SMP 1 Bangli as participants of online E-Learning system, in using screen recording application with descriptive research method. While the system of application, based on three methods which are constructive learning, inspiration and feedback may be assumed to be involved, accountable and cognitive in promoting the response of students. The research findings are from 10 participants admitted that they could more freely in the learning process without having to take notes and could record the lesson as video and play it repeatedly, do not need to come to school physically, till master learning faster. Supported by the role of a competent supervisor in the field of information-technology operationalization as benefits.

Keywords : Screen Recording Application, Screen Recording Effects, Online Learning, Learning Method.

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INTRODUCTION

Diffusion of Information and Communication Technology (ICT) into all cultures and situations and its effect on the alteration of the essence of human relationships is not a modern development (Harto, 2020) When considered alongside driving forces, such as the ongoing COVID-19 pandemic, which has prompted many countries to introduce stringent social distancing strategies by shutting offices and classrooms, students and teachers are now facing a new age of full-scale ICT exploitation. Students from elementary to tertiary education use computers or tablets to access online learning materials when their schools and

campuses are locked down. More than 60 institutions of higher education in Indonesia have now conducted online learning using distant educational platforms (Ibid).

This condition has created a large demand for students and teachers to use some instructional software. Teacher skills are required to explore the use of various teaching-screen-recording systems to address the demands of the emerging generations (Morris & Chikwa, 2013). Technology that has been built and enhanced with relevant functions, backed by a strong technological competence and a strong insight into business prospects, will have

been a forum for teachers and students to carry out online teaching together during this special time and that could be chosen as the key choice in many online classes (Chen, Peng, Jing, Wu, Yang, & Cong, 2020). As Bingimalis points out, the use of ICT in schools is very critical in creating resources for students and teachers to learn how to work in the information age (Bingimlas, 2009).

Online learning and teaching are influenced by a wide variety of influences, such as learning environments, resources used, media learning, teacher distribution and the environment. Among both, the morale of students is gaining great significance (Kılıçkaya, 2016) and exhaustion is the biggest issue, since the online class has been a year since the school closed its doors for the very first time. More than ten years earlier, Prensky argued that teachers would learn to communicate in the language and manner of their students (Prensky, 2001). Teachers can have basic concept of how to construct their own teaching in an online learning setting and how to successfully educate them. These definitions are exceptionally general, and should be used as a simple reference. It attempts to maintain a long-term learning process that is frequently time-consuming (Zoltán & Ryan, 2015).

The topic of building students to play an active part in the process and engagement covers how students can participate in their learning development. Active learning strategies will quickly bring students to the core of their learning. As an online class counsellor, the means of self-regulating behavior active learning strategies will also be very beneficial as a result of the students being responsible for their learning. They get interested with teaching and choose to promote long-term fatigue instead of merely getting lectures such as lessons or presentations.

In the online class, where most students are at a distance, motivational influences become more important in shaping them so that they can be related to the teaching content. In this situation, the motivational challenges must be persuaded to line up. Feedback is very important in distance learning as a result of the absence of face-to-face contact. When it comes to teaching a teacher's learning practice, he must be forced to understand the value of criticism and the manner in which it is used correctly.

New innovations are also recruiting new audiences, both instructors and support personnel with no formal media experience. Technologies themselves offer new possibilities; Asensio and Young (2002) observed that interactivity and incorporation (with other devices or in a mixed environment) add meaning to the strength of the picture itself, but that this involved a new form of visual and interactive literacy from the instructional designer (Ibid).

Feedback is the foundation of formative evaluation. Successful feedback is a two-way process and a constant conversation between teachers and students; thus, it will improve learning experiences and outcomes (Lloyd & Robertson, 2012). The use of audio and video using a screen-recording programme also makes it possible to present information in various ways and allows different modes of interaction with learners. Audio and video materials can be used to improve learning opportunities by showing real-life situations, illustrating ideas, watching social groups and posing as prompts for conversation (Worldly, 2014). In particular, the use of screen recording technologies, among others, is on the rise in higher education institutions (ibid). They are also able to put experts and experiences into student learning experience and are outstanding at bringing topics 'to life' to join in conversation and encourage learning (Udell, 2004).

