

**THE IMPLEMENTATION OF E-LEARNING SYSTEM
ON INTENSIVE ENGLISH COURSE IN DARUSSALAM
ISLAMIC INSTITUTION OF BLOKAGUNG IN ACADEMIC
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Laeliyatul Fadilah, Zulfi Zumala Dwi Andriani

Institut Agama Islam Darussalam Blokagung Banyuwangi
Email: laeliya.f@gmail.com, zumalazumala@iaida.ac.id

Abstract

This study explains about the implementation of the e-learning system on the Intensive English Course in IAI Darussalam in the academic year 2019/2020. There are three problem statements of this study that are How is the implementation and the problems of the implementation of e-learning systems in the intensive English course, the last is how are the students' responses to the implementation of the e-learning system in the intensive English course. This study used descriptive analysis. The findings of this study concluded that the most common problem in the implementation of the e-learning system in the Intensive English Course is an internet connection. The implementation of the e-learning system on the Intensive English course has a slightly positive and tends to be a negative response from the students. They fully need face-to-face learning with their tutors. They argue that the e-learning system is not more effective than learning an Intensive English Course that does it directly.

Keywords : Implementation, E-learning, Intensive English Course

Abstrak

Penelitian ini bertujuan untuk melihat tentang penerapan sistem e-learning pada program intensif Bahasa Inggris di IAI Darussalam pada tahun ajaran 2019/2020. Rumusan masalah dalam penelitian ini ada tiga yaitu Bagaimana Implementasi dan Permasalahan Penerapan Sistem e-Learning dan yang terakhir adalah Bagaimana tanggapan siswa terhadap penerapan sistem e-learning di kursus intensif bahasa Inggris. Penelitian ini menggunakan analisis deskriptif. Temuan penelitian ini menyimpulkan bahwa masalah yang paling sering terjadi dalam penerapan sistem e-learning pada program intensif Bahasa Inggris adalah koneksi internet. Penerapan sistem e-learning di program intensif bahasa inggris mendapat respon yang cenderung negatif dari siswa. Mereka sangat membutuhkan pembelajaran tatap muka dengan tutor mereka. Mereka berpendapat bahwa sistem e-learning tidak efektif daripada belajar bahasa inggris secara langsung dengan tatap muka

Kata Kunci : Penerapan, Pembelajaran Daring, Program Intensif Bahasa Inggris

A. Introduction

Intensive courses are held at the IAI Darussalam overshadowing two foreign languages namely Arabic and English. Named an intensive course because this course is conducted intensively in a period of one semester with learning conducted every day. Because it is conducted intensively, it is hoped that new students will study foreign languages even though their majors are not majoring in Arabic or English.

Under normal circumstances, this course is conducted in class at 07.30 am. One class consists of students majoring in with one teaching staff. Learning is also done face-to-face between teachers and students. That way, students can be more able to explore four skills in English, namely writing, listening, reading, and speaking.

Corona Virus Disease or COVID-19 was declared a pandemic on March 11, 2020, a disease that is endemic in almost all countries in the world. The spread of this virus is very fast and recorded 185 countries in the world are infected with COVID-19 (CSSE, 2020). The World Health Organization recommends that one of the steps to spread COVID-19 is to impose travel restrictions, quarantines, curfew restrictions, control of hazards in the workplace, and closure of public facilities. This pandemic causes severe disruption in various social and economic fields. The education sector also experienced a significant disturbance. Schools and universities have been closed, either nationally or locally on a scale in some countries affected by COVID-19.

In Indonesia, COVID-19 cases based on data from the Ministry of Health of the Republic of Indonesia dated April 10, 2020, reported there were 3512 positive cases spread in 34 provinces in Indonesia. One of them is NTB with 41 cases now (<https://corona.ntbprov.go.id/>. 2020). Local government policies impose social restrictions, dismiss schools and lectures. This is done to prevent transmission of the coronavirus which is very fast.

Social distancing carried out by the local government greatly impacts the conditions of learning in tertiary institutions. Learning in tertiary institutions must continue to be carried out to meet the needs of students. The solutions offered today are through online learning or e- learning from their homes. E-

learning is learning that utilizes technology, where students try to tackle multiple tasks and decisions making at all times. One of the goals of e- learning is to maximize the decisions that students have made online by being given knowledge about correct answers and additional information that can be accessed at any time (Hoi et al., 2018). It is beneficial for students who interact in online programs, one of which can improve student performance. Students can easily conduct discussions that focus on learning topics such as traditional classes (Davies & Graff, 2005). The most prominent characteristic of e-learning is that it provides convenience and flexibility for lecturers and students, especially to determine online learning schedules with no regard for location (Bower et al., 2015).

In the current pandemic situation, all educational activities in Indonesia that were originally carried out by teaching and learning face to face became online learning. Starting from elementary school to student level. This has many effects on the world of education. Reporting from medcom.id 24 April 2020 that around 7.5 million students and 45 million elementary students and secondary school students were 'forced' to do learning from home. In this case, IAI Darussalam does not only focus on lectures. Not only lectures are conducted online, but intensive courses are also done online.

Application of E-learning in the Intensive course started in March of 2020 in the second semester of 2019/2020 academic year. The learning process is conducted by WhatsApp platform. Lessons were initially conducted by directly forced to be on doing with online learning/e-learning. The obstacles, solutions, and projects of E-learning are important aspects that must be studied in depth. Obstacles to the learning process can reduce student interest in learning (Suryani, 2010). As reported by Pangondian et al, (2019) which states that among the factors that are key to the success of E-learning is the availability of facilities and infrastructure. Harjanto and Sumunar (2018) stated that E-learning is a process of transforming conventional education into digital form so that it has its challenges and opportunities. There are two concerning questions that would be answered in this study; firstly How is the implementation of the e-learning system in the intensive English course of the Darussalam Islamic Institute?

Secondly, what are the problems of the implementation of E learning systems in Intensive English course, the last is how's students respond on the implementation of E learning system in Intensive English course.

B. Literature Review

Some definitions have been formulated by experts to describe what e-learning or electric learning is. Naidu stated that e-learning is commonly referred to as the intentional use of networked information and communication technology in teaching and learning (Som Naidu, 2006:1). According to Neda, e-learning can be defined as applications of electronic systems such as the internet, computers, multimedia, that they aim to reduce the number of expenses. (Neda Muhammad, 2011:465). Another definition comes from Urdan, e-learning can be defined as the use of electronic media, including the internet, intranets, satellite broadcasts, audio/videotapes, interactive TV, and CD-ROMs to deliver the teaching materials which include some applications and processes, including computer-based learning, web-based learning, virtual classrooms, and digital collaboration (Urdan, T.A, & Wegen, 2000).

There are two general approaches used in E- learning are follows: firstly is Self-paced, it is an e-learning approach in which content is developed according to a set of learning objectives. In this approach, the students are free to learn at their own pace to define personal learning based on their individual needs and interests and a learning provider does not have to schedule, manage and track the students through the process. When self paced e-learning is offered through an internet connection, there is the potential to track the students in a central database.

Secondly is Facilitated / instructor-led is the e-learning approach which is learning content for individual studies that can be integrated with the teachers. The students, facilitators, and instructors can communicate and work together through discussion forums, email, chats, or video conferring. In this approach, the curriculum is developed to integrate several learning content and activities of a course. This learning approach is used by the Intensive English Course

program. Because students and tutors as facilitators can communicate together through discussion forums, or chat.

According to Beatrice, there are some components of e-learning including e-learning contents, e-tutoring, collaborative learning, and virtual classrooms (Beatrice, 2011:8). E-learning contents include simple learning resources, interactive e-lessons, and electronic simulation. Simple learning resources are non- interactive resources such as documents, PowerPoint presentations, video, or audio files. So, the students can only read or watch the content. E-tutoring is an individual teacher who supports and gives feedback to students through online tools. E-tutoring helps students to improve Reviews their performance by improving understanding, responding to students' problems, challenging the student, and providing feedback. Collaborative learning is learning discussion and sharing knowledge to work together on a common project. In collaborative learning, students use social software such as chats, discussion forums, and blogs to collaborate among students. Online discussion is designed to facilitate communication and knowledge-sharing among the students. The students can comment and exchange ideas about the lesson in learning by sharing their knowledge.

A virtual classroom is e-learning that an instructor teaches remotely and in real-time, to student groups using a combination of materials for example PowerPoint slides audio, or video materials. A virtual classroom not only makes learning materials available to students but also provides a live, contextual, and interactive environment for students (Rufai, M., Alebiosu, S., & Adeakin O., 2015:5:1).

C. Research Method

This research uses a qualitative research approach. By using qualitative research, the researcher wants to describe the implementation of e-learning system on intensive English courses in Institut Agama Islam Darussalam in academic year 2019/2020 and to find out the teachers' problem to implement e- learning. The research subjects in this study are some informants who will provide data on variables to be studied and observed by researchers

consisting of the head of the UPT-B (*Unit Pelaksana Teknis-Bahasa*), head of the Intensive Course program, and Intensive Course tutors at the Islamic Institution of Darussalam.

To collect of qualitative data, the researcher used four techniques of collecting data. First, classroom observation, this observation was conducted to see the real situation of teaching and learning in the classroom. The points that were observed were tutor behavior during the process. Observation were made during 8 June, 2020 until July. The observation done by the researcher join to WhatsApp group of Intensif English Course in the class PBA-B.

Second, Interview informants of this study are the head of the UPT- B (Thursday, 23 July 2020), the Intensive Course tutors at the IAI Darussalam (Friday, 24 July 2020), and also a small portion of the active students of the PBA-B class of 2019 who took the E-learning Intensive English Course in the even semester (20 July 2020).

Thirdly, Questionnaire The additional instrument of this research was a questionnaire (see appendix). The questionnaire is a design and developed by the researcher based on the preliminary observation of the student in the classroom, supported by looking at some of the assignment posts on social media, This questionnaire gives to 17 students.

The last is web observation, this technique is used to collect the data through all reports or documents which gives some information about the activities in the learning process in the classroom such as pictures, videos, and screenshots. Documentation is taken from a screenshot of WhatsApp, video assignments done by the student in the task or exercise is given by the teacher.

D. Result

In this study, the researcher discusses an intensive foreign language course within the auspices of the UPT-B institute at the IAI Darussalam. The program is named the Intensive English Course, which will be written several times with the abbreviation IEC. E-learning system in this course is only conducted in the 2019/2020 school year even semester. Previously, this program had never done online learning.

The researcher begins the beginning of the study with classroom observation. Researchers chose the Arabic Language Education (PBA) class because they felt attracted to their learning in the English lesson that was in the intensive English course. Indirectly, they learn two foreign languages at once in one semester. E-learning that uses the IEC program is the WhatsApp platform. In the WhatsApp, there is a group consisting of UPT-B directors, language coordinators, one tutor, and also PBA-B 2020 students, totaling 17 students.

Learning is done three times a week. Which is done on Monday as giving learning material to students through a link in the WhatsApp group. On that day, the group was closed for students and only admins could send messages. The second meeting was held on Wednesday to open a discussion forum on the material that had been given through a link by a tutor. The group is opened for all students to have a mutual discussion between students and tutors about the material.

The third meeting was held on Friday to collect the task through the link. The assignment of intensive English courses is in the form of videos related to material that has been given to students that week. The task is not sent on the WhatsApp platform but uploaded to social media such as Instagram, YouTube, and Facebook. There is also a small part that uses Google Drive as a social media video collection. So students only submit the video link for the week's assignment on WhatsApp.



Picture 1 Student submit a link

The researcher conducted a web observation for approximately one month of research. This research starts when the Intensive English Course has entered its 7th week and will enter its 8th week. The number of weeks of meetings on the Intensive English Course is 10 weeks.

In the learning process, there should be problems and obstacles faced by several parties. In this case, the researcher will explain the obstacles and problems faced by the Intensive English Course and tutors based on the results of the interview. The results of interviews with the director of the institute that because intensive courses have written graduation standards, and also intensive course graduations are made as a requirement of being able to take part in *Kuliah Kerja Nyata* (KKN), some students are constrained when going to do KKN. The solution of the institution related to the problem is to hold a class again when the e-learning system can also save time because, in one semester, students who do not graduate can attend two intensive foreign language classes at once which when done directly cannot be done side by side because of opposite time.

Some of the obstacles that the tutor revealed to me included a bad signal from students. Because e-learning systems require strong signals, especially for uploading assignments in the form of videos, there are some students who find it difficult to signal because of the location of students. For this reason, sometimes tutors are ignored by students who find it difficult to signal because of difficulties.

In addition, tutors find it less efficient with an intensive English course e-learning system because the teaching system used by the tutor is more directed towards direct practice during e-learning system. And the tutor said, when using an e-learning system it should be able to further simplify the concept of teaching. So according to him, it is not enough to save the tutor's thoughts.

Some problems also arise from sophisticated technology. Because the institution is familiar with the learning system that is done directly, there are some of the tutors and students who are still technologically illiterate. Some spend more time on learning technology than learning the material it self.

From the web observation, the tutor already posted the material for Teaching in the classroom on WhatsApp, the students can access the material so they can read and understand the material that until the forum discussion was opened by the tutor. Learning activities were begun by introducing the content of the topic to be discussed in the lessons. It is also related to the tutor's answer in the interview question, the processing of teaching materials into electronic materials forms in the e-learning system by making material via word then shared with students, and then opening discussion sessions that can be through groups or personal assignments. The end of learning is giving assignments to students.

Based on web observation, it can be known that the time that is used to convey the material from tutor to student is during the week and do as much as three times face-to-face. Allocation of time that already includes students in digesting the material, make discussion with fellow friends of students and tutors, as well as to work on a task that is given to students from tutors. It is related to (Tomlinson & Claire, 2013) stated that having completed the tasks they should then reflect on them and share their reflections with their peers in online discussion forums.

Peachey (2013) stated in the Tomlinson & Claire (2013) book section that although these are tutor-moderated and it is the role of the tutor to stimulate discussion and interaction, draw participants' attention to salient points and additional reading and resources, and summarize and tie up discussions. However, it is not related to this condition where not all students can respond, discuss, and interact on the WhatsApp platform. That's why the teacher is more focused on giving a task. With ask students to make a video then uploaded via social media by collecting links, the teacher can monitor students' progress. From the interview question to the director of UPT-B, she stated that the e-learning system on an intensive English Course can help her to monitor the students' progress.

Based on the answers to tutor the interview, the tutor stated that learning e-learning system at the Intensive English Course thinks less effective Because The teaching system used by the tutor is more directed towards direct

practice the which when in the e-learning system is difficult. According to tutor are also less able to explore his thinking than when learning that does it directly.

Based on the interview with the tutor, the teacher stated that the student quite active, they submit Reviews their assessment every week, but some students cannot be active because they have trouble speaking skills and she Also said the most common problem she has the internet connection. They need a strong connection, because of the problems that sometimes some students do not collect duties, late collecting tasks to cause connection Internet complained of the students.

E-learning made students easier to learn. This technique could change the traditional way to learn. The teacher can make variations on their technique in teaching, but how about the student who receives the material? How do they respond? That's why the writer gave interviews and questionnaires for students to know how they responded about the implementation of e-learning systems in the intensive English course.

Based on interviews conducted by researchers in July 2020 researchers collected data from 5 questions that were given to 5 students from the PBA-B 2020 class. They are Aimatul Khusniah, Qorry Naila Syarifah, Anisatul Adiba, Athiyah Faricha, and Mualifatuz Zahro will be written as student 1, student 2, student 3, student 4, and student 5. The first question is having you ever used e-learning in learning. Student 2 to Student 5 said they had never learned using e-learning before, while student 1 said that he had done an e-learning system during senior high school 2nd grade. The platform used is also WhatsApp. Done for two months and the learning is paid. In e-learning, he learns grammar abilities.

The second question asks about social media that is commonly used by students as a means to upload assignments from intensive English courses. Their answers are the same, namely uploading their assignments on Instagram and YouTube. On Instagram, the feature used is the IGTV feature which can load videos with more duration that can be displayed, because the minimum duration of video assignments is 3 minutes on each material. Student 5 added another social media, Facebook. Of the five students I interviewed, the

questionnaires revealed that all the assignments given from the tutor were done entirely by them.

The third question is whether they enjoy the e-learning system on intensive English courses or not. Researchers also asked about the reasons for the students' answers. Student 1 said she enjoyed the system even though she felt a little troubled because she was not accustomed to using technology in learning. She said that the e-learning system was more exciting, more fun, and he became able to have the ability to edit videos.

Student 4 said she enjoyed the e-learning system on the intensive English course. However, she felt the system was not very impact on her. She felt unclear about the material given because the material was only given, not explained by the tutor.

Student 5 said she enjoyed the e-learning system. According to her, it is the same as direct learning and e-learning system for her. According to her, each has advantages and disadvantages. Student 3 said she did not enjoy the e-learning system in the intensive English course. She found it difficult to understand the material. She also revealed that English vocabulary was still minimal so it was not enough to enjoy the system. Student 2 revealed that she did not enjoy the e-learning system at all. According to her, the learning was not effective because the tutor only gave the material. She also felt distressed with the material. Because of that, she felt lazy to open the material instead of just directly doing the assignment.

The fourth question is the difference felt by students between intensive conducted directly and by e-learning system. Student 1 said the most perceived difference lies in the way he finds out more about the material received. She felt that she could browse more material related to learning than intensive learning directly which was difficult because she had to queue to access the internet. Student 2 revealed the most perceived difference in the location of the understanding it received. According to students 3 differences were most felt in the location of the assignments. Intensive courses that are done directly provide fewer assignments than intensive courses using e-learning systems. Student 4 revealed the differences felt in the preparation and response of students. When

intensive is done directly, it requires more physical preparation than intensive courses with e-learning systems. The last of the 5 students the difference she felt in the location of the students' efforts to do the assignment. From intensive courses conducted by the e-learning system, students try more independently in completing their assignments.

The last question is about the obstacles and problems that students feel in the e-learning system in the Intensive English course. From the interviews of the 5 students, problems and problems from the e-learning system in the English course can be explained, including: The signal must be strong, Internet quota drained a lot, Proficient speaking skills, Mentally shrink to display physically in the video, Little has vocabulary, The memory from a mobile phone, Feel free to consult with tutors for fear of disrupting his time, Little understanding of the material received.

Based on interviews conducted on the five students, three students said they preferred the Intensive English Course that was conducted directly, one student preferred the e-learning system on the Intensive English course, and one other student stated that they both liked using both. Based on questioner at number 2, 53% of students revealed that they did not enjoy learning e-learning systems in English intensive. Another result of the interview, 60% of students said they enjoyed using the e-learning system. 53% of students also said the implementation of e-learning systems on intensive English courses was useful for them. And also based on the results, 53% of students are interested in using e-learning systems. So the results that students feel learning using e-learning systems on e-learning systems on intensive English courses is quite a positive response.

Although the results are not too far away with the response is negative, still, only they responded positively to the use of e-learning systems over much of the learning that is done by direct. Based on the results, 59% of students said the e-learning system on the Intensive English Course motivates them to better learn the language of English, and 41% of them are not motivated. However, also based on the results of 59% of the students said they was burdened with the e-

learning system on the Intensive English course, and 41% do not feel burdened. So, business students who use e-learning are relatively quiet.

Based on the result 100 % of students said they need to face to face with the tutors in learning the Intensive English Course. And another the result 23% of students said doing online assignments from Intensive English Course wasting their time, and 77 % of students said doing online assignments from Intensive English Course not wasting their time. However, some students got a problem in learning style Because they felt not comfortable with receiving the material is online and more comfortable with is explained by the tutor is directly like usual. Indeed, they were not too feel burdened to the tasks online that is given to them, will be but based on interviews that have been conducted, three out of five students are more like an Intensive English Course that do it directly based on the e-learning system. So, the student gives a negative response to the e-learning system in the Intensive English course.

D. Discussion

After all of the needed data are completed, they are analyzed based on the findings of the data that were presented before. From the web observation, the tutor already posted the material for Teaching in the classroom on WhatsApp, the students can access the material so they can read and understand the material that until the forum discussion was opened by the tutor. Learning activities were begun by introducing the content of the topic to be discussed in the lessons. It is also related to the tutor's answer in the interview question, the processing of teaching materials into electronic materials forms in the e-learning system by making material via word then shared with students, and then opening discussion sessions that can be through groups or personal assignments. The end of learning is giving assignments to students.

Based on web observation, it can be known that the time that is used to convey the material from tutor to student is during the week and do as much as three times face-to-face. Allocation of time that already includes students in digesting the material, make discussion with fellow friends of students and tutors, as well as to work on a task that is given to students from tutors. It is

related to (Tomlinson & Claire, 2013) stated that having completed the tasks they should then reflect on them and share their reflections with their peers in online discussion forums. The main focus of interaction within these forums is peer-to-peer.

Peachey (2013) stated in the Tomlinson & Claire (2013) book section that although these are tutor-moderated and it is the role of the tutor to stimulate discussion and interaction, draw participants' attention to salient points and additional reading and resources, and summarize and tie up discussions. However, it is not related to this condition where not all students can respond, discuss, and interact on the WhatsApp platform. That's why the teacher is more focused on giving a task. With ask students to make a video then uploaded via social media by collecting links, the teacher can monitor students' progress. From the interview question to the director of UPT-B, he stated that the e-learning system on an intensive English Course can help her to monitor the students' progress.

Based on the answers to tutor the interview, the tutor stated that learning e-learning system at the Intensive English Course thinks less effective Because The teaching system used by the tutor is more directed towards direct practice the which when in the e-learning system is difficult. According to tutor are also less able to explore his thinking than when learning that does it directly. Addition of a tutor, based questionnaire 94% of the students also stated that learning e-learning system at the Intensive English Course is not effective for use. So, the opinion about the e-learning system is not effective to be applied in Intensive English Course in IAI Darussalam.

Based on the interview with the tutor, the teacher stated that the student quite active, they submit Reviews their assessment every week, but some students cannot be active because they have trouble speaking skills and she Also said the most common problem she has the internet connection. They need a strong connection, because of the problems that sometimes some students do not collect duties, late collecting tasks to cause connection Internet complained of the students.

Another result from students' interview, they said the problem is often happened just on the internet connection, internet quota, and so on. It is related with Asfihana (2015) research, she stated that mainly the low speed of the internet at IAIN Antasari. They avoid to use the LMS (Learning Management System) since the internet connection in the campus does not support this technology. The low speed makes the process of uploading and accessing the LMS material take a long time. Since the internet is the tool to connect with the LMS, of course, it is sufficient speed become a necessary to the successful application of the LMS.

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F. Conclusion

From the research findings, it can be conducted that the implementation of e-learning system on Intensive English Course consists of three phases, they are 1) The learning materials provided by tutor, 2) The students' activity on the use of e-learning, 3) The effectiveness of e-learning system. From the three phase, it is related with theory and another research. From the beginning, the tutor give

material on WhatsApp so the students can access and read the material before discussion forum. In the second phase, the tutor make assignment to student to do. And in the last phase the effectiveness of the e-learning system on Intensive English Course is not effective to be applied in Intensive English Course in IAI Darussalam.

The most common problem in the implementation of e-learning system on Intensive English Course is internet connection. Not only in English Department of IAI Darussalam, but in another university even the other country has the similar problem. This is the lack of LMS that we will meet if we implement e-learning.

The implementation of the e-learning system on the Intensive English course has a slightly positive and tends to be a negative response from the students, they enjoy learning the e-learning system will but they also feel burdened. They fully need face-to-face learning with their tutors. They argue that the e-learning system is not more effective than learning an Intensive English Course that does it directly.

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