

IS IT ENJOYING OR BURDENING? STUDENTS' PERCEPTIONS ON HOME LEARNING AND ONLINE LEARNING

(An Overview of Corona Virus Disease "COVID-19"
Impact to Education Field)

Yabes Olbata^{*1}, Ririn Fatmawati^{*2}, Yessy Tiran^{*3}
yabesolbata@gmail.com^{*1}, ririnfatmawati88@gmail.com^{*2}, yessytiran01@gmail.com^{*3}
English Education Department^{*1,2}, Medical Faculty^{*3}
STKIP SOE^{*1}, Universitas Zainul Hasan Genggong^{*2},
Universitas Nusa Cendana Kupang^{*3}

Received: February 6, 2022

Accepted: February 28, 2022

Published: March 4, 2022

ABSTRACT

Teaching and learning is a good way to reach the educational goals. Since the Corona Virus Disease (COVID-19) hits the world, the process of teaching and learning totally change that creates new problem for teachers and students. This study aims to find out the students' perceptions of the implementation of home learning and online learning during the pandemic era (COVID-19) in SMA Negeri 1 Soe. This study used a qualitative descriptive design. The instruments used were questionnaires and interviews. The data of this study was collected through spreading questionnaires and doing interviews. The data of this study were analyzed by using SPSS. The result of the study showed that students perceive the implementation of home learning and online learning during pandemic era (COVID-19) is a good way because it could protect the students from the spread of the COVID-19, it helped the students to keep learning. It could make the students to be responsible for their learning improvement.

Keywords: *Students' Perceptions, COVID 19, Home and Online Learning.*

DOI: <https://doi.org/10.31943/wej.v6i1.163>

INTRODUCTION

Education is a process to teach the students to prepare a better future by learning many things from the surrounding environment. By doing so, there will be change for themselves to get a better future in their life (Hamalik, 2008: p 3). In the education field, teaching and learning is the main component that becomes the duty of teachers and students. Both the teachers and students have the same goal: to create good communication through the process of teaching and learning to achieve the education goal.

But in the process of teaching and learning done by the teachers and the students for achieving education goals which become the teaching and learning process, there are many problems found as the challenges that make the teachers and students work hard to find good ways for solving the issues. The problems range from simple problems to complex problems such as; students' comprehension, teachers' competence, learning media, learning sources and materials, learning facility, and learning administration. As the responsibility of

the teachers, they have tried hard to do their best for solving these problems to reach the importance and main goal of education.

Besides the problems mentioned above, recently, a problem happened globally as a really challenging factor that attacks many aspects of human life. This problem is known as a pandemic called Corona Virus Disease (COVID 19), which spread rapidly around the world and caused many people who suffered from it even resulting in death. It can be categorized as a really big problem because this virus attacks and spreads worldwide. Consequently, all activities of humans cannot run well even stop because people are afraid of the risk from this virus. To save many people's lives of being suffered even dead from this virus, the government creates new policies to make people do their work as usual. The policies such as social distancing, physical distancing, mask wearing, hand cleaning, habit practice, and even lockdown allow people to stay and work at home. These policies are considered really helpful because can make people keep distance with others, decreasing the risk of the virus.

These policies are implemented in one place or one country and implemented in almost all countries all over the world, including Indonesia. The government's policies automatically impact all aspects of people's lives. One aspect of human life is education that becomes an integral part because by having good knowledge, people can find ways to make their lives better. In the education part, the government implements home learning and online learning where students and teachers are allowed to stay and learn from home. Home learning and online learning are two ways that can be used for helping students to keep on learning in order to improve their knowledge and competencies even the learning achievement.

Home and online learning are considered good strategies in overcoming problems of teaching and learning processes between the students and teachers because they do not need to meet in the classroom. Classrooms are moved to students' houses as long as they learn online. On the other hand, teachers only need to prepare and send the materials to the students via online media and by doing so the teaching and learning process will be done as usual.

Since teachers are responsible for administering and determining the process of teaching and learning, they try to give assignments to the students to do at home and submit it online. The students will also do all the assignments and send them to the teachers as the teaching and learning process. In implementing this policy, teachers and students should try to do their best for achieving the education goal. But in implementing this policy, some problems happen: students and teachers do not have direct meeting, students and teachers do not have direct conversation, network connection error, insufficient explanation from the teachers, credit budgeting, and learning media (tools), etc.