The word screen recording started with Udell in 2004, described as documenting what you do on a computer screen with a coordinated audio commentary offering interpretive-based contextual interpretation in an interactive teaching format (Mayer, Fennell, Farmer, & Campbell 2004). Screen recording facilitates effective learning in line with the cognitive philosophy of interactive learning, which implies that multimodal content is provided as a hybrid of flat and animation, where it is correctly temporally and spatially sequential, accurately interacted, described in a conversational way and inserted into everyday life style. It leads to a problem-solving transition in new contexts and promotes constructive learning processing and cognitive burden reduction in order to facilitate deeper learning (Mullamphy, Higgins, Belward & Ward, 2010). In addition, students also enjoy a variety of benefits in using screen recording technologies, such as versatility in studying, including access to learning materials from any internet network, and the fact that the content can be skipped, easily forwarded and repeated as many times as possible (Becta, 2004).

A student-centered orientation to attention-grabbing screen documented design is likely to be a lot of instructional methodology and educational exercises involving students in doing stuff and understanding what they are doing. The learner-centered curriculum style aims to involve students in practises that promote awareness creation through elementary comprehension of the active online learning framework as comprised of active learning, inspiration and feedback. The three

METHOD

Becta (2004) argues that there are few studies that look at the obstacles that exist in particular subject areas. Concentrating on obstacles that especially impact clinicians in their unique positions can be beneficial. The

variables are calculated by the interestingly crafted media learning (Yengin, Karahoca, Karahoca, & Yücel, 2010).

The role of screen recording media between about reading and human operation has allowed a wide range of educational media approaches to be applied. It offers the easiest way to observe instructional video based on the theory that increasing the involvement of users could promote an improvement in the level of learning. The teacher is a wise instructor, the passion and approach will change the subject and communicate with the pupil. The importance of laughter, intonation, visual contact, and articulation cannot be overlooked. Students may be able to rate the output of an instructor after just a few minutes of videotaped results (Gladwell, 2005). Post-production editing can make the resource very open and fascinating. Visual technology makes it relatively easy to browse and scan within a video show, recording is typically segmented into brief theme-related sequences, and presentation slides are also coordinated to a video presentation. That designs are a wonderful effort, even a lot of interactivity, by answering questions about reviews (sometimes together in video format) at key points. While self-talking may be a comparatively passive recording, if well-designed and/or with a good score, the students would be extremely engaging.

This paper is intended to elaborate the impact of using screen recording for teaching by teachers during online classes.

participants here consisted of 10 students of SMP 1 Bangli who are running an online learning system, with a research instrument in the form of a questionnaire in data collection, with qualitative data analysis procedures. The

research framework here is described as in the following figure 1.

The goal of this analyst is to draw together observations and key points from a study of a substantial part of the available literature relating to the effect of students as a consumer experience of screen recording during online classes due to the pandemic. We found that owing to the epidemic of COVID-19, there was a very small area of study. However, research is redirected into the study of foreign literature on online education and archives. Meanwhile, literature studies are used as a source of reference data on related topics.

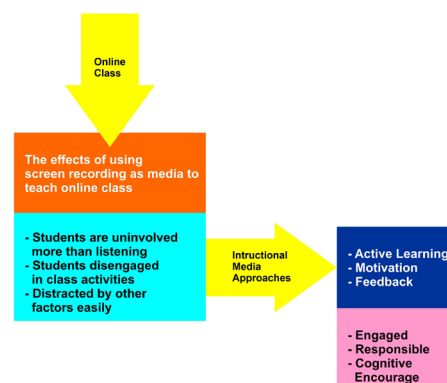


Figure 1. Instructional Media Approaches

FINDINGS AND DISCUSSION

Figure 1 illustrates how this paper aims to clarify the impact of the screen recording during the online class. The truth is that the results may be incredibly diverse in different disciplines, for example in psychiatry, biology, evolutionary psychology, and influenced by multiple causes, such as learning contexts, materials used, and teachers. But in general, its effects and in specific field, education, this paper would discuss three points, namely students are uninvolved more than listening, students disengaged in class activities, distracted by other factors easily.

Approach is actually not always the goal for student balances in learning. Building students to have an important role to play in their learning and to participate covers the manner in which students engage in their learning development. Construction itself has not been resolved by students, but is still relatively uninvolved in the online class, particularly when the instructor explains on screen. The sort of learning experience that could not allow learners access to requires more than listening, not the optimal learning method.

When students study at a distance, they will have problems of concentration so the introduction of the content can lead to students concentrating on information. The lectures should keep an ear at an optimal pace. Taking into consideration what they're doing to retain their dedication and enthusiasm during the online class, and to sustain long-term learning.

Students who are not participating in class events may also be that they are not engaging in content or lack of sense of humor in the forum, because everyone loves humor to distract the tiresome. Students need to feel secure in their online class. The teacher is a wise role, and the passion and approach will change the subject and communicate with the pupil. The importance of laughter, intonation, visual contact, articulation and so on cannot be overlooked.

The teaching and learning process is often stressful and disturbing the minds of both teachers and students if they are unable to view visuals, photographs and videos during the online class due to insufficient instrumentation (software and hardware). Lack of human capital

that interpret the web, lack of mastery in the visualisation of media, lack of access to a suitable personal computer can be a drag to understand.

The online learning framework could make it easier for teachers to incorporate a number of instructional strategies, but teachers need to be required to be acutely conscious of

dynamic, set of circumstances learning practices. (Barnes 1989).

Motivation has an obvious impact on the way students study. When they delegate emotional investment – an engagement in completing a goal in their learning process. It is pointed out that the value of inspiration is achievement (Deci, Koestner, & Ryan, 1999;

Table 1. The impacts of digital materialization (Mulyani 2020)

Advantages of E-learning	Disadvantages of E-learning
<p>Easy to absorb: Using multimedia facilities in the form of images, texts, animations, sounds, and videos.</p> <p>More effective at cost: Does not need an instructor physic presence, accessible anywhere at any time.</p> <p>It is more Concise: Does not contain of formality class, directly into a subject, subjects that are suitable for needs.</p> <p>Available in real time (24hr): Mastering some materials depending on student ability to comprehend. There’s no limit to study over again.</p>	<p>Material has to be produced consistently.</p> <p>Needed supported skill to produce adequate materials.</p> <p>The self-taught forced some students on difficult situation because teacher did not monitor around.</p> <p>The common digitalization is commercial on everything, no exception education. So, the screen recording materials are not really all free anyway.</p>

the requirement to conform with the success of their students – additionally, motivational standards. Teachers should have general ideas of how to develop their own teaching in an online learning setting and how to successfully educate them. Approaches need to be comprehensively designed to interact in the vocabulary and style of students. These definitions are exceptionally general and can be used as a simple reference. The three-pronged approach of application is constructive learning, inspiration and input, which is supposed to be of positive quality for student responses, i.e. student participation, responsible and cognitive reinforcement.

Students that are supported by results in learning systems have shown some of the outcomes that are available to achieve in general academic skills. In the first position, it is related to the active learning key, which has concepts of rational, analytical, negotiated, sensitive,

Deci, Koestner, & Ryan, 2001; Pintrich, 2003; Entwistle & Thompson, 1979; Schmidt, Stephen, Zdzinski & Ballard, 2006; Siebert, Litzenberg, Gallagher, Wilson, & Dooley, 2006) of learning. For this cause, the motivating influences in the design of the e-learning course should be considered (Keller& Suzuki, 2004; Cocea & Weibelzahl, 2006).

Feedback is one of the most useful resources in e-learning environments and one of the metrics for teachers to track and improve students' success in several ways. Feedback also plays an important role in the design of information systems, where it allows one to consider if the intended receiver (or learner) has truly achieved the mark (Nevio, 2002). Active learning in the classroom is also a decent way to stipulate that students engage in their own learning anywhere.

Unlike in-person classroom teaching events, online courses are not the same as online education sites. The assessment of education during this unique time is not only influenced by technology, but also needs to be evaluated on the basis of the nature of the materials, the teaching ability, the absorption of students and so on. The conventional educational appraisal framework metrics are currently primarily focused on expert ratings and industry-developed benchmarks (Tochot, Junpeng & Makmee 2012).

Through table 1 above, it can be found that there are advantages and disadvantages to the online E-learning system. In terms of advantages such as: easy to absorb, cost effective, more concise, and real time availability. Easy to absorb, first of all, means that students can easily digest learning information based on specific images or illustrations that can be stored and played repeatedly. This is evident when the 10 participants of the SMPN 1 Bangli Students admitted that they could be more flexible in the learning process without having to write down anything, and could record everything. Secondly, more cost effective means that an online E-learning system is not limited to the physical presence of students and is cost efficient (writing tools and / or general learning in class, etc.) Participants admit that they only need to make an iPod-compatible screen record would help them make use of it. This also makes it available for iPod download. Additionally, more concise refers to a state where students can feel relaxed but be detailed and structured in carrying out the process of a learning subject. Where there are no formalities in class and just follow the standar subjects, that are suitable for needs and set by the teacher in online. Finally, real time availability means that students can freely take advantage of access to learning without the time limitation, unlike in common classroom or school environments. Some participants stated that they could master learning

faster, able to played the lesson in video repeatedly. For sure, it supported by the role of a competent supervisor in the field of information-technology operationalization.

In addition, there are many explanations why it can be expected that the provision of screen recording would minimize learning incentive. For example, students can make a reasonable decision not to attend an online class with the expectation that they will be able to watch it later. Students may assume that their learning experience is equal in live and filmed online learning formats. In particular, the flexibility of having the opportunity to settle when/where to look at and/or listen to a lecture can, in principle, have certain benefits for the person. Screen recording usability effectively eliminates a disadvantaged punishment for skipping a class so there is a 'second opportunity' of expertise that has been deposited on the internet when catching up on screen recording.

It would be expected that students who participate less with their academic experiences would not normally be able to do well in comparison to other active students. If we prefer to take a fair indicator of student participation into account the behavior of the task group, we can only see a favorable composite association between attendance and ratings. Such a partnership is accompanied by a raft of research. The association between attendance and attainment (Collins, Brown & Newman, 1989) was shown to be a significant positive correlation between attendance and academic achievement; the more students were found to attend classes, the less likely they were to fail, and the more likely they were to be in high school. To explain this, Collins, Brown, and Newman (1989) builds on current evidence that shows that, relative to non-participants, respondents may often be less motivated, have more non-study-related

demands, and are more likely not to pay complete attention to their time, which will adversely affect their research outcomes and time-loss. However, in order to analyze the gradual impact of online class participation on achievement, it seems appropriate to undertake to get rid of the general connection (e.g., trait conscientiousness, cognitive ability). Thus, when analyzing the correlation between enrollment and achievement, the dominant role for prior academic attainment is very significant, in this case the average grade for the previous year.

In the other hand, the sender (or the teacher) must mutually verify that the letter has been correctly sent by monitoring the understanding of the receiver, who has jointly returned to the sender. Often, during the correspondence, the sender of a message can behave and the recipient reacts as a result of the response from the receiver; that is referred to as feedback. Thus, criticism has the power to assess or make communication mistakes work for the police. Practically, such verbal mistakes make it easier for us to give feedback to students once we catch them. The action or goal should be noted specifically in order to find mistakes. These mistakes allow us to track whether or not there is a difference between what needs to be achieved. In the other hand, it is a challenging way of discovering communication mistakes when not receiving input from students.

In addition, constructive learning in the classroom is a decent way to give students the ability to engage in their own learning whenever they can, and also to provide performance-related input. As in school assignments and study, active learning students must take action within the (online) class by taking an active role. As an example, they will engage in the class by taking notes, asking questions, playing a role or playing quiz.

In such performances, the instructor or the learning system will track the actions and provide guidance. Other events, wherever students provide input, include assessments, polls, guided surveys and the method. In such tasks, though, the instructor is unable to track the whole improvement achieved by offering direct positive input. If the teachers have not played a part in stimulating them, they should merely offer formative guidance compatible with the final performance of the students. For example, in mastery learning assessments, certain findings are given to students who hold corrective training and are likely to be retested. However, it is also impossible to figure out the exact essence of the matter, such as the confusion of a pupil in addressing a part of the issue of approach that contributes inappropriately to the results of the exam.

Much of the time, students will make several errors as soon as they are new to ideas and want to learn the idea on their own. In this situation, the most important aspect is always to give them a simple idea of what the errors are and to encourage them to have ample time and feedback to improve their results in those places where they have challenges. In general, if you offer students a position to figure out their thoughts, the prospect of knowing their faults, you can still have to give them an opportunity to fail. There are also learning exercises that can be used to encourage students to work out their thoughts and to have a risk of failing. Teachers' key functions in these exercises are to track pupils, capture their errors, encourage them to recognize their mistakes and provide them with feedback to correct their mistakes. Teacher then holds brain storming debate boards, cooperative learning, question-worked scenarios, class assignments-research and enjoyable day-to-day active learning projects are the situations where the teacher can give an honest thank

you and let their students have any errors openly to improve victimization-related input. In such situations, feedback is always offered immediately before they wait for students to have any problems to consider, or they don't get ideas in the class. Often, in order to get these direct inputs, teachers can track the behavior of students by watching or asking for some kind of information in such a fun manner that they can get on-demand clarity.

CONCLUSION

In this review, the related characteristics of internet analysis studies through the study of International Literature on Online Education and Archives are disseminated through this paper and, thus, the system of unit calculation of international research is retrieved on the basis of recent issues within the journal. According to the prevalent literature, the findings of the study of the characteristics of and for online educational platforms have been established.

Meanwhile, the impacts of the screen recorder are based on its benefits for the participants: Easy to absorb information, More effective at cost, More Concise and available in real time (within 24hr). Easy to absorb means that students can easily digest learning information based on pictures, videos or other illustrations that can be saved and played repeatedly. Where 10 participants of the SMPN 1 Bangli Students admitted that they could more freely in the learning process without having to take notes, and could record everything. In more effective at cost aspect, the participants do not need to come to school physically. More Concise, means that There are formalities in the classroom and only follow and standard subjects that are suitable for needs and set by a teacher online. And Available in real time (24hr) means that students can freely take advantage of access to learning without the time limitation, unlike in common classroom or school

environments. Some participants stated that they could master learning faster, able to play the lesson in video repeatedly. For sure, it is supported by the role of a competent supervisor in the field of information-technology operationalization.

Information and Communication Technology (ICT) has a tremendous need for the use of educational technologies by students and teachers due to the COVID-19 pandemic. The most prevalent feature of learning behavior was the use of screen capturing as media learning. Online learning and teaching are influenced by a wide variety of influences, such as learning environments, resources used, media learning, teacher distribution and the environment. Among these, students' morale is becoming more and more relevant, and exhaustion is the main problem since the online class has been a year since the school closed its doors for the very first time.

The teaching and learning process is often stressful and disturbing the minds of both teachers and students if they are unable to view visuals, photographs and videos during the online class due to insufficient instrumentation (software and hardware). The lack of human capital that the web perceives, the lack of mastery of the visualization of the media, the lack of access to an appropriate personal computer may be a drain on learning.

Building students to play an active role in their learning and to engage, includes the manner in which students contribute with their academic development. Construction itself has not been resolved by students, but is still relatively uninvolved in the online classroom, particularly when the teacher explains on screen. The sort of learning experience that does not allow learners access to anything than listening, not the optimal learning strategy.

Students who are not participating in class events may also be that they are not engaging in content or lack of sense of humour in the forum, because everyone loves humour to distract the tiresome. Students need to be secure in their online courses. The trainer is a wise artist, the excitement and attitude will shift the subject and the pupil will engage. The importance of laughter, intonation, visual contact, articulation, and so on, cannot be overlooked. Approaches must be formulated in a systematic way to connect in the vocabulary and style of the students. These definitions are exceptionally general and can be used as a simple reference. The three-pronged approach of delivery, constructive learning, inspiration and input, is supposed to be of positive quality for student responses, i.e. student participation, accountable, and cognitive reinforcement.

The technique is actually not always aimed at student balances in learning. Building students to play an active role in their learning and engagement is a matter about how students

can participate in their learning development. In the online class, where most students are at a distance, motivational influences gain greater significance in shaping them so that they can be related to the teaching content. In this situation, motivational issues have to be made to line up, so students have to study on their own and be emotionally separated from peers.

Screen recording facilitates meaningful learning in line with the cognitive principle of digital learning, which implies that multimodal knowledge delivered as variations of narrative and animation, when correctly temporally and spatially sequenced, coherently conveyed and expressed in a conversational way and incorporated into an everyday lifestyle, contributes to problem-solving transition which promotes active learning processing and cognitive burden control in order to facilitate deeper learning.

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