

AN ANALYSIS OF STUDENTS' RESPONSES TOWARDS THE IMPLEMENTATION OF DIGITAL TEACHING MATERIALS FOR ONLINE LEARNING

P. S. Darmayanti ¹⁾, N. K. H. Lastari ²⁾

¹ DIII Pariwisata, Institut Pariwisata dan Bisnis Internasional

² Elizabeth International Hotel and Business School

Email: ptsridarmayanti@gmail.com dan nikadekhernalastari@gmail.com

ABSTRAK

Penggunaan TIK sudah populer tetapi belum dioptimalkan dengan baik. Namun, keberadaannya menjadi sangat penting dan wajib di masa pandemi yang ekstrem, Covid-19. Pendidikan sepenuhnya menerapkan penggunaan TIK dalam proses pembelajaran karena pertemuan tatap muka tidak mungkin dilakukan. Pertemuan virtual dengan media online atau daring didukung oleh bahan ajar digital yang dapat diakses oleh siswa yang memiliki koneksi internet. Penelitian ini bertujuan untuk mengetahui respon siswa terhadap penerapan bahan ajar digital dalam pembelajaran online. Kuesioner dibagikan kepada subjek dalam pengumpulan data untuk penelitian kualitatif ini. Penelitian ini mengungkapkan bahwa TIK banyak membantu siswa dalam hal aksesibilitas. Namun, para siswa membutuhkan lebih banyak pelatihan tentang persiapan dan mengikuti alur pembelajaran online. Selain itu, pengembangan materi lebih lanjut diperlukan bagi penyedia materi digital untuk melibatkan siswa dan meningkatkan pemahaman mereka.

Kata kunci: Materi Pembelajaran Digital, Pembelajaran Daring

ABSTRACT

The utility of ICT has been popular yet hasn't been optimized well enough. However, its existence becomes crucial and compulsory during extreme pandemic, Covid-19. The education fully applies the use of ICT in the learning process as face-to-face meeting is impossible to make. Virtual meeting by online platforms is supported by the digital teaching materials which can be accessed by the students whom have internet connection. This study aimed to figure out the responses of the students towards the implementation of digital teaching materials in online learning. Questionnaire was distributed to the subjects in collecting the data for this qualitative research. The study revealed that the ICT assists the students much in the term of accessible. However, the students need more training on the preparation and following the flow of online learning. Besides, an advanced development of the material is necessary for the provider of the digital materials to engage the students and enhance their understanding.

Keywords: Digital Teaching Material, Online Learning

1. INTRODUCTION

By the force of the Covid-19 outbreak, every aspect of life has changed extremely. The government, stakeholders, decision maker, and everyone manage to survive by turn the old routines and adapt the new regulation as well as enacting personal and public dos and don'ts. This significant adaptation impacts the way education is conducted to remain effective and embrace all parties [33], [28], [30]. Information and Communication Technologies (ICT) is taken into account in anticipating the vacuum of intense in-person meeting. Furthermore, this case directs the practitioners to all about virtual things in accomplishing effectiveness [30], [22], [10]. Currently, there is no boundaries among students which leads to new various learning resource, new approach and perspective particularly in education [10].

Discussing the use of ICT in the teaching and learning practices, it is not a new solution, but it is the key in the trend recently. That is why online learning with electronic devices is on high demand. Online learning is performed with the assistance of internet which provide the teachers and the students flexibility in the access of learning properties [27], [8], [17], [6]. This cloud based of this transferring

knowledge activities is expected to yield maximum result of learning at home. However, educators are reluctant to integrate ICT with the activities in the classroom even though it basically helps the classroom management [1]. Fortunately, the positive effect of the elimination of the face-to-face meeting at school is the alteration of the media the teachers had better utilize. Nowadays, many platforms have been developed and are being developed to suffice the need of the education system. Some advantages obtained from the online learning, such as (1) there is no limit of the amount of information the students can get; (2) the students can freely set the time and location they want to study and access the materials; (3) the teachers can reduce the teaching cost; and (4) the students implicitly exposed to technologies while remaining them aware to the use of technologies [16]

The students might have got their own textbook from school and it may be used to check the students understanding upon the material studied [28], [27]. Yet, the students need some explanation from the teachers and crave for fun learning activities during the online learning. At first day, it might be a little bit awkward and doubtful then wonder whether the next class would be boring or not since the two parties, the teachers and learners, cannot interactively communicate the topic discussed and the problem faced. Thus, the development of supplementary assignment or quiz and teaching material are requisite to support the implementation of learning [6].

The teachers need to consider the method, the time allotment, the activities, the learning tools, and learning evaluation in developing the teaching material. Besides, to accomplish the objectives of the learning in the classroom, the teaching materials have to be constructed systematically and attractively [12]. Several teachers simply design their teaching materials by copying and pasting what is inside the textbook or obtained from the internet without considering the level of the information contained or how the teaching material is seen from the students' perspective. The most important thing is they upload the materials online on Learning Management System (LMS) platform and made the students download and read [22], [17].

The existence of teaching material affects the result of the assignments or quizzes distributed after the teaching process [14]. Therefore, it is crucial to know what the students genuinely think about the teaching material provided by the teachers and what they expect from the teaching materials developed in the near future. To figure the answers out, the research was conducted towards the students are from higher education specifically hospitality school as they undergo online learning for over than a year.

2. METHOD

The research design which is used in this study is qualitative research data analysis method. This design assists researcher to plan and carry out studies, to provide rich descriptive detail about people, place, and others phenomenon. In this study the researcher will describe the student's responses about the implementation of digital teaching materials for online learning in Covid-19 outbreak. The subject of this study was collected from the population of the hospitality students at Institut Pariwisata dan Bisnis Internasional. The participants of this study were 34 students as the representative of the all-hospitality students who were taking an online learning.

Data collection techniques used were observation, and questionnaires. The first step was Observation is for development purposes from the early stages to see how the participants used digital teaching material in their online learning. The second step was Likert-scales questionnaires to check the participant's responses about the implementation of digital teaching material in online learning based on the participant's experiences which were developed 20 statements. The questionnaire was given as close-ended questions that can be answered by (5) strongly agree, (4) agree, (3) neutral, (2) disagree, or (1) strongly disagree. The researcher interviewed and shared the questionnaires via google form. [7]

After collecting the data, the researcher used data analysis on this step is Analysis Interactive Models from Miles and Huberman, who divide the steps in data analysis activities and several parts, namely data collection (data collection), data reduction (data reduction), data presentation (data display), and conclusion or verification (conclusions). Data collection is used to gather all information to the study. Here the researcher will gather the information about the student's responses about the implementation of digital teaching materials for online learning in Covid-19 outbreak by giving the students questionnaires. Data reduction is used to remove or reduce the data which is not related to the study. First of all, the researcher collected the data from the participants, then attempt to select only the

data which was related to the study. If the data was not suitable or related to the study. The data will be removed by the researcher. Data display is the next step of analyzing data after data reduction. The data can be presented in the form of table, chart, diagram and pictogram. In this study, the data will be presented in the form of table. The researcher will present about the student's responses about the implementation of digital teaching materials within online learning in Covid-19 outbreak in the form of table. Last is conclusion, the researcher draws conclusion and verifies the result of the study after displaying the data of how the student's responses about the implementation of digital teaching materials within online learning in Covid-19 outbreak. Then triangulation method was used to check the trustworthiness of the data and keep the validity and the reliability of this research.

3. FINDINGS AND DISCUSSION

The researcher was described the finding about the analysis of the student's responses to the implementation of digital teaching materials within online learning in covid-19 outbreak. In this study, the questionnaire was collected into one link of Google Form. As many as 34 students gave responses to this questionnaire. The respondents need to answer the question about the student's responses to the implementation of digital teaching materials within online learning in covid-19 outbreak. They were guided to answer 20 questions by the scale 1-5. Scale 1 was the lowest point used by the researcher, which indicated as Strongly Disagree, meanwhile scale 5 is the biggest point, which indicated as Strongly Agree. The researcher checked the validity and reliability of the instrument by using IBM SPSS 22.

The data from the questionnaire were conducted from students of 3th semester of IPBI. There are 20 questions in total. The sample asked to access the link https://docs.google.com/forms/d/e/1FAIpQLSeMI1M2qlyhim6TCBovCbsvJNqtDwbum6YzhRjRz4r9oj1BAg/viewform?usp=sf_link. The researcher discussed 20 statements obtained from the questionnaire. The table below are the transcript percentage results.

Table 4.1 Transcript Percentage result

No	Questionnaire Statement	Scale	R	%
1	Online learning class makes you less confident in asking question	Strongly disagree	2	6,1%
		Disagree	8	24,2%
		Neutral	11	33,3%
		Agree	12	36,4%
		Strongly agree	0	0%
2	There are many obstacles when doing "Question and Answer" activity in online learning class.	Strongly disagree	0	0%
		Disagree	9	27,3%
		Neutral	13	39,4%
		Agree	11	33,3%
		Strongly agree	0	0%
3	It is easier to discuss with your friends in online learning classes than face to face classes	Strongly disagree	5	15,2%
		Disagree	9	27,3%
		Neutral	12	36,4%
		Agree	5	15,2%
		Strongly agree	2	6,1%
4	Online learning makes you feel less nervous to interact with your classmate and lecturer during discussion.	Strongly disagree	1	3%
		Disagree	8	24,2%
		Neutral	8	24,2%
		Agree	13	39,4%
		Strongly agree	3	9,1%

5	Online learning media (Zoom, Google Classroom, WhatsApp, and etc.,) helps students and lecturer interact easier than face to face class	Strongly disagree	0	0%
		Disagree	6	18,2%
		Neutral	8	24,2%
		Agree	16	48,5%
		Strongly agree	3	9,1%
6	The lecturer can give instruction, assignment, and asking questions to students anytime	Strongly disagree	3	9,1%
		Disagree	2	6,1%
		Neutral	7	21,2%
		Agree	16	48,5%
		Strongly agree	5	15,2%
7	Online learning makes you want to study more	Strongly disagree	1	3%
		Disagree	9	27,3%
		Neutral	7	21,2%
		Agree	14	42,4%
		Strongly agree	2	6,1%
8	Online learning makes it easier for you to do assignments	Strongly disagree	0	0%
		Disagree	2	6,1%
		Neutral	9	27,3%
		Agree	17	51,5%
		Strongly agree	5	15,2%
9	You become more responsible to study in Online learning classes	Strongly disagree	0	0%
		Disagree	5	15,2%
		Neutral	19	57,6%
		Agree	8	24,2%
		Strongly agree	1	3%
10	Online learning makes it easier for you to use your time more efficiently	Strongly disagree	0	0%
		Disagree	1	3%
		Neutral	5	15,2%
		Agree	21	63,6%
		Strongly agree	6	18,2%
11	You always on time attending online leaning class	Strongly disagree	0	0%
		Disagree	5	15,2%
		Neutral	10	30,3%
		Agree	15	45,5%
		Strongly agree	3	9,1%
12	You access course materials at anytime	Strongly disagree	0	0%
		Disagree	4	12,1%
		Neutral	4	12,1%
		Agree	20	60,6%
		Strongly agree	5	15,2%
13	Online learning media (zoom, google form, WA and etc.) have helped you optimized accessing the material	Strongly disagree	0	0%
		Disagree	1	3%
		Neutral	9	27,3%
		Agree	19	57,6%
		Strongly agree	4	12,1%

14	Online learning classes provides the same material as face-to-face classes	Strongly disagree	0	0%
		Disagree	4	12,1%
		Neutral	10	30,3%
		Agree	19	57,6%
		Strongly agree	0	0%
15	The lecturer can still explain the same point of material in online learning	Strongly disagree	0	0%
		Disagree	2	6,1%
		Neutral	7	21,2%
		Agree	23	69,7%
		Strongly agree	1	3%
16	It is difficult to understand the materials in online learning	Strongly disagree	0	0%
		Disagree	7	21,2%
		Neutral	15	45,5%
		Agree	9	27,3%
		Strongly agree	2	6,1%
17	Online learning makes learning English easier	Strongly disagree	1	3%
		Disagree	8	24,2%
		Neutral	6	18,2%
		Agree	18	53,5%
		Strongly agree	0	0%
18	The lecturer always explains the material in online learning before giving assignment	Strongly disagree	1	3%
		Disagree	4	12,1%
		Neutral	7	21,2%
		Agree	19	57,6%
		Strongly agree	2	6,1%
19	The lecturer always asking question and open discussion in online leaning classes	Strongly disagree	0	0%
		Disagree	1	3%
		Neutral	9	27,3%
		Agree	21	63,6%
		Strongly agree	2	6,1%
20	Online learning makes you easier to understand each material	Strongly disagree	0	0%
		Disagree	4	12,1%
		Neutral	3	9,1%
		Agree	25	75,8%
		Strongly agree	1	3%

Statement 1 shows that the percentage disagree is 26,5%, neutral is 32,4%, and agree is 35,3%. The lack of confident can cause suffer from interaction and it is impacting students speaking skills in English [9]. As shown in the statement number 1 is "Online Learning class makes you less confident in asking questions.", agree as the higher percentage. It indicates that most of the students have been feeling less confident in asking question than in conventional learning. It is stimulated by some internal dan external factors such as, there is no discussing buddy, lack of decent connection, or even they do not understand what the topic is. The instructors are expected to reconstruct a well-structured activity where the transition from an activity to another could flow smoothly.

Statement 2 shows that the percentage of disagree is 26,5%, agree is 32,4% and neutral is 41,2%. The result of statement no 2 is "There are many obstacles when doing "Question and Answer" activity in online learning class." neutral as the higher percentage Cited in stated that the "Question and Answer" is speaking activity which involves a true interaction of ideas, information, or feeling.

"It's the same with face-to-face learning." – Student 13

Based on the result, the students thought that online learning and conventional learning are quite same in the learning process. the students neither find some obstacles and it could not cause lack of interaction.

Statement 3 shows that the percentage of agree is 14,7%, strongly disagree is 14,7%, disagree is 26,5% and neutral is 38,2%. The result of the statement no 3 is "It is easier to discuss with your friends in online learning classes than face-to-face classes." neutral as the higher percentage. It means that the students slightly feel no different before and after online learning. In conclusion, students' interaction still can be done in online learning. However, it not effective enough to improve the students' speaking skill.

Statement 4 shows that the percentage of strongly agree is 8,8%, disagree is 23,5%, neutral is 26,5% and agree is 38,2%. The result of the statement no 4 is "Online learning makes you feel less nervous to interact with your classmate and lecturer during discussions." agree as the higher percentage. The students feel less nervous during interaction. Cited in ^[10] stated that the nervousness during interaction can affect the performance of the students in speaking a certain language. However, based on the result that 33 students agree which means that they can interact better than conventional learning activity.

Statement 5 shows that the percentage of strongly neutral is 8,8%, disagree is 17,6%, agree is 23,5% and agree is 50%. The result of the statement no 5 is "Online learning media (Zoom, Google classroom, WhatsApp, and etc.) helps students and lecturers interact easier than face to face class" agree as the higher percentage. Based on the result, the media do not become the helper nor the obstacles in the learning process because the students already used to interact using media online [5], [32], [2].

Statement 6 shows that the percentage of strongly disagree is 8,8%, strongly agree is 14,7%, neutral is 20,6% and agree is 50%. The result of the statement no 6 is "The lecturer can give instruction, assignments, and asking questions to students anytime." Agree as the higher percentage. It means that the students quite agree that the lecturer share the teaching material anytime through the media given. However, the media used not enough to improve the interaction between the students and lecturer.

Statement 7 shows that the percentage of neutral is 20,6%, disagree is 26,5% and agree is 44,1%. The result of the statement no 7 is "Online learning makes you want to study more." neutral as the higher percentage. The motivation is one of the keys to be success in speaking. Based on the result above, the students feel online learning able to improve their motivation to study.

Statement 8 shows that the percentage of strongly agree is 14,7%, neutral is 26,5% and agree is 52,9%. The result of the statement no 9 is "Online learning makes it easier for you to do assignments." agree as the higher percentage. As shown above, the students totally agree that they can access everything easily to support them conducting the assignments [20], [21], [26]. The students can access such as books research journals, and sites which is leading them to improve their knowledge. It concludes that the online learning quite helpful for them as a student.

Statement 9 shows that the percentage of disagree 14,7%, agree is 26,5% and neutral is 55,9%. The result of the statement no 9 is "You become more responsible to study in Online learning classes." Neutral as the higher percentage. Based on the result, the students feel that the online learning do not give much effect of their responsibility. Online learning makes the students do not feel less responsible or more responsible.

Statement 10 shows that the percentage of neutral is 14,7%, strongly agree is 17,6%, and agree is 64,7%. The result of the statement no 10 is "Online learning makes it easier for you to use your time more efficiently" agree as the higher percentage.

"The strength are we can access it everywhere and anytime." – Student 1

The result shows that the online learning helps the students to easy manage their time efficiency. It concludes that the student can conduct or finish their assignment easier.

Statement 11 shows that the percentage of strongly agree is 11,8%, disagree is 14,7%, neutral is 29,4% and agree is 44,1%. The results of the statement no 11 is "You always on time attending online learning class." agree as the higher percentage. Motivations influence the students to gain their desire to study more. The process of motivation cannot be observed directly, but it can be inferred by behaviors such as effort, persistence and verbalization. The students attend the teaching and learning on time during online class is one of the motivations in order to want to learn English. It seems impact their learning English well.

Statement 12 shows that the percentage of neutral is 11,8%, disagree is 11,8%, strongly agree is 17,6% and agree is 56,8%. The result of the statement no 12 is "You can access course materials at any time." agree as the higher percentage.

"I can study anytime and anywhere." – Student 9

The online learning is very helpful for the student to study anytime and anywhere easily. It is different from face-to-face class activity [19]. It will improve the student to master English.

Statement 13 shows that the percentage of strongly agree is 11,8%, neutral is 26,5% and agree is 58,8%. The result of the statement no 13 is "Online learning media (zoom, google form, WA, etc..) have helped you optimized accessing the material." Agree as the higher percentage. It concludes that the students can master all skills such as writing, reading, listening and speaking well and make them easier for students to participate and listen to their lecturers' explanations in the online teaching and learning process [23], [4].

Next, Statement 14 shows that the percentage of disagree is 14,7%, neutral is 29,4% and agree is 55,9%. The result of the statement no 14 is "Online learning classes provides the same material as face-to-face classes." agree as the higher percentage. The lecturer plays important roles in giving material during online class. The materials given must be through books and media to motivate students to study. Based on the result above, the students feel that the material is as the same as face-to-face activity.

Statement 15 shows that the percentage of neutral is 20,6% and agree is 67,6%. The result of statement no 15 is "The lecturer can still explain the same point of material in online learning." agree as the higher percentage. The lecturers of IPBI seem can handle the activity during online class by providing material needed. It means the students can develop their knowledge and English capability.

Next, Statement 16 shows that the percentage of disagree is 20,6%, agree 26,5% and neutral is 47,1%. The result of the statement no 16 is "It is difficult to understand the materials in online learning." neutral as the higher percentage. The Internet is considered the source of needed materials to achieve the goals of teaching and learning [29] [24].

"I prefer to have face to face than online class, because I can understand better and understand the lesson" - (Student 16)

The materials given during online class makes the student feel the same as face-to-face learning activity. The students are still able to develop the knowledge and skill.

Statement 17 shows that the percentage of neutral is 17,6%, disagree is 23,5%, and agree is 55,9%. The result of the statement no 17 is "Online learning makes learning English easier." agree as the higher percentage. [18] states that online learning involves choosing components that help student's improvement and allow students to engage with the content.

"Strongly agree, because the lecturer gives topics such as quiz games so that students understand more easily and have more fun" – Student 11

Based on the result above, some of the students can get the efficacy of the online learning, and some of them still cannot follow the flow of the learning. It might be overcome by varying the type of the supplementary materials which are expected to be able to cope all of the students' learning style.

Statement 18 shows that the percentage of strongly is 8,8%, disagree is 11,8%, neutral agree is 20,6% and agree is 55,9%. The result of the statement no 18 is "The lecturer always explains the material in online learning before giving assignment." agree as the higher percentage. Students tend to access learning material in the form of lecture slides, video lectures, before joining assignments, and forum messages [15], [25], [31]. It means that the lecturer always tries to provide detail information based on the topic before giving the assignment to the students. As result shown that the explanation given help the students understanding the material easier.

Next, Statement 19 shows that the percentage of strongly agree is 8,8%, neutral is 26,5%, and agree is 61,8%. The result of the statement no 19 is "The lecturer always asking question and open discussion in online learning classes." agree as the higher percentage. The students found in online learning, the lecturer always open discussion session by providing question and answer's activity which effects the students' comprehension.

Last, Statement 20 shows that the percentage of neutral is 11,8%, disagree is 11,8% and agree is 73,5%. The result of the statement no 20 is "Online learning makes you easier to understand each material." Neutral as the higher percentage. E-learning technology enables easy information access of study from any geographical location which is not possible in case of conventional face to face-learning [11], [12], [25]. Based on the result above, the students do not feel that online learning affects them a lot.

The result of discussion was derived from the data analysis that explain in the previous section. Based on the finding, the results of this study showed that the most items chosen were item number 10,12, and 15. The students believed that online learning provided them flexibility to study, access the material anytime and the explanation is as same as the conventional learning. Therefore, to improve the quality of online learning during COVID-19 need much attention from the institution to find the perfect techniques and ways. Furthermore, online learning will be successful if it focuses on aspects of the presentation of learning content and learning tools, which are the most critical factors that affect student comprehension.

4. CONCLUSION

Indonesia's education system during COVID-19 has changes to digital classroom. This condition forces the educators and the students to work and study at home. The lecturers try to learn various application used to teach the students. This research shows that online learning technology enable the students to access some information related to the topic given easier and use the time more efficient. The students consider that online learning is very helpful, although the students find some obstacles on it. It happens because most of the student are not ready for this rapid shift in terms of teaching and learning activity. For the next phase, there are rapid development on how the educators are able to uncover the resolution of obstacles experiences faced by the students and develop the use of other media in the implementation that are interesting, better and more effective.

REFERENCES

- [1] Acker, F. V., Buuren, H. V., Kreijns, K. & Vermeulen, M. (2011). Why Teachers Use Digital Learning Materials: The role of Self Efficacy, Subjective Norm and Attitude. *Education and Information Technologies*, 18(3), 495-514.
- [2] Amin, F. M., & Sundari, H. (2020). EFL Students' Preferences on Digital Platforms during Emergency Remote Teaching: Video Conference, LMS, or Messenger Application? *Studies in English Language and Education*, 7(2), 362–378. <https://doi.org/10.24815/siele.v7i2.16929>
- [3] Anitha Kumari, T., Hemalatha, C. H., Subhani Ali, M., & Naresh, R. (2020). Survey on impact and learning's of the online courses on the present era. *Procedia Computer Science*, 172, 82–91. <https://doi.org/10.1016/j.procs.2020.05.167>
- [4] Asmara, R. (2020). Teaching English in a Virtual Classroom Using Whatsapp During Covid-19 Pandemic. *In Language and Education Journal*, 5(1),16-27. <http://ejournal.uniski.ac.id/index.php/LEJ/article/view/152>

- [5] Astra, I. M., Raihanati, R., & Mujayanah, N. (2020). Development of Electronic Module Using Creative Problem-Solving Model Equipped with Hots Problems on The Kinetic Theory of Gases Material. *Jurnal Penelitian & Pengembangan Pendidikan Fisika*, 6(2), 181–194. <https://doi.org/10.21009/1.06205>
- [6] Dong, C., Cao, S., & Li, H. (2020). Young children's online learning during COVID-19 pandemic: Chinese parents' beliefs and attitudes. *Children and Youth Services Review*, 118 (2020) 105440.
- [7] Fitri, I. S. (2020). Students' Perception Toward Online Learning During Covid-19. *Repository Universitas Pancasakti Tegal*, 32-35. http://repository.upstegal.ac.id/3451/1/ISTIROKHA_FKIP_PBI.pdf
- [8] Hung-Lin, M., Chen, H., & Sheng-Liu, K. (2017). A Study of the Effects of Digital Learning on Learning Motivation and Learning Outcome. *EURASIA Journal of Mathematics Science and Technology Education*, 13(7), 3553-3564.
- [9] Januariza, Y., & Hendriani, S. (2016). Student's anxiety In Learning Speaking. Proceedings of the Fourth International Seminar on English Language and Teaching. *Proceedings of ISELT FBS Universitas Negeri Padang*, 4(2), 468-469.
- [10] Ja'ashan, M. M. N. (2020). The Challenges and Prospects of Using E-learning among EFL Students in Bisha. *Arab World English Journal*, 11(1), 125-137.
- [11] Khan, M. A., Nabi, M. K., Khojah, M., & Tahir, M. (2021). Students' Perception towards ELearning during COVID-19 Pandemic in India : An Empirical Study. *Sustainability* 2021, 13(1), 57.
- [12] Kiriana, I. N. (2021). Increase Students Learning Interest in Covid-19 with Digital Teaching Materials. *Journal of Education Technology*, 5(2), 332-330.
- [13] Kráľová, Z., & Sorádová, D. (2015). Foreign Language Learning Anxiety. *Research Gate*, 3-9. <https://www.kajk.pf.ukf.sk/public/Z.%20Kr%C3%A1%C4%BEov%C3%A1%20-%20Foreign%20Language%20Anxiety.pdf>
- [14] Kumi-Yeboah, A., Sallar, A.W., Kiramba, L.K., & Kim., Y. (2020). Exploring the use of digital technologies from the perspective of diverse learners in online learning environments. *Online Learning*, 24(4), 42-63. <https://doi.org/10.24059/olj.v24i4.2323>
- [15] Li, L. Y., & Tsai, C. C. (2017). Accessing online learning material: Quantitative behavior patterns and their effects on motivation and learning performance. *Computers and Education*, 114, 286–297. <https://doi.org/10.1016/j.compedu.2017.07.007>
- [16] Lin, M., Chen, H. & Liu, K. (2017). A Study of the Effects of Digital Learning on Learning Motivation and Learning Outcome. *EURASIA Journal of Mathematics Science and Technology Education*, 13(7) 3553-3564. DOI <https://dx.doi.org/10.12973/eurasia.2017.00744a>
- [17] Lin, Y., Tseng, C., & Chiang, P. (2016). The Effect of Blended Learning in Mathematics Course. *EURASIA Journal of Mathematics Science and Technology Education*, 13(7), 3553-3564.
- [18] Lister, M. (2014). Trends in the Design of E-Learning and Online Learning. *Journal of Online Learning & Teaching*, 10(4), 671.
- [19] Mastroleo, N. R., Humm, L., Williams, C. M., & Kiluk, B. D. (2020). Initial testing of a computer-based simulation training module to support clinicians' acquisition of CBT skills for substance use disorder treatment. *Journal of Substance Abuse Treatment*, 114. <https://doi.org/10.1016/j.jsat.2020.108014>.
- [20] Neppala, P., Sherer, M. V., Larson, G., Bryant, A. K., Panjwani, N., Murphy, J. D., & Gillespie, E. F. (2018). An interactive contouring module improves engagement and interest in radiation oncology among preclinical medical students: Results of a randomized trial. *Practical Radiation Oncology*, 8(4). <https://doi.org/10.1016/j.prro.2018.01.001>
- [21] Ningsih, S. Y., & Mahyuddin, N. (2021). Desain E-Module Tematik Berbasis Kesantunan Berbahasa Anak Usia Dini di Taman Kanak-Kanak. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(1), 137–149. <https://doi.org/10.31004/obsesi.v6i1.1217>
- [22] Obeidat, M. M. (2020). Undergraduate Students' Perspective About Online Learning: A Case Study Of Hashemite University Students In Jordan. *European Journal of Molecular & Clinical Medicine*, 7(8), 4054-4071
- [23] Purwanto, A., Pramono, R., Asbari, M., Hyun, C.C., Wijayanti, L.M., Putri, R. S., & Santoso, P.B. (2020). Studi eksploratif dampak pandemi COVID-19 terhadap proses pembelajaran online di sekolah dasar. *EduPsyCouns: Journal of Education, Psychology and Counseling*, 2(1), 1–12.

- [24] Rohman, M., Marji, Sudjimat, D.A., Sugandi, R.M., & Nurhadi, D. (2020). Online learning in higher education during COVID-19 pandemic: Students' perceptions. *Journal of Talent Development and Excellence*, 12(2s).
- [25] Setiyani, Putri, D. P., Ferdianto, F., & Fauji, S. H. (2020). Designing a Digital Teaching Module Based on Mathematical Communication in Relation and Function. *Journal on Mathematics Education*, 11(2), 223–236. <https://doi.org/10.22342/jme.11.2.7320.223-236>.
- [26] Silalahi, M. V. (2020). Development of E-Modules Based on Exe-Learning on Topics of Reaction Rate Against Student Learning Outcomes Mechanical Engineering. *International Journal of Education and Curriculum Application*, 3(2), 114–120. <https://doi.org/10.31764/ijeca.v3i2.2672>.
- [27] Sfenrianto, S. Tantrisna, E. Akbar, H. & Wahyudi, M. (2018). E-Learning Effectiveness Analysis in Developing Countries: East Nusa Tenggara, Indonesia Perspective. *Bulletin of Electrical Engineering and Informatics*, 7(3), 417-424.
- [28] Sujarwo, Sukmawati, Akhiruddin, Ridwan, & Siradjuddin, M. (2020). An Analysis of University Students' Perspective on Online Learning in the Midst of Covid-19 Pandemic. *Jurnal Pendidikan dan Pengajaran*, 53(2), 125-137.
- [29] Surtikanti, M. W. (2020). Textbook Evaluation on Curriculum 2013-Based Textbook "When English Rings A Bell" for the Seventh Grade. *Journal of English Education and Literature*, 1(1), 11-17
- [30] Takacs, J. M. & Pogatsnik, M. (2021). The online learning from the students' perspective. *Research Gate*. DOI: 10.1109/SAMI50585.2021.9378665
- [31] Thuneberg, H. M., Salmi, H. S., & Bogner, F. X. (2018). How creativity, autonomy and visual reasoning contribute to cognitive learning in a STEAM hands-on inquiry-based math module. *Thinking Skills and Creativity*, 29, 153-160. <https://doi.org/10.1016/j.tsc.2018.07.003>.
- [32] Triwahyuningtyas, D., Ningtyas, A. S., & Rahayu, S. (2020). The problem-based learning e-module of planes using Kvisoft Flipbook Maker for elementary school students. *Jurnal Prima Edukasia*, 8(2), 199–208. <https://doi.org/10.21831/jpe.v8i2.34446>.
- [33] Zboun, J.S. & Farrah, M. (2021). Students' perspectives of online language learning during corona pandemic: Benefits and challenges. *Indonesian EFL Journal*, 7(1), 13-20. <https://doi.org/10.25134/ieflij.v7i1.3986>