

PalArch's Journal of Archaeology of Egypt / Egyptology

STUDENTS' LEARNING ATTITUDES AS IMPACT OF ONLINE LEARNING MATERIALS

Masda Surti Simatupang¹, Erni Murniarti²Ramot Peter³

¹Faculty of Letters, Universitas Kristen Indonesia, Jl. Mayjen Sutoyo No. 2, Jakarta,
Indonesia Institute of Problem

²Graduate Program of Education Administration, Universitas Kristen Indonesia, Jl.
MayjenSutoyo No. 2, Jakarta, Indonesia

³Character Building Development Centre, Information Systems Department, School of
Information Systems, Bina Nusantara University, Jl. KemanggisanIlir III no 45, Jakarta,
Indonesia

masdasimatupangerni.murniarti@uki.ac.id, ramot.peter@binus.ac.id

Masda Surti Simatupang, Erni Murniarti Ramot Peter. Students' Learning Attitudes As Impact Of Online Learning Materials-- Palarch's Journal Of Archaeology Of Egypt/Egyptology 17(4), 1744-1757. Issn 1567-214x

Keywords: Learning Attitude, Online Material, Millennial Choice

ABSTRACT

This study focused on the online learning system, which was nowadays of millennial students' choices of learning preferences comparing to regular classes. The research aimed to reveal how students understand the learning materials, what they prepared if they did not comprehend the materials, and the handicaps they encountered during the online class. It was qualitative research where the results were explained using words, not statistics. The participants were 29 online students who took 'English Professional' at Binus University online class. After joining the English course for one term or 16 weeks, they were required to answer questions at the end of the period. The results showed that most online students (40%) read and understood the materials provided in the Learning Management System (LMS). If they did not understand the materials, the majority (47%) searched the internet. The handicap of online learning was time management between study and work (35%).

INTRODUCTION

Distance learning for higher education in Indonesia started when Universitas Terbuka (UT) or Open University was established in 1984. UT provided multi-media learning packages consisting of printed materials, audio cassettes, videos, computer-assisted instruction, web-based materials, and online tutorials as a distance education institution. As a distance state university and as a part of the government's national strategies, UT has its role in providing access for enormous employees all over Indonesia to have higher education. This institute has served more than 1.2 million students from its foundation until 2007 (Zuhairi, Adnan and Thaib, 2007). The government merely permitted UT to deliver distance learning for several years.

However, due to a great deal of Indonesia's population and huge, diverse archipelago, it is not sufficient that Indonesia possesses one university operating distance learning to fulfill the necessity of higher education. As a result, Indonesia as the gigantic archipelago country in the world with more than 17.000 islands scattered from Sabang in the west to Merauke in the east, from Miangas island in the North and Rote island in the South, needs more universities to support the human resources to have better education. Furthermore, Indonesia's quantity population in 2019 equals 269 million (Jayani, 2019). It denotes numerous universities to conduct distance learning or e-learning to achieve innumerable people's fulfillment to earn a university education. For this substance, Indonesia's government has regulated distance learning for higher education by issuing the decree from the Ministry of Education and Culture No. 24 the year of 2012. The regulation's implementation supports public and private eligible universities to launch distance learning or online programs (Purrohman, 2014). The rule indicates the probability of performing learning processes with learners or participants in different university areas through information communication technology (ICT) (Permendikbud, 2012). The students must in this case be strengthened with not only technical competence, numerical literacy, language proficiencies, but also ICT skills (Peter and Simatupang, 2019). Bina Nusantara Online is one of the universities that organize distance learning named Binus Online.

Binus University prepares and administers online lectures, which can be accessed via the website <http://onlinelearning.binus.ac.id>. It is an online link for individuals to enhance self-development regardless of schedule or location. This method is appropriate for professional workers, business owners, and homemakers who plan to continue their bachelor's or master's degrees. The online students will obtain many benefits such as the flexible quantity of subjects they choose, flexible tuition (based on the number of issues), online final examination; adjustable learning activity. They are also able to contact his/her lecturer in case they have difficulties in comprehending the lecture. The online systems mostly attract participants who have limited time to enter traditional classes due to working loaded, busily taking care of children, or living far from a university.

Regarding the research background, there are three research questions to deliver: 1) how do online students understand online learning materials? 2) how do they resolve the uncomprehending materials? 3) what are the handicaps of online learning that they face?

Distance Learning

Distance learning is the teaching and learning activity in which students and lecturers are in different places. Therefore the action is done using technology that connects both. The Minister of education (Menteri Pendidikan) defines distance education as the education whose students are separated from the lecturers, and the learning is performed via information communication technology (ICT) and other media (Pendidikan, 2012). The media used in the teaching and learning procedure vary and consist of several tools. The media used in distance learning or distance education consisted of correspondence study, Palapa satellite, radio communication system, audio cassettes, slide tape program, video, and television Nusantara 21 electronic communication system and video conferencing technology (Yaumi, 2007). UT initiated the operation of those media starting from 1984 when UT was the only university that organized distant learning. It was supported by Zuhairy et al. They specifically mentioned the variety of learning support systems of distance learning, including residential courses, regional courses, face-to-face tutorials, guided study groups, mediated tutorials, computer-mediated communications, internet, and web-based services (Zuhairi, Adnan and Thaib, 2007). Distance education, organized by UT, primarily printed-based, has progressively increased ICT use in administration and instruction (Luschei, Dimiyati and Padmo, 2008). Hereafter, the assumption is that UT distance learning is the pioneer of distance education systems, which are currently named variously: online learning, e-learning, Computer Assisted Language Learning (CALL), Mobile Assisted Language Learning (MALL), and many more, where the media used is an internet connection.

Online learning and e-learning

Electronic learning or e-learning, also called web-based learning, is a new form of distance education where learners and teachers are not eyesight each other. In e-learning, instructors may be a machine, as in computer-based training or computer-based tutorials (CBT) (Frydenberg, 2002). Not too much different from Frydenberg; many authors mostly define e-learning as learning which uses technology as the base systems (Kusumo, Kurniawan and Putri, 2012); (Diki, 2013); (Larreamendy-joerns and Leinhardt, 2006). According to (Tavangarian *et al.*, 2004), e-learning can be defined as electronically supported learning, and teaching employs information and communication systems as specific media to implement the learning process. Another meaning of online learning was as a group of people connected via technology-mediated communication who engage in collaboration, learner-centered activities, share values and practices (Bikowski, 2007). The Indonesian Ministry of Research, Technology, and Higher Education launched Online

Learning System (SPADA Indonesia, an e-learning or hybrid learning system (Umali, 2018). Every author has his/her definition regarding e-learning and online learning. However, the real differences cannot be observed. The similarities between e-learning and online learning are web-based or technology-based learning and distance interaction. Hence, this study applies to online learning, the next or more current distance learning version.

E-learning is a platform that provides institutions with means of improving teaching and learning activities. It enhances the student-teacher relationship and provides students with a means of interactions (Mohammed, 2017). *E-Learning* refers to electronic media and information and communication technologies (ICT) in education and broadly inclusive of all educational technology forms in learning and teaching. E-Learning is a learning /teaching tool in education and is now emerging as the advanced paradigm for higher education. E-learning covers a broad spectrum of pedagogical tools and approaches that continue to evolve to meet students' and educators' needs. The internet and its education applications have significantly influenced learners' learning (Srivara, 2020).

Learning satisfaction of e-learning based teacher safety education affects the utilization of work designed and developed. This type of learning can be achieved using e-learning-based digital technology to achieve educational goals or improve education performance. Learning contents are the essential learners' concern because content delivery is the key to e-learning (Mi Hwa Song, 2019).

The pivot to online teaching may inadvertently support an increase in scholarly activities (readings, writing assignments) due to the nature and constraints of theatre course design and implementation in the new digital context. These findings support practice-based instructors by highlighting that scholarship can support performance students and encourages educators to consider how curriculum change can prepare students for future careers in the performing arts (Shannon Vickers, 2020).

But e-learning learning does not always run smoothly. There must be obstacles and obstacles. One of them is the students' unpreparedness for technology use. Students with computer experience and frequent users are more likely to accept e-learning. Students with no knowledge of e-learning are not aware of its importance and have weak motivation to participate in the e-learning process. Interactivity and inspiration are valuable means of enhancing and improving learning effectiveness (Nasser M. Sabah, 2013).

1) E-learning platform should be employed at various levels of educational institutions.

2) Government and education regulatory bodies should enforce the adoption of e-learning platforms in addition to conventional teaching mode.

Teachers should be encouraged to share learning materials and tasks to students using electronic means. Compared to the face-to-face learning mode, the online learning mode may mean lower learning effectiveness, motivation, and assessment outcome. Both male and female students attached high

importance to opportunities for social interaction in their learning. Students who prefer to use more online learning technology were relatively low, indicating disagreement towards more reliance or total reliance on online learning for this unit. In this study, male students preferring online learning technology tend to place comparatively less importance on interaction opportunities than female students (Lily Wong, 2014).

It is hoped that this online learning will increase student competence. Student competence is defined as the ability (cognitive, affective, and psychomotor) that students get after school training from time to time (Murniarti, 2018) and also the teachers. Because currently, teacher qualifications and competencies is a fundamental issue at every level of formal education (Murniarti, 2020). The results of the study showed that: (1) there was a significant correlation between the performance expectation after using M-learning to use M-learning on the students, (2) there was a significant correlation between the social influence in using M-learning to use M-learning on the students; (3) there was a significant correlation between the self-confidence in using M-learning to use M-learning on the students; and (4) there was not a significant and positive correlation between the intention to use M-learning with the M-learning usage behavior (Fatmasari, 2017).

However, teachers can use a method so that students can learn online by using social media. Social media like *Facebook*, *Instagram*, and *whatsapp* can be applied to learning as a learning medium to help students learn. (Kurniadi, 2011) (Kurniawan, 2019) stated the millennials especially are vulnerable to technological tools like cellphones. Millennials and Generation Z are both familiar with internet-based technologies. While new technologies are not replacing older ones, Millennials tend to prefer communication via text or voice.

In contrast, Generation Z is happier using video communication and spend a great deal of time on smartphones and accessing social media (Skinner, Sarpong and White, 2018). Related to this issue, (Moreno, 2017) argued that millennials are a generation of young people characterized by the use and adaptation of technology in their daily lives and values, life experiences, motivations, and common buying behaviors. The millennials' decision-making around purchases is faster than the previous generations. However, it depends on the access to information that can be obtained. They further decide to make a purchase but consult the opinions of those who have already done it.

Smartphones and people are two things, something not separate from one another. Children, adolescents, and adults now oblige to use smartphones. The significant attraction is the personalized environment, mainly provided with various applications and propagates human life (Mudjiran, 2019), including millennials who use smartphones. It indicates millennials have unique characteristics as digital natives who prefer to interact with images, branded goods, have idols, and are interested in modern technological utilization (Murniarti, 2019). It is necessary to develop technology-based learning or E-learning for students

BinusOnline Learning

This study's online learning is the online system used in Bina Nusantara online class for short, Binus Online. Bina Nusantara University is the first private university in Indonesia that acquired government approval to manage long-distance education starting from June 2014 (Yosep, 2015). It operates Learning Management System (LMS), allowing courses to be delivered online and integrating interaction connection between lecturers and students, students and students, and also between students their academic advisor (Putranto, 2012). Students can access materials needed for the LMS courses, participate in the discussion forum provided every week, accomplish the assignments and quiz, and actively involve themselves in the video conference. The LMS offers students all they need for learning activities. It means that students can enroll as online students regardless of demography barrier since they can study their own time and their way with the aid of an internet connection, using their mobile devices or gadgets. It is not a surprise that more and more participants, particularly professionals, entrepreneurs, housewives, or fresh graduates, enroll in online learning. By participating enthusiastically in the online process of teaching and learning via LMS, students will get more or less similar quality from those having face-to-face interaction.

Participants of online learning are predominantly the millennial students who fancy studying online rather than conventional models of study. The millennial, resemble Y generation, are those who were born after the X generation. They were born between the years of the 1980s to 2000s. It indicates they are adolescences whose ages are roughly 19-39 years at present. When they were born, the colorful television, handphone, and the internet have existed. No wonder that generation's proponent characteristics are reflected in their ability to dominate technology, mainly social media (Millennials, 2017).

Learning materials

Learning materials provided in LMS of Binus online, consisting of two types, first, is Lecture Notes and second, PowerPoints following the Lecture Notes. In the course of 'English Professional,' the materials include topics to increase students' capability of IBT TOEFL score consisting of four required skills in English: listening, reading, speaking, writing. The materials provided in every meeting equip students to improve English proficiency or abilities, including several exercises. Students are required to self-study those materials to be able to accomplish the course. In case they have difficulties understanding the topic, they have opportunities to ask lecturers when the video conference is in the schedule, where students and lecturers interact with one another in an online meeting synchronously. In the video conference, direct communication takes place like in a classroom. Still, this one is performed using an application in which all participants will be reminded to join the class at a particular time, mostly in the evening or at the weekend when they expectedly have finished their working hours or at their free time.

METHODOLOGY

This study implemented descriptive quantitative research that focuses on participants' perspectives, meaning, and subject views (Creswell, 2009). In this study, the writers explain the research results based on the data obtained from online students' opinions about online learning. The participants were 29 students who studied English Professional, one of the compulsory courses in the online courses' first semester. Their ages varied from 24 to 35 years of age with enrolment in five different Binuscampuses: Jakarta, Bekasi, Semarang, Samarinda, and Palembang. Twenty-five participants were professionals with a diverse working background; three of them were unemployed.

Nonetheless, they still searched for jobs to study while working; and one housewife who had a toddler kid to be taken care of. After the teaching and learning process was completed at the end of the term, the students answered the questions regarding this research's problems. The results were then classified into percentages of each category of their answers and were explained based on the questions asked.

RESULTS AND DISCUSSIONS

Data on the research results were obtained from students' answers to the questions distributed at the end of the period.

How students understand learning materials

One of the questions asks 29 students how to understand learning materials. It is an open question, so they answered variously. Several students provided one answer; others prepared more than one. After being calculated with 53 responses, they are classified into six categories shown in Table 1

Table 1: How students understood the materials.

No.	Answers	Numbers	Percentage
1	Lecture Notes and the PowerPoint in the LMS	22	41
2	Joining the video conference	16	30
3	Participating in the Forum Discussion	11	21
4	Online website	2	4
5	Books	1	2
6	Doing assignment	1	2
	Total	53	100

Table 1 displays eight categories from question one. Three of the most significant percentage results will be elaborated in detail. First, 41 percent of the students agreed that they understand the LMS systems' materials, namely Lecture Notes and the PowerPoint. Lecture Notes are materials in the course available in every meeting and can be downloaded freely to be printed individually. The Lecture Notes are provided with the PowerPoint to

summarize the content in Lecture Notes. To make sure that students read and study the materials, lecturers provide three questions or discussions regarding the week's topic in the Forum Discussion on the first or second day of each week. Students oblige to answer a minimum of two of the three questions at the latest on the last day of the week, so they have five days to participate. Since 41 percent of the students admitted that they understand and use the LMS materials, students' attitude is that they look for information mainly from the LMS systems' material. It shows that the system has given enough information needed.

Second, approximately 30 percent of the students admit that they understand the materials by joining the video conference. Video conference is an activity of online interaction between lecturer and students to share the overview of the materials, discuss some problems students face, share class rules, and comment on students' work of the previous assignment and forum discussion that they have completed. Binus online arranges five interactive video conferences for each term. It is a compulsory activity since students can interact with their lecturers using the media of the online system called Webex, which enables them to see each other via video calls provided in the system. Thus, it is identical to face to face teaching because in the interaction through video, every participant should activate the video. When one is explaining, asking, or commenting on something, other participants will recognize who says what. The students' attitude is that they realize joining the video conference is significant to them, which indicates the prominent role of the video conference in the online learning process.