Due to the impacts of the COVID 19 pandemic which is globally happening, SMA Negeri 1 SoE also supports the government policy by implementing home learning and online learning. The application of home learning and online learning is a new thing for the students because they are familiar with classroom learning so far and of course, it becomes a really big problem for them. This study will try to identify the problems students face in SMA Negeri 1 Soe in implementing home learning and online learning is a new way of teaching and learning process.

LITERATURE REVIEW

Perception is how people see or interpret something. There are some definitions about perception. Worchel and Shebilske (1998:117), perception is the process of interpreting information. Santoso (2000:32) stated that perception that is formed by experience is stronger than perception formed by sensation. It means that the perception formed by experience is hard to change because someone feels more impressed when they experience it.

According to Biggs and Tang (2011), perception is a process by which individuals organize and interpret their sensory impressions to give meaning to their environment. From those definitions, perception can be viewed as a conscious mind, and cognitive process of observing, comprehending, and responding about a particular thing. A person tries to translate the stimuli that they receive.

Not every person can have precisely the same perception about particular things, even though the object is the same. It is because of people percept something based on their feeling and their experience. Based on the explanation from the researchers above, it can be concluded that perception is a response to an object by assessing that object. Perception is also a process that caused people can accept and summarize information acquired from the environment.

Wesely (2012) stated that the learners' perceptions have been commonly associated with two targets: perceptions of themselves and perceptions of the learning situation. It means that perception of them is defined as how students understand about themselves and their own learning. While learner perceptions of the learning situation are how students experience and understand aspects of the classroom, such as the behavior of the teacher and students.

E-learning refers to the use of information and communication technologies to enable access to online learning and teaching resources. According to Maltz et al (2005), the term 'e-learning' is applied in different perspectives, including distributed learning, online-distance learning, as well as hybrid learning. E-learning is defined as the use of information and communication technologies in diverse processes of education to support and enhance learning in institutions of higher education and includes the usage of information and communication technology as a complement to traditional classrooms, online learning or mixing the two modes.

According to Wentling et al (2000) the term e-learning refers to the attainment and use of knowledge that is predominantly facilitated and distributed by electronic means. It is really clear from the experts' statements that e-learning depends on computers and networks, but it is likely it will progress into systems comprising of a variety of channels such as wireless and satellite, and technologies such as cellular phones.

Another factor that becomes an important part of the government's policy in solving problems on the impact of COVID 19 toward education is home learning. Real classrooms in school which become the main place for teachers and students to do teaching and learning process are now moved to students' houses. The implementation of this policy demands the students to learn at home alone without any guidance from the teachers. Teachers only need to prepare the

learning materials and send them online so the students have to learn by themselves.

It is a new way of learning for the students since the process of teaching and learning so far is done in school especially in the classroom which shapes the students' understanding of the real classroom. This way of learning, of course, gives an impact on the students' way of understanding because they have never experienced it before. This new way of learning is known as home learning.

The home learning environment is a reflection of the home environment and interactions in and around the home with family members. Parents play a critical role in promoting students' academic success through parent-school involvement, stimulation of cognitive growth at home, and promotion of values consistent with academic achievement. Parental engagement in their children's learning in the home has a greater effect on their achievement than parental involvement in school-based activities (Sammon, et. al 2015). Since parents also want to see their children succeed in learning, it is also important for them to pay special attention when children learn at home. It can be concluded that teachers and parents need to work together to improve the students' learning achievement.

Communication between parents and teachers helps teachers to understand students' needs when learning at home, which can be quite varied (Sammon, at. al 2015). The more regular and frequent the communication between schools and families, the more likely it is that parents will be viewed as willing contributors to their children's learning.

RESEARCH METHOD

The method used was a form of qualitative research because it focused on figuring out and describing students' perceptions on the implementation of home learning and online learning as a teaching way in the learning and teaching process. Cresswell (1994: 145) stated that one of the purposes of qualitative research is to understand the participants' point of view of the events, situations, and actions that they give about their lives and experiences. A qualitative method was used to understand students' perceptions of the implementation of home learning and online learning as a teaching way in the learning and teaching process.

The researcher used 102 students of SMA Negeri 1 Soe as the participants in order to gain the data. The data of this study were descriptive qualitative data. It focused on collecting the data by gaining information from the sample or participants through the responses to the questions. The instruments are questionnaires and interviews. The data analysis technique used in this study was descriptive statistics by simple calculation using SPSS. It was used to describe the percentage of participants, responses toward the statement in the questionnaire. After analyzing and interpreting data gathered from the questionnaire, the research transcribed and interpreted the interview result. Then the interpretation was triangulated with the result of the questionnaire and discussed.

FINDING AND DISCUSSION

After getting the result of the written questionnaires from the students towards the implementation of home learning and online learning, it could be seen

that the students' perceptions were shown as the tables below. The result of the questionnaires was explained by stating the items (questions) one by one.

Table 1. Result of Question one towards the implementation of home learning and online learning

No	Item	Answer/Percentage	
		Yes	No
1	Home learning and online learning are easy and enjoying	25 (24.50%)	77 (75.49 %)

Based on the result from item number one of the questionnaires as displayed in the table above, it could be seen that there were only 25 students or 24. 50% of the students stated that the implementation of home learning and online learning is easy and enjoyable while 77 students or 75. 49% of the students stated that the implementation of home learning and online learning is not easy and enjoyable. It could be concluded that home learning and online learning are more difficult than classroom learning. This was in line with what is stated by Mustarin & Wiharto (2019) who state that students can easily conduct e-learning.

Table 2. Result of Question two towards the implementation of home learning and online learning

No	Item	Answer/Percentage	
		Yes	No
2	Home learning and online learning are new things for me	82 (80.39%)	20 (19.60%)

Based on the data shown above, there were 82 students or 80. 39% stated that home learning and online learning are new things for them, while 20 students or 19. 60% of the students stated that it is not new for them. It could be seen that the implementation of home learning and online learning became a new thing for the student. According to Hanum (2013), online learning is a form of model learning that is facilitated and supported by the use of information and communication technology. It could be concluded that home learning and online learning are new things for the students.

Table 3. Result of Question three towards the implementation of home learning and online learning

No	Item	Answer/Percentage	
		Yes	No
3	Home learning and online learning can improve my learning achievement	24 (23.52%)	78 (76.47%)

The participants' answers towards the item number three dealing with the implementation of home learning and online learning showed that 24 students or 23. 52% of the students stated that the implementation of home learning and online learning can improve their learning achievements while 78 students or 76. 47% of the students stated that home learning and online cannot improve their learning achievements. Obviously, the implementation of home learning and online learning cannot improve the students' learning achievements. The result

was the same as Rosenblit (2006) stated that the need for humans to socialize is most essential. It explains why most students prefer to study in classrooms.

Table 4. Result of Question four towards the implementation of home learning and online learning

No	Item	Answer/Percentage	
		Yes	No
4	Home learning and online learning need the parents' role	90 (88.23%)	12 (11.76%)

The students' answers to the question number four were 90 students or 88.23% who stated that when doing the online learning and home learning, they need the parents' role that help them to solve problems related to the learning process because they think that parents are the teachers at home and only 12 students or 11.76% of the participants who stated that, they did not need the parents' role when learning. (Huang et al., 2020) mentioned that in online learning, besides student can interact directly with learning content they find, they can also collaborate with their parents who work as a guide, evaluators and teacher at home. It could be said that students need parents' control at home when learning.

Table 5. Result of Question five towards the implementation of home learning and online learning

No	Item	Answer/Percentage	
		Yes	No
5	Home learning and online learning make me feel free from the teachers' supervision	54 (52.94%)	48 (47.05%)

The data showed that 54 or 52.94% of the participants stated that home learning and online learning make them feel free from the teachers' supervisions, but there were 48 or 47.05% of the participants who stated that the implementation of home learning and online learning cannot make them feel free from the teachers' supervision. It could be stated that the implementation of home learning and online learning is still in control of teachers' supervision. This was in accordance with the opinion of (Emda, 2018), that teachers are required to provide good teaching, creates a conducive atmosphere to learning and creatively and innovatively to use interesting learning media so that students can understand the learning material and objective learning can be achieved.

Table 6. Result of Question six towards the implementation of home learning and online learning

No	Item	Answer/Percentage	
		Yes	No
6	My parents always supervise me when learning at home and learning online	62 (60.78%)	40 (39.21%)

It was obvious that 62 or 60.78% stated that their parents always supervise them when learning at home, while there were 40 or 39.21% of the participants who stated that their parents did not supervise them when learning at home. It could be concluded that most parents supervised their children when learning. This is in line with what is mentioned by (Huang et al., 2020) that, in

online learning, besides student can interact directly with learning content they find, they can also collaborate with their parents who work as guide, evaluator and teacher at home.

Table 7. Result of Question seven towards the implementation of home learning and online learning

No	Item	Answer/Percentage	
		Yes	No
7	I save much time when doing home learning and online learning	65 (63.72%)	37 (36.27%)

Based on the data shown, there were 65 or 63. 72% of the participants stated that home learning and online learning save much time but 37 or 36. 27% of the participants stated that home learning and online learning did not save much time. Sun et al. (2008) stated that the flexibility of time, location, and online learning method affect student satisfaction with learning. Online learning can train students to manage their time. It was very clear that the implementation of home learning and online learning helped the students a lot in saving the time.

Table 8. Result of Question eight towards the implementation of home learning and online learning

No	Item	Answer/Percentage	
		Yes	No
8	I learn to work harder when learning at home and learning online	74 (72.54%)	28 (27.45%)

It was stated that, there were 74 or 72. 54% of the participants who felt trained to work harder, while 28 or 27. 45% of the students answered that it did not train them to work harder. It could be said that the participant felt home learning and online learning helped them to work harder. Andriani & Rasto (2019) claimed that learning interest also has indicators are feeling interested and also happy to learn, active participation, a tendency to pay attention and power of concentration that is great, have positive feelings and willpower learning that continue to increase, the comfort at the time of learning, and has an internal capacity decide the learning process undertaken

Table 9. Result of Question nine towards the implementation of home learning and online learning

No	Item	Answer/Percentage	
		Yes	No
9	I find less problems when doing home learning and online learning	58 (56.86%)	44 (43.13%)

Based on the data provided, there were 58 or 56. 86% of the participant stated that they found problems when dealing with home learning and online learning computer, but on the other hand, there were 44 or 43. 13% of the participants said that did not find problems when doing the home learning and online learning. Similar to Naserly (2020) who also found that the use of some apps like using cloud zoom meeting for online learning has the disadvantage of wasteful internet quota and internet connection. It could be concluded that even

though the participants agreed about the implementation of home learning and online learning but the participants also stated that they found problems when dealing with it.

Table 10. Result of Question ten towards the implementation of home learning and online learning

No	Item	Answer/Percentage	
		Yes	No
10	I do not feel anxious in making mistakes when doing home learning and online learning	55 (53.92%)	45 (44.11%)

The participants answered were 55 or 53. 92% said they were not anxious to make mistakes when doing home learning and online learning while 45 or 44. 11% of the participants who answered that they felt anxious in making mistakes when doing home learning and online learning. Suhartono, (2020) stated that student learning activities with online learning can make students not feeling bored, more interested, and active in following lesson. It was very obvious that in dealing with the implementation of home learning and online learning most of the participants were not feeling anxious when making mistakes because their teachers will not angry for them but on the other hand less participants stated that they were feeling anxious.

The interview result showed the students' perception about the implementation of online learning and home learning. The participants' answers to the interview question about the implementation of online learning and home learning were very clear. Some statements from the interview result were quoted as follows:

R: What do you think about the implementation of Home Learning and Online Learning?

P1, 4, 7, 8: okay, according to me myself, the implementation of home learning really helps me where by looking at the condition now, where the students are asked to stay home the learning process does not run well, so by the implementation of home learning the materials that are left behind or I haven't learnt yet can be learnt.

P2, 3, 5: According to me, home learning and online learning have some positive and negative effects. the positive effect is students have much time to do their tasks given by the teacher, thus online learning can be done anytime and anywhere. The negative effect is there is no explanation and control from the teachers so sometimes the students cannot be serious in learning. But overall, the implementation of online and home learning a good way to protect the students from Covid-19.

Based on the quotations above, it could be concluded that overall, home learning and online learning is a good way for protecting the students from the spread of covid, but the learning process does not run well because the students have to work by themselves in learning. Thus, the students also do their tasks alone without clear explanation and control from the teachers. This is the same as what Djamdjuri and Kamilah (2020) stated that teaching and learning online activities utilize various kinds of technology as learning media so that teaching and learning is carried out properly and smoothly.

*Yabes Olbata^{*1}, Ririn Fatmawati^{*2}, Yessy Tiran^{*3}*
IS IT ENJOYING OR BURDENING? STUDENTS' PERCEPTIONS
ON HOME LEARNING AND ONLINE LEARNING
(An Overview of Corona Virus Disease "COVID-19"
Impact to Education Field)

In answering the question about the importance of online learning and home learning, the participants gave their answers as follows:

R: Why do you think home learning and online learning are important?

P3, 5, 9: According to my opinion, why these two things are important because I myself now is studying in second grade of Senior High School and I will move to the third grade later in a short time so by the implementation of this home learning and online learning then I can get more strength (knowledge) so that when I am in the third grade I can face the final exam. If there is no implementation of home learning, then I will not have enough knowledge in order to face the final exam later on. So, according to me, it is really important.

P2, 4, 8: CBT is important because "aaa" here as the time flies, we have learnt many things at school. But in reality, we still have weaknesses in learning. The implementation of home learning and online learning can help us learn more and more so we cannot be left behind. We also need to prepare ourselves to face the development of technology

The quotations above showed that the implementation of home learning and online learning in this pandemic era is really important because it helps students prepare themselves to face the final exam. Besides that, home learning and online learning can help students overcome their weaknesses in learning and prepare them to face the development of technology in this technology era. According to Hanum (2013), online learning is a form of model learning that is facilitated and supported by information and communication technology. It could be concluded that implementing home learning and online learning is very important to the students.

The participants' answer question about the advantages of the implementation of home learning and online learning as the statements below:

R: What are the advantages of home learning and online learning?

P1-6: As a student, I can think critically and try hard to get the answers from the tasks given by the teachers not only learning from the book but I can learn from the internet. Besides that, the time I use to learn is also more effective and I am really happy because I can find the answers from my hard work.

P1-7-8: There are many advantages offered by home learning and online learning such as; we can be free in learning, we can ask our parents to explain and even give us good ideas in doing our tasks, we can also be more productive in learning in relation to the use of internet. Finally, we can try to do our best in learning because we will be responsible to our learning process.

P9: I feel more relax and not under pressure, not feeling under pressure for sending the materials in rush but it is more on how to understand the materials and when understanding the materials then I will send it so it is more effective I think and I really like that way of learning.

It can be concluded that the implementation of home learning and online learning brings some good advantages. The students also stated that home learning and online learning make them feel relax that leads them to understand the lesson. Sadirman (2012), mentioned that online learning is a new innovation that has a very big contribution against change in the learning process, where the learning process is no longer just listen to the description of the teacher material

directly but student also do other activities such as observing, doing, and demonstrating. Teaching material in visualizes in various formats and forms that are more dynamic and interactive so students will be motivated to be further involved in the learning process.

The answers of the participants about the next question were shown in the statements below:

R: What are the problems faced when doing home learning and online learning?

The participants gave the similar answers to this question by stating that:

P1,3, 5, 6: the main challenge is for the network that is not working well, so sending the tasks or accessing the internet is sometimes really difficult. It is the main problem, then sometimes for mathematics or chemistry questions oh...no mostly mathematics in order to find the references in internet is not many or less so I need to be more focus aa...more focus on finding that kind of books.

P2&4: The first problem is there is no direct explanation by the teachers in detail so I find it difficult in finishing the tasks given. Another problem is as students, we do not have enough money to by credit (pulsa) because it is the basic needs in running home and online learning

The participants stated that, they found problems such as; low loading network that leads to the slow access in learning, they still find it difficult in dealing with the lesson of mathematics and chemistry. Thus, another problem stated by the participants were lack of explanation from the teachers about the material given and insufficient fund (money) for buying the credits (pulsa), but the participants could solve the problems well. They reported that they were sometimes unable to attend the class during online classes due to network issue, error connection, poor audio, and video quality (Nambiar, 2020).

The participants' answers the questions which relate to the effectiveness of the implementation of home learning and online learning are as the statements below:

R: How effective is the implementation of home learning and online learning?

P1,4,5: Because it is just implemented so it is effective effective if we as the students and teachers help each other to do this very well without protesting.

P2, 3, 7, 8: We think that the implementation of home learning and online learning is 75% effective because we can learn whenever we want to make us enjoy our learning process.

The quotations above showed that home learning and online learning were effective. According to Arsyad (2011), the use of online learning system is one effort that can be done to solve problems and make it easier for students to access learning material. Time and place to learn can also be flexible anytime and anywhere, and students can access information anytime. It could be said that the implementation of home learning and online learning was effective enough even though there were still some small problems found but it will be taken as a good

reference in order to work hard on finding good ways to solve these problems for better application in the future.

CONCLUSION AND SUGGESTION

Based on the result of the study, it could be concluded that students stated that it is a very good way of learning implemented by the government in the pandemic era for protecting the students from the spread of COVID-19, it is also good because train the students to work and responsible for their learning process without expecting too much from the teachers, make the students to be relax and learn more on how to use technology.

This study also reported some problems found when implementing home learning and online learning. The problems namely no clear explanation from the teachers, the teachers cannot control the students when learning, the students do not have enough money to by credit (pulsa), and sometimes the students do not focus on the learning process.

Based on the result of the students' perceptions about the implementation of home learning and online learning during the pandemic era (COVID-19), there are some suggestions the researcher want to stated namely; home learning and online learning is a good policy done by the government to help the students and teachers to keep learning during the pandemic era need to be continued for achieving the education goals, students have to work harder to develop their learning result without the control from the teachers, students have to improve their skills in relation to the use of technology. In short, home learning and online learning can be a good solution in education field during the pandemic era (COVID-19).

REFERENCES

- Arsyad, A. (2011). *Media pembelajaran*. Raja Grafindo Persada.
- Biggs, J., & Tang, C. (2011). *Teaching for Quality Learning at University*. Maidenhead: Open University Press.
- Bodmann SM & Robinson DH (2004). Speed and Performance Differences among Computer Based and Paper-Pencil Tests. *Journal of Educational Computing Research*, 31(1), 51-60.
- Chua YP, Don ZM. (2013). Effects of computer-based educational achievement test on test performance and test takers: motivation.
- Creswell, John W. (1998). *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*. Sage Publication Inc. USA
- Hamalik, O. (2008). *Kurikulum dan Pembelajaran*. Jakarta: PT. Bumi Aksara
- Djamdjuri, Dewi Suriyani & Kamilah, Atiyatul. (2020). 1 1; 2. Whatsapp Media in Online Learning during Covid-19 Pandemic, 14(2), 69–74.

- Maltz, L., Deblois, P. & The EDUCAUSE Current Issues Committee. (2005). Top Ten IT Issues. *EDUCAUSE Review*, 40 (1), 15-28.
- Merriam, S. B. (2001). *Qualitative Research and Case Study Applications in Education*. San Francisco, California: Jossey-Bass Publishers.
- Nambiar, D. (2020). The impact of online learning during COVID-19: students' and teachers' perspective. 8(2). <https://doi.org/10.25215/0802.094>
- Nunan, D. (1992). *Research Methods in Language Learning*. Cambridge: Cambridge University Press.
- Parahoo K. (2006) *Nursing Research: Principles, Process and Issues*, 2nd edition. Palgrave Macmillan, Houndsmill.
- Rosenblit, S. G. (2006). Eight Paradoxes in the Implementation Process of E-Learning in Higher Education. *High Educ Policy*, 18, 5-29. <https://doi.org/10.1057/palgrave.hep.8300069>
- Sadirman. (2012). *Interaksi dan Motivasi Belajar Mengajar*. Rajawali Pers.
- Santoso. Y. S, (2000). *A Study on the Students' Perceptions of Presentation Technique in Psychology Class*. Unpublish. Yogyakarta: Sanata Dharma University
- Sammons, P., et al. (2008). Influences on pupils' self-perceptions in primary school: Enjoyment of school, Anxiety and Isolation, and Self-image in Year 5. DCSF / