
STUDENTS' PERCEPTIONS OF THE EFFECTIVENESS OF ONLINE LEARNING POLICIES IN THE COVID-19 PANDEMIC

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Abstract

Since the Covid-19 Pandemic that hit many countries including Indonesia, the government has implemented a Work From Home policy that has an impact on all fields, including education. With this government policy, the world of education takes online learning. The change in the learning system from face-to-face to distance learning has changed student learning methods. The online learning method has not been tested for its effectiveness. This research uses a quantitative descriptive method where primary data is obtained from questionnaires given to student respondents from the Antasari State Islamic University, the Open University and the Indonesian Academy of Secretary and Management Citra Nusantara, all of whom are domiciled in Banjarmasin. Data collection techniques using online survey methods with questionnaires given using Google Form. This study aims to determine student perceptions of the effectiveness of online lectures during the Covid-19 pandemic. The results showed that students did not feel the effectiveness of online lectures with the various obstacles they faced in online lectures. The toughest obstacles in conducting online lectures include the lack of supporting facilities such as a stable internet network and the absence of laptop facilities which are very important in online lectures.

Keyword :

Covid-19,

Effectiveness,

Perception, Lecture

Facilities, Internet

Network

1. INTRODUCTION

The COVID-19 pandemic has changed a lot of human behavior. Corona virus disease (COVID-19) is an infectious disease caused by the SARS-CoV-2 virus. COVID-19 (Corona Virus Disaster-19) is a viral outbreak that quickly spreads to people almost all over the world. Currently,

deaths caused by COVID-19 have reached thousands of people around the world. Indonesia itself cannot be separated from this deadly virus (Syaffitri, 2022). This deadly virus makes changes in human behavior every day. Deaths caused by COVID-19 have occurred massively in many countries, including in Indonesia (Syafri, 2021).

The world which seems to be changing rapidly in various fields of human life such as the closing of large shops, shopping centers, malls, supermarkets, and so on has changed the shopping behavior of people turning to using online media. Many shops, shopping centers, malls and supermarkets have gone bankrupt because of changes in people's shopping behavior using online media. This provides new opportunities for stores—online stores, Marketplaces, Company websites to get a large turnover with the change in shopping behavior.

This change also occurs in the world of education where the government imposes a ban on gathering or face-to-face in the student learning process or what is known as Work From Home (WFH). The government implements Large-Scale Social Restrictions (PSBB) or Lockdown on a limited basis on community activities. Then the government's policy continued to be the Enforcement of Emergency Community Activity Restrictions (PPKM) because a new variant of the Corona Omicron virus emerged. This makes teaching and learning activities in schools and campuses unable to be carried out face-to-face (offline) but must be done online using online learning media such as Zoom, Google Meet, Google Classroom, Edmodo, Whatshap, Youtube, E-Learning Microsoft Team and a combination of several existing online learning media.

Changes in the learning system which so far have been with face-to-face meetings or face-to-face meetings between teachers and students (offline) are now becoming online meetings using media such as laptops, tablets, computers, mobile phones virtually between teachers and students (online). certainly not an easy thing, especially for elementary school students who are still small (aged 6-10 years). Likewise, students also experience many obstacles such as not having an Android cellphone, not having a laptop or having an internet network available, even the cost to buy internet quota, they can't afford it. Based on the description above, it is very interesting to examine student perceptions of the effectiveness of online learning policies during the COVID-19 pandemic that hit the world and more specifically in Indonesia.

In research (Anhusadar, 2020) said that online lectures are the use of information and communication technology to carry out lectures using the internet. In his research (Arnesti & Hamid, 2015) stated that the advantages of online learning are interactive and independent learning, providing more learning experiences, and facilitating delivery. The results of research conducted by (Handayani, 2020) revealed that the

lack of online learning, namely network stability, resulted in unilateral interactions so that the quality of the educational environment was poor, and concentration was reduced. Online learning is deemed appropriate to do to suppress the spread of the COVID-19 virus, because online learning can be carried out anywhere and anytime, not hindered by space and distance, besides that learning becomes interactive by using existing media so that students are able to experience the learning experience. new and varied. However, there are not a few students who experience problems when participating in online learning.