Third, there is 21 percent of the students respond that they understand the material by participating in the Forum Discussion. Forum Discussion, available in the LMS, is asking and answering questions based on the week's topic. The lecturer will initiate to post three questions or threads on the first or second day of the week (Monday or Tuesday). Students should submit a response during the week until the end of the week (Sunday). Before assigning a new topic, the lecturer explains and comments on students' answers to deliver feedback on their correct or wrong reply. Therefore, Forum Discussion is operated to practice their English writing capability by giving their thought and arguments to one particular topic. Based on the description point one to three, we can assume that the online system or the LMS provided by Binus University has fulfilled students' expectations to understand the online course materials. In other words, students' attitude is favorable to the materials in the LMS in Binus Online.

What to Do if Students do not Understand Learning Materials

The second question is, "If you do not understand the materials, what do you do?" As in the first question, the second question is also contributed to students as an open question to answer as they enjoy. Of 29 participants, many responded to more than 1 item. Consequently, they provided 45 responses, which were classified into eight categories, as in table 2. The most significant percentage fulfilled two classes from the eight types of the students' responses:

first, searching google and asking friends. Furthermore, the elaboration of the results of the second question involved merely those two categories.

Table 2: What to do if students did not understand.

No.	Answers	Numbers	Percentage
1	Searching google	21	47
2	Asking friends	10	23
3	Asking lecturer	4	9
4	Rereading Lecture Notes	4	9
5	Self-study	3	6
6	Rereading Forum Discussion	2	4
8	Reading books	1	2
	Total	45	100

The first response deals with searching google (47%) if students do not understand the learning materials. It indicates the students' attitude has changed from the previous generation of finding information when they face difficulties in studying. The earlier age of traditional classes seeks solutions from lecturers since they will answer questions dealing with their teaching. Asking questions to lecturers will always be counted on. Nevertheless, the millennial wish to freely explore any novel issues, ideas, or phenomena from googling. No wonder one of the millennials' characteristics is gadget-oriented or gadgets as part of their lives(Sumarwiyah *et al.*, 2018)(Putra, 2018). The reasons why the millennial explore google including a) fast answering machine, b) easier to search the internet comparing to ask lecturer, c) google can answer what they need, and d) feeling convenience when googling.

Second, if students do not understand the online materials, they will contact their friends (23%). However, this is the second choice they will accomplish if they are still confused with comprehending materials. There is a tendency nowadays that a person enrolls in the online class together with other friends from the same or different department of the same office. In this case, they can learn together doing the assignment or help each other if there is one hard to grasp any particular subjects. If they do not enroll concurrently, it might be a problem for them to gain friends since all are new friends with different locations, one from the others. Asking friends may also mean classmates that they have known before or an acquaintance who has succeeded in taking the same subject. However, it is a problem to have a friend since students do not have the same community to live together as in conventional classes.

The Handicaps of Online Learning

When students were asked to provide answers to the handicaps of online learning, they mentioned eight different categories with a total of 40 replies (see table 3). The answers are divided into three most significant percentages:

First, time management between study and work; second, hard to understand the materials; third, challenging to manage self-study. Those three categories will be discussed in this part.

Table 3. What are the handicaps of online learning?

No.	Answers	Numbers	Percentage
1	Time management between study and work	14	35
2	Hard to understand the materials	10	25
3	Difficult to manage self-study	5	13
4	Internet connection	4	10
5	Cannot meet the lecturer	4	10
7	Having not many friends	2	5
8	No handicaps	1	2
	Total	40	100

The first handicap is time management between study and work. This handicap never occurs in regular classes since the students, particularly fresh graduates from high school, have no occupation and only as full-time regular students. There is no reason for them to escape from finishing campus or home assignments, attending the regular class meeting, or participating in occasional campus events. They are not demanded to take a regular class or attend any campus activities physically for online students. They only need to self-study the materials provided in the LMS, follow the online video conference meeting while relaxing or still at the offices and submit the online assignment according to the due date. Those flexible activities can be conducted successfully if online students can manage their time effectively between study and work to accomplish their duty on time.

Nonetheless, due to their full-time job, which occasionally forces them to use all the time they have, for instance, working in a remote area or flying (for pilot and stewardess), they cannot manage the time between study and work. The problem can be solved if they can manage their time excellently. They should have prepared their limited time to submit their assignments one day before the due date. The habit of doing their task or duty approaching the due time makes them do their work in a rush and cannot submit the assignment on time, mostly if the internet connection does not work correctly. The writers always advise their students to submit the online assignment one day before the due date to avoid unpredictable situations like internet problems, slow uploading processes, limited quota, and little preparation time.

The second handicap is that it is hard to understand the materials. As online students, it is compulsory to be self-independent. Even though no lecturer is available, they should still grasp the topic since the sources of study are not only lecturers. Students can find links or applications to learn English for free

and practical from the electronic media. They can search google, read the literature, either books or e-books, watching you-tube, consult the online dictionary, obtain some free application available on the internet to improve the English skills. Some applications are available, for example, Duolingo, Busuu, Memrise, and many more. For instance, from you-tube, students can subscribe to a lot of channels that use English in their videos. It will be useful to improve listening (try to understand their message) and speaking English (how they pronounce and how to choose appropriate words when uttering the expressions). They can also watch a film on you-tube with the sub-title on the screen to quickly grasp the ideas.

Furthermore, one application which is very useful to improve English skills is Duolingo (an application freely downloaded from the internet to study several foreign languages, including English). Students can learn new vocabulary, practice writing (like arranging sentences), perform their speaking (check the pronunciation), practice listening (write the words or sentences they hear), which every time will be more challenging depending on their level. With those several choices in Duolingo to study English, online students will have no difficulties if they can manage their time to learn and practice.

The last handicap concerns difficulties to manage self-study. The online learning system required the participants to be self-independent and having an independent study. Self-independent means students should have their way to learn a particular subject without depending on other people or lecturers. The autonomous study refers to students who take control of the content and method of learning; the learner is the one who decides and chooses the useful and available tools and resources to perform the essential things to do and learn (Zaluchu, 2009)(Chan, Spratt and Humphreys, 2002); (Dickinson, 1995). Learner autonomy makes students know what to do, where to get information and sources, when to self-study, and how to manage the time so that everything is under their control. The solution is not straightforward since Indonesian students have no custom to self-study or independent study. As mentioned by Kusumo et al. (2012), students' low independence will obstruct the e-learning process. It needs a lot of effort to do so, as well as continued commitment to work hard.

CONCLUSION

Online class learning has been a choice of study mode for those who do not intend to attend the classroom, mostly the millennials. It suits those engaged with their work, live with low economic level, or live in an area far away from the university due to its flexible time, tuition, and place. What they need is just an internet connection.

The present study focuses on firstly on how online students understand the learning materials. Students mostly answered that they are satisfied with the LMS system's materials: Lecture Notes together with the PowerPoint. Besides, they comprehend the materials from Video Conference activity. It is an online interaction between lecturer and students face to face through an application

where the lecturer can lecture, and students can ask questions simultaneously or synchronously.

The second result of what to do in case students do not grasp the learning substances is that they typically search for google to get any information as they cannot live without gadgets. The alternative is that they will ask friends who understand the lesson. There is a tendency that some people enrol together from the same office so they will have friends to study together.

The last focus of this study regards the handicap of online learning. There are three different responses: first, students get problems with managing time between education and work. The suggestion is the students should have a habit of preparing their work not closed to the due date so that they still have adequate time to prepare and submit their assignments. Next, it is hard to understand the materials. The suggestion is to search for some links and applications downloaded freely to improve their English skills. The last is hard to manage self-study. The advice is that students need to be self-independent and have independent study.

REFERENCES

- Bikowski, D. (2007) 'Internet relationships: Building learning communities through friendship', *Journal of Interactive Online Learning*, 6(2), pp. 131–141.
- Chan, V., Spratt, M. and Humphreys, G. (2002) 'Autonomous language learning: Hong Kong tertiary students' attitudes and behaviours', *Evaluation and Research in Education*, 16(1), pp. 1–18. doi: 10.1080/09500790208667003.
- Creswell, J. W. (2009) *Research Design: Qualitative, Quantitative, and Mix Methods Approaches*. third, SAGE Publication, Inc. third. SAGE Publication, Inc. doi: 10.2307/1523157.
- Dickinson, L. (1995) 'Autonomy and Motivation a Literature Review', 23(2), pp. 165–174.
- Diki, D. (2013) 'International Collaboration of Distance Learning Universities for Online Learning in Indonesia', *Lux*, 2(1), pp. 1–8. doi: 10.5642/lux.201301.12.
- E Murniarti, S. S. (2018) 'Assessing competency levels of students on learning of energy and weather concepts using partial credit model', *Journal of Physics*, p. 1.
- Erni Murniarti (2020) 'Life satisfaction and self-development initiatives among honorary teachers in primary schools', *Elementary Education Online*, 19(04), p. 2672.
- Flor Madrigal Moreno, J. G. L. (2017) 'The Characterization of the Millennials and Their Buying Behavior', *International Journal of Marketing Studies*, 9.
- Frydenberg, J. (2002) 'Quality standards in eLearning: A matrix of analysis', *International Review of Research in Open and Distance Learning*, 3(2), pp. 68–85. doi: 10.19173/irrodl.v3i2.109.
- Jayani, D. H. (2019) 'Jumlah penduduk Indonesia 269 juta jiwa, terbesar keempat di dunia', *Katadata.co.id*.

- Kurniadi, B. D. (2011) *Praktek Penelitian Kualitatif: Pengalaman dari UGM*.
- Kurniawan, A. R. (2019) 'Perception of Elementary School Teacher Pre-Service Towards Social Media In Its Use As A medium Of Learning In Elementary Schools', *INTERNATIONAL JOURNAL OF SCIENTIFIC & TECHNOLOGY RESEARCH*, 8(12), p. 3489.
- Kusumo, N. S. A. M., Kurniawan, F. B. and Putri, N. I. (2012) 'eLearning Obstacle Faced by Indonesian Students', *International Journal of The Computer, The Internet, and Management*, (February), pp. 23–24. Available at: <http://www.elearningap.com/eLAP2011/Proceedings/paper25.pdf>.
- Larreamendy-joerns, J. and Leinhardt, G. (2006) 'Larreamendy-Joerns-2006-Going the distance-Review of Edrech.pdf', *Review of Educational Research*, 76(4), pp. 567–605.
- Lily Wong and Michelle Fong (2014) 'Student Attitudes to Traditional and Online Methods of Delivery', *Journal of Information Technology Education*, 13, p. 11.
- Luschei, T. F., Dimiyati, S. and Padmo, D. (2008) 'Maintaining e3-learning while transitioning to online instruction: The case of the Open University of Indonesia', *Distance Education*, 29(2), pp. 165–174. doi: 10.1080/01587910802154962.
- M Mudjiran (2019) 'Smartphone usage by old adults: the simple evidence based on behavioural issue', *Journal of Physics*, p. 1.
- Mi Hwa Song and Tea In Han (2019) 'A Study on the Learning Satisfaction and Work Utilization of the Teacher Safety e-Learning', *International Journal of Information and Education Technology*, 9(12).
- Millennials, R. (2017) *Siapa itu Generasi Millennial?* Available at: <http://rumahmillennials.com/siapa-itu-generasi-millennials/#.X66xysgzY2x>.
- Mohammed, A. (2017) 'E-Learning: A Tool for Enhancing Teaching and Learning in Educational Institutes', *International Journal of Computer Science and Information Technologies*, 8(2), p. 221.
- Murniarti, E. (2019) 'Millennials' Career Decision-Making Difficulties (Cdmd) in Indonesian University Students', *Advances in Social Sciences Research Journal*, 6(9), pp. 268–276. doi: 10.14738/assrj.69.7079.
- Nasser M. Sabah (2013) 'Students' Attitude and Motivation Towards E-learning', *Proceedings of The First International Conference on Applied Sciences Gaza*, 8(2), p. 5.
- Permendikbud, N. 24 (2012) *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia nomor 24 tahun 2012 tentang Penyelenggaraan Pendidikan Jarak Jauh pada Pendidikan Tinggi*.
- Peter, R. and Simatupang, M. S. (2019) 'Teamwork soft skill development in facing the globalization', *International Journal of Engineering and Advanced Technology*. doi: 10.35940/ijeat.E1069.0585C19.
- Purrohman, P. S. (2014) 'Challenges for Higher Education Distance Learning in Indonesia', (June).
- Putra, Z. (2018) 'Implementasi pendidikan Pancasila sebagai character building mahasiswa di Universitas Sembilanbelas November Kolaka', *Implementasi Pendidikan Pancasila sebagai Character Building*

- Mahasiswa di Universitas Sembilanbelas November (USN) Kolaka*, 1(1), pp. 9–13. doi: 10.12928/citizenship.v1i1.9515.
- Putranto, A. (2012) ‘Perancangan Forum Diskusi Mobile Online Learning’, *ComTech: Computer, Mathematics and Engineering Applications*, 3(2), p. 860. doi: 10.21512/comtech.v3i2.2315.
- Rhini Fatmasari (2017) ‘Effect of Performance Expectation, Social Influence, and Self-Confidence on the Mobile Learning Behavior’, *Advances in Social Science, Education and Humanities Research*, 174, p. 594.
- S. Srivara Buddhi Bhuvanewari (2020) ‘ATTITUDE OF UG STUDENTS TOWARDS E-LEARNING’, *International Journal of Humanities*, 9(2), p. 39.
- Shannon Vickers (2020) ‘Online Theatre Voice Pedagogy: A Literature Review’, *Voice and Speech Trainers Association*, p. 11.
- Skinner, H., Sarpong, D. and White, G. R. T. (2018) ‘Meeting the needs of the Millennials and Generation Z: gamification in tourism through geocaching’, *Journal of Tourism Futures*, 4(1), pp. 93–104. doi: 10.1108/JTF-12-2017-0060.
- Sumarwiyah *et al.* (2018) ‘Self Regulation Siswa Di Era Globalisasi Refleksi Bagi Generasi Milenials’, *Jurnal Prakarsa Paedagogia*, 1(2), pp. 220–225.
- Tavangarian, D. *et al.* (2004) ‘Is e-Learning the solution for individual learning? Electronic Journal of e-Learnin’, *Electronic Journal of e-Learning*, 2(2), pp. 273–280. Available at: <http://wwwra.informatik.uni-rostock.de>.
- Umali, T. (2018) ‘Indonesian Ministry of Research, Technology and Higher Education launches e-learning system to provide higher learning opportunities _ GESS Indonesia Education Exhibition and Conference’, *opengovasia.com*.
- Yaumi, M. (2007) ‘the Implementation of Distance Learning in’, *Learning*, (1996), pp. 196–215.
- Yosep, Y. (2015) ‘Analysis of Relationship between Three Dimensions of Quality, User Satisfaction, and E-Learning Usage of Binus Online Learning’, *CommIT (Communication and Information Technology) Journal*, 9(2), p. 67. doi: 10.21512/commit.v9i2.1648.
- Zaluchu, S. E. (2009) ‘Perkembangan Teologi Kristen Di Dekade Pertama Abad XXI’.
- Zuhairi, A., Adnan, I. and Thaib, D. (2007) ‘Provision of student learning support services in a large-scale distance education system at universitas Terbuka, Indonesia’, *Turkish Online Journal of Distance Education*, 8(4), pp. 44–64. doi: 10.17718/tojde.00700.