2. LITERATURE REVIEW

Perception according to Schiffman and Kanuk (2008: 137) in line with Kotler and Keller (2009: 228-230) is the process that individuals use to select, organize, and interpret information input to create a meaningful picture of the world. Perception is a person's process of interpreting the stimulus he receives and is also a process of a person organizing his thoughts by interpreting and experiencing and processing signs or everything that happens in his environment (Syafri, 2019). Perception can also be interpreted as a cognitive process experienced by everyone in understanding any information about their environment, be it by sight, hearing, appreciation, feeling and smell. In other words, perception is a process that produces a picture of reality that is very different from the previous reality (Syafri, 2015).

Based on research conducted by Dewantara (2021), on the results of student satisfaction with online learning, 62% of students felt very dissatisfied with online learning and only 2% said they were very satisfied. The remaining 3% felt satisfied, 12% felt quite satisfied, and 21% felt less satisfied. It can be concluded that online learning is not liked by most of UPY students. Based on the findings and discussion, it can be concluded that continuous online learning for PGRI Yogyakarta University (UPY) students is not very effective, this is caused by repeated boredom so that it reaches a saturation point. According to research conducted by Adibowo (2013), there is a relationship between the effectiveness of online lectures on the website www.unikom.ac.id on the academic achievement of UNIKOM students, although the relationship is weak.

Effectiveness is a level of success produced by a person or organization in a certain way in accordance with the goals to be achieved and has been planned. In other words, the more plans that are successfully achieved, the more effective an activity is. In general, the notion of effectiveness is a condition that shows the level of success or achievement of a goal as measured by

quality, quantity and time as previously planned. Effectiveness in the teaching and learning process, both in schools and universities, is of course in accordance with the target of teaching materials that must be achieved by every teacher and lecturer, which is based on the curriculum in effect at that time.

According to (Riyanto, 2003, p. 6) the effectiveness of learning is effective or appropriate, or the achievement of learning objectives. In this case, the effectiveness of learning is an effort that produces results or produces useful and purposeful learning for students, through the use of appropriate procedures. Two important indicators in the definition of the word learning effectiveness are the occurrence of learning in students and what the lecturer has done. Thus, the focus in efforts to foster learning effectiveness is the learning procedures used by lecturers and evidence of student learning (Miarso, 2004, p. 517). According to Nguyen in Hikmat, the effectiveness of learning programs is not only viewed in terms of the level of learning achievement, but must be viewed in terms of the existing supporting processes and facilities. The effectiveness of learning methods is a measure related to the level of success of a learning process (Hikmat et al, 2020).

From research conducted by Damayanti (2020), of 75 student respondents it appears that 2.2% of students strongly agree, 44% say agree, 42.7% say disagree, and 10.7% say strongly disagree that learning objectives can be achieved. This means that as many as 52.7% of students said that the learning objectives had not been achieved and only 47.3% of students said that the learning objectives were achieved. Based on research conducted on Student Choice of Lecture Methods, 72% of respondents wanted full online lectures, 20% of respondents wanted some lectures online, and 8% of respondents wanted face-to-face learning. While the research conducted by Mandasari, et al (2020), with the results of calculating the percentage of student responses to online lectures in complex analysis courses is 42% with the interpretation criteria "quite effective.

The results of research conducted by Ramdhani (2021), show that online learning in the Secretarial Course can be said to be effective because it has fulfilled 3 indicators of learning effectiveness. Based on the results conducted by Himat, et al (2020), by testing with the Multi-Attribute Utility Theory (MAUT) method for the Zoom application as face-to-face learning and WhatsApp for tutorials and assignments, the results obtained that the effectiveness of online learning in theory courses was ranked first at a value of 0.88, theoretical and practical courses in second place

with a value of 0.70, practical courses in third place with a value of 0.42 and courses in the fourth place with a value of 0.20. This means that online learning is only effective for theory courses and then only theoretical and practical courses, while for practical courses and field courses it is not effective to do it online.

Based on research conducted by Widiyono (2020) it was found that the understanding of online lectures during the Covid-19 pandemic showed that students who did not understand the material were very large, namely 75.81%, for students who understood the material 15.59%, and students 8.60% who do not understand the material. With these results, we can conclude that the online lecture process during the Covid-19 outbreak was less effective due to the lack of understanding of students. While the results of the research conducted by Johan, et al (2021), the results of the discussion and theoretical study can prove that the combination of google classroom and limited face-to-face during the Covid-19 pandemic can be effective and efficient in terms of process, cost, and time for the learning management system if lecturers use: 1) face-to-face in class to deliver material and interact with students, and 2) all learning administration (absence, sharing material, giving assignments, evaluation) is all done through google classroom.

3. RESEARCH METHODOLOGY

This research is a quantitative descriptive study using a survey method conducted online (Sugiyono, 2017), which examines student perceptions of the effectiveness of online lectures during the Covid-19 pandemic. The primary data collection of this research was carried out by distributing online questionnaires using google form to 141 respondents who were students from Antasari State Islamic University, Indonsian Academy of Secretary and Management Citra Nusantara and the Open University, all of whom are domiciled in Banjarmasin who are members of the Whatshap group which is owned by the research lecturer. In addition, secondary data collection is carried out through literature reviews from various journals, books and others related to the effectiveness of online learning. The components contained in the questionnaire consist of several questions submitted to respondents where each respondent may choose more than 1 (one) answer in 1 (one) question. The answers from respondents are perceptions of every problem that occurs regarding the effectiveness of online learning policies during the current Covid-19 Pandemic.

4. RESULTS AND DISCUSSION

The pattern of discussion in this study uses the analysis of the problem tree and the target tree in the form described. In this survey, respondents may choose more than 1 (one) answer choice in the questionnaire given. Based on the description

1. Descriptive Data from Student Campus

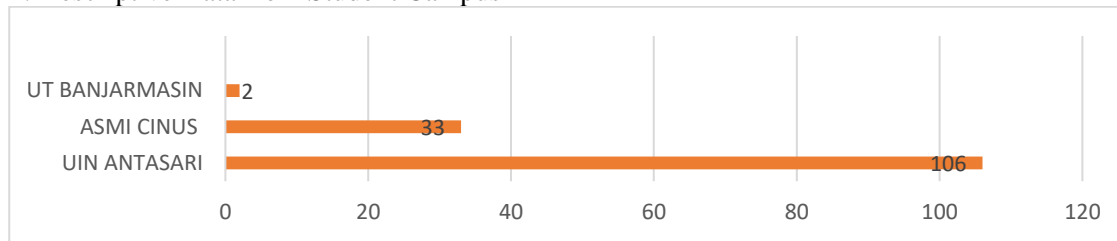


Fig. 3.1 Descriptive Data from Student Campus Asal

This research survey was followed by 141 student respondents from 3 (three) campuses domiciled in Banjarmasin City. The questionnaire was filled out by 106 student respondents from Antasari State Islamic University (75%), Indonesian Academy of Secretary and

above, the indicators studied regarding Student Perceptions of the Effectiveness of Online Learning Policies During the Covid-19 Pandemic are as follows:

Management Citra Nusantara students as many as 33 respondents (23%) and Open University Banjarmasin students as many as 2 respondents (2%). These three campuses are places where researchers have been teaching so far.

2. Facilities Used During Online Lectures

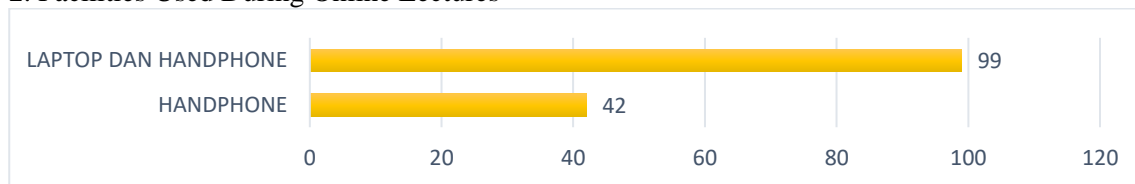
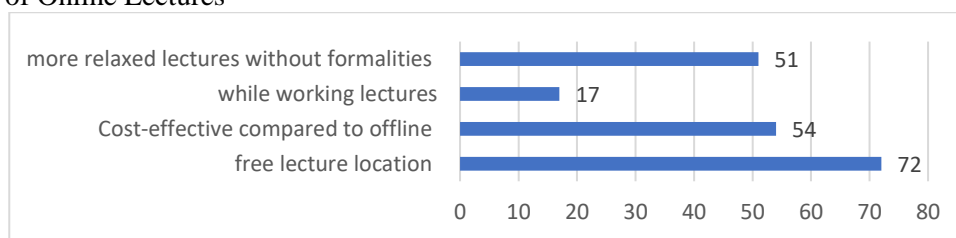


Fig.3.2 Online Lecture Facilities

When studying online, in general, students use 2 (two) media, namely laptops and cellphones as internet network providers (tatering) as many as 99 student respondents (70%) and only using cellphones as many as 42 student respondents (30%). From this data it is clear that there are still many students who do not have a laptop to study

online. The use of mobile phones in the online learning process is of course unsatisfactory because of the small mobile phone screen and the display of lecture materials using powerpoint is not optimal. So it can be concluded that learning online by using a cellphone is certainly not very effective.

3. Ease of Online Lectures



From Fig.3.3 Convenience in Online Lectures, it is known that the free lecture location is the reason for 72 or (37%) student respondents. Cost-effective compared to offline lectures as many as 54 respondents (28%) being the second choice, the third choice of respondents, more relaxed lectures without formalities as many as 51 respondents (26%) and other while working 4.

lectures as many as 17 respondents (9%). From the data above, it can be concluded that online lectures also provide several economic advantages for students compared to face-to-face lectures (offline), including for those who study while working or being able to do other work at home helping their parents.

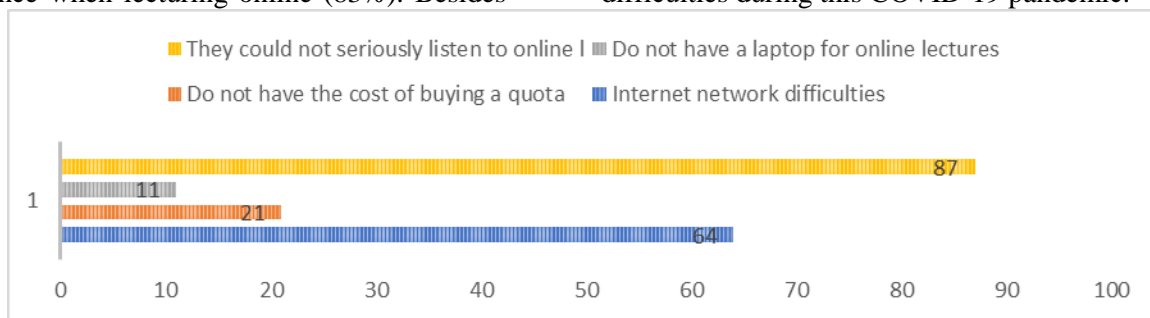
4. Difficulties in Online Lectures

From Fig.3.4. Difficulties in Online Lectures, it is known that respondents stated that they could not seriously listen to online lectures as many as 87 student respondents (48%), Internet

network difficulties as many as 64 respondents (35%), Do not have the cost of buying a quota (11%) and Do not have a laptop for online lectures as many as 11 respondents (6%). From the data

above, it can be concluded that, Cannot listen seriously to online lectures and the difficulty of the internet network is a difficulty that many students experience when lecturing online (83%). Besides

that, the most worrying thing of course is that there are students who do not have the money to buy a quota to take online lectures due to economic difficulties during this COVID-19 pandemic.



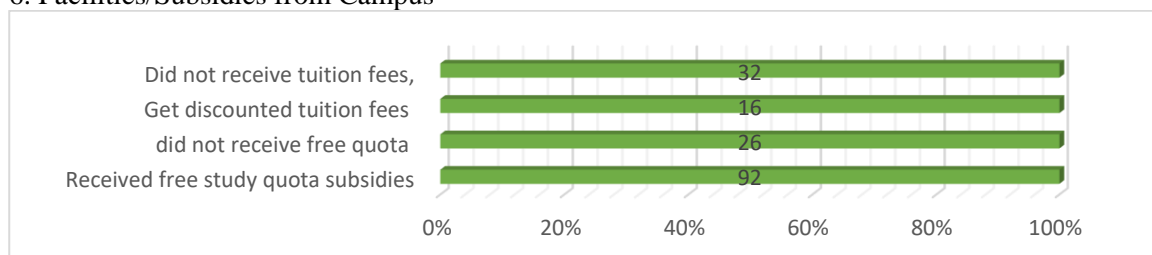
5. The Effect of Online Lectures on Values



From Fig.3.5. The Effect of Online Lectures on Values, respondents stated Same/No effect as many as 62 respondents (45%), Better than offline lectures as many as 36 respondents (26%), Worse than offline lectures as many as 28

respondents (20%) and it is easier to get high scores online as many as 13 respondents (9%). From the data above it is known that online lectures do not increase student achievement scores stated by 90 respondents (65%). by Adibowo (2013).

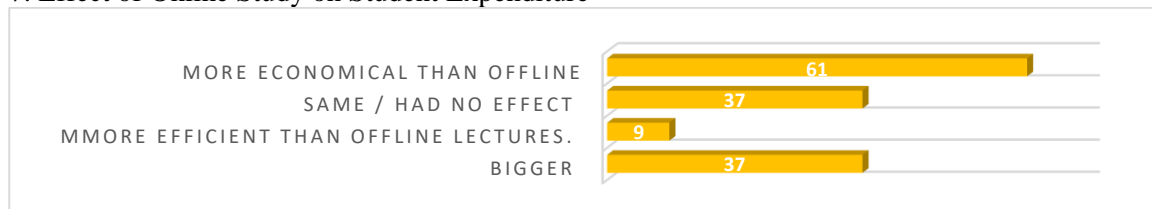
6. Facilities/Subsidies from Campus



From Fig.3.6. Facilities/Subsidies from Campus, it is known that 92 respondents (55%) received free study quota subsidies, 32 respondents (19%), did not receive tuition fees, and 26 respondents (16%) did not receive free quota and Get discounted tuition fees as many as 16 respondents (10%). From the data above, it can be

concluded that not all students can get tuition fees and get a free quota from the campus as many as 58 respondents (35%). This is certainly burdensome for some underprivileged students during the Covid-19 pandemic because online lectures will add to the burden of their family expenses.

7. Effect of Online Study on Student Expenditure

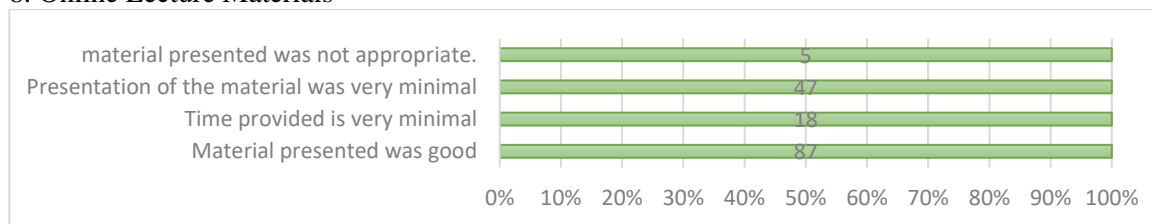


From Fig.3.7. Effect of Online Lectures on Student Expenditures, where 61 respondents (42%) said it was more economical than offline, 37 respondents (26%) said the same / had no effect as well as those who said Bigger as many as 37 respondents (26 %) and 9 respondents (6%). From

the data above, it is known that student spending during online lectures is more efficient than offline lectures. This is understandable because during online lectures, students can save on boarding/rental costs, gasoline or transportation

costs, food and drink costs and other operational costs.

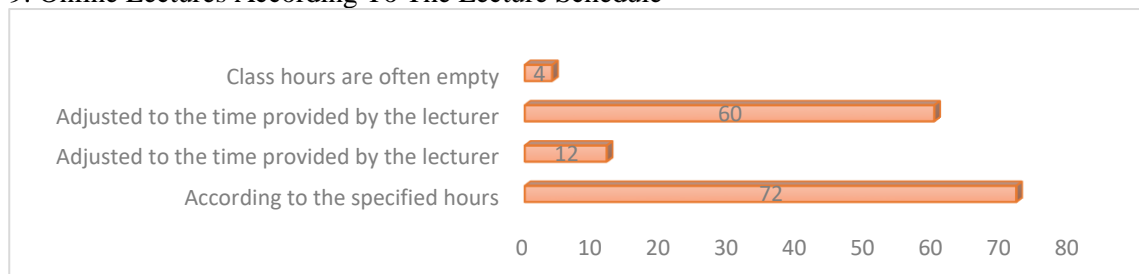
8. Online Lecture Materials



From Fig.3.8. Online Lecture Material Most of the respondents, namely 87 respondents (55%) said the material presented was good, then 47 respondents (30%) stated that the presentation of the material was very minimal, and as many as 18 respondents (12%) said that the time provided is very minimal, and furthermore, 5 respondents stated that the material presented was not

appropriate. It can be concluded that online lecture materials are very attractive to most students, but there are still some shortcomings, such as in the delivery time and the way of presentation which is still very minimal. This is the best input for lecturers who give lectures online during this Covid-19 pandemic.

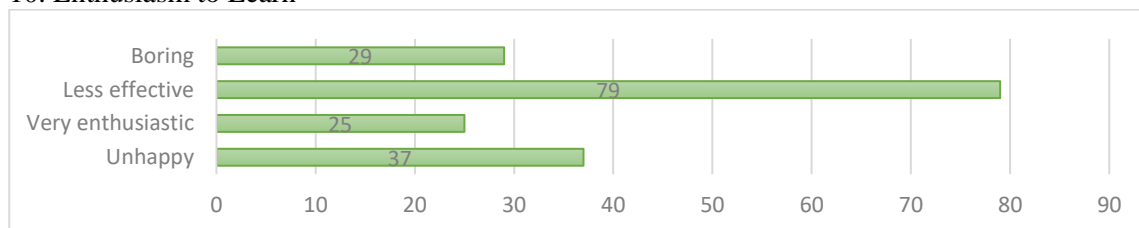
9. Online Lectures According To The Lecture Schedule



From Fig.3.9. Online Lectures According to the Lecture Schedule, it can be seen that as many as 72 respondents (49%) said it was according to the specified hours, then 60 respondents (40%) stated that it was adjusted to the time provided by the lecturer, then 12 respondents (8%) stated that the lecture hours sometimes change without notice, and as many as 4 respondents (3%) said class hours are often empty. From the data above, it can be

concluded that online lectures are on time and this depends on the managerial lecturers in managing lectures according to their responsibilities. In addition, it was also concluded that online lectures are quite flexible in terms of time and media used according to the agreement of lecturers and students. Lecturers and students can adjust the schedule stated by 72 respondents (49%).

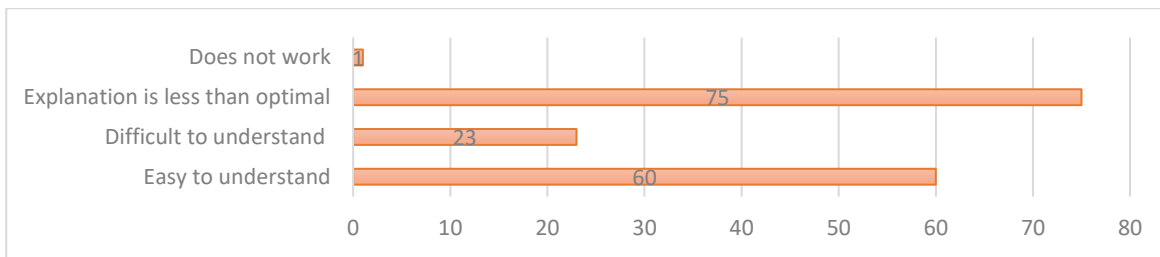
10. Enthusiasm to Learn



From Figure 3.10. Online Lectures Increase the Spirit of Learning, it can be seen that 79 respondents (46%) stated that the answer choices were less effective, and 37 respondents (22%) stated that they were not happy. then as many as 29 respondents (17%) said it was boring, and further 25 respondents (15%) said it was very enthusiastic. From the data above, only 25 respondents (15%) are enthusiastic about learning

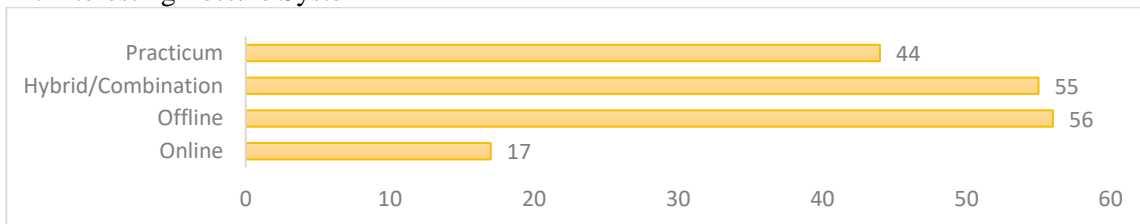
online, meaning that there are 116 respondents (85%) who are not enthusiastic about taking online lectures. This is, of course, triggered by how long online lectures have taken place, namely since the emergence of the Covid-19 virus in Wuhan, China in December 2019. This means that online lectures have been running for 2 (two) years when this article was written.

11. Lecture Tasks From Lecturers



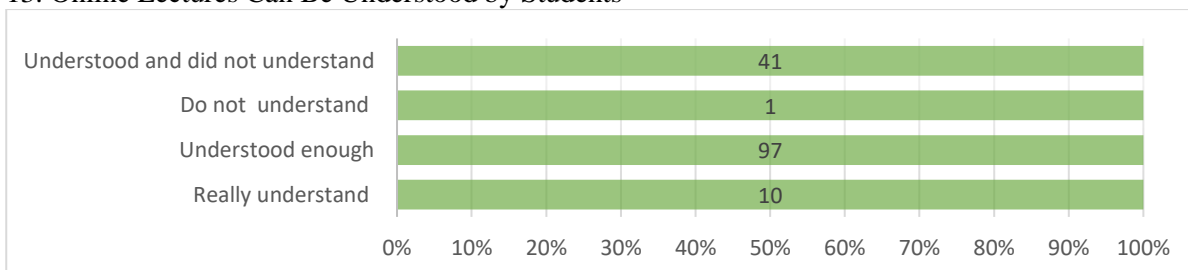
From Fig.3.11. Online Lecture Tasks From Lecturers, it can be seen that as many as 75 respondents (47%) think that the explanation is less than optimal, then as many as 60 respondents think it is easy to understand, then 23 respondents (14%) think it is difficult to understand and 1 respondent (1%) does not work. From the description of the

data above, it can be concluded that many lecturers give assignments to students without first explaining the material so that many students find it difficult to understand and even do not do the assignments given. Only 38% of students understand the assignments given by the lecturer.



From Fig.3.12. Interesting Lecture System, 56 respondents (32%) chose Offline, then 55 respondents (32%) chose Hybrid/Combination, while 44 respondents (26%) chose field practicum and 17 students (10%) choose online. From the data described above, it can be concluded that only 10% of student respondents chose online lectures, while 32% of student respondents chose the

combination online/offline (hybrid). From the data above, it can be interpreted that most of the other 58% students choose lectures not online. This is in line with the results of the respondents in point 3.10 above because students are actually already bored with online lectures in addition to other reasons such as cost factors and so on.



From Fig.3.13. Online Lectures Can Be Understood by Students, as many as 97 respondents (65%) stated that they understood enough, then 41 respondents (27%) stated that they understood and did not understand, then 10 respondents (7%) stated that really understand and the rest 1 respondent (1%) do not understand. From the description of the data above, it can be concluded that only 7% of students understand very well and the most understand is 65%. Meanwhile, students who are still confused between understanding and not understanding are 27%. From the description of the data above, it can be concluded that the effectiveness of online lectures does not reach a good target because students simply understand the material given by the lecturer at the time of this online lecture.

From several questions given to respondents and respondents' answers to various questions related to their perception of the effectiveness of online learning policies during the Covid-19 pandemic, the following conclusions can be drawn:

1. Most students still use cellphones in the online lecture process which causes students not to be optimal in their learning process because of the small cellphone screen.
2. A free location is the respondent's first choice for convenience in lectures and saving monthly fees is the second most choice of respondents. These two things are indeed students' favorite choices where access to learning can be obtained from anywhere and reduces the family's monthly costs when studying online.

5. CONCLUSION

3. The difficulty of the internet network and not being able to seriously listen to online lectures are the first and second choices of respondents when asked about difficulties in online lectures. These two things always go hand in hand because interference with the internet network will disrupt the concentration of students in learning online.
4. When asked about the effect of online lectures on student spending, the most answers said it was more economical than offline lectures and the same/no effect was the second most common answer from students. This means that in terms of monthly costs, students feel more efficient because they can gather with their families at their respective homes.
5. Regarding the effect of online lectures on grades, most of the students said that they had no effect and in the second place, most said they were better than offline lectures. This answer choice is understandable because online lecture exams are not as closely monitored by lecturers as if lectures are offline.
6. When asked about subsidies/facilities from the campus, most of the students said that they got a free study quota and got a discount on their tuition fees from the campus. This is certainly very useful for students who are experiencing economic difficulties during this Covid-19 Pandemic. Of course, not all students get subsidies/assistance from the campus because it is given to students according to the criteria set by their respective campuses.
7. Most of the students said that the lecture material was good enough but in its presentation there were still shortcomings when asked about the lecture material given by the lecturer during online lectures.
8. Regarding the lecture schedule, some students said that it was in accordance with the specified hours although sometimes it was adjusted to the time determined by the lecturer. This shows that the level of discipline in online lectures is still well maintained between lecturers and students.
9. When asked whether online lectures increase enthusiasm for learning, only a small number of students said they were very enthusiastic, meaning that most were not enthusiastic. This is because of the saturation factor because it has been too long to study online.
10. The problem of assignments given by lecturers during online lectures is a burden for students because the assignments given are still poorly explained and difficult for students to understand. This means that the lecturer only gives assignments without explaining the material first to students, even the assignments are counted as a substitute for lecture meetings between lecturers and students.
11. Most students choose the interesting lecture system, which is Offline (face to face) and a combination of online/offline (hybrid) and very few choose the Online study system. This shows that students want to learn and interact directly with their friends, lecturers and other people on campus.
12. Most of the students said they understood the lecture material online enough and some were still confused about understanding the lecture material online. This is understandable because there are still students who have minimal online tuition facilities, such as not having a laptop, internet network and even not being able to buy a quota for internet access.
13. This research has an impact on the future of the world of education in Indonesia because online learning policies are not effective for students and students with all the limitations of existing facilities and infrastructure.
14. This research can be used as a reference for policy makers in the world of Indonesian education during the Covid-19 pandemic in order to better understand the difficulties and limitations of facilities in online lectures.
15. This research can be used as a reference for other researchers, especially during the Covid 19 Pandemic so that the policies taken by the government are in line with the needs of students and students from various walks of life as a whole because it is found that there are gaps in facilities owned by various levels of society in access online learning

From the results of the description above, it can be concluded that in this study, students' perceptions of the effectiveness of online learning policies during the Covid-19 pandemic have not been effective. It is known from various student opinions that there are still many obstacles that they face beyond their control, such as an unstable internet network that is not even available in certain areas in South Kalimantan Province. The internet network is the biggest obstacle in online lectures, so lectures are often disconnected. This is certainly a different challenge in each region in the application of online lectures. However, behind the limitations of facilities and infrastructure, the implementation of online lectures continues to run well and is followed by all students in South Kalimantan Province.

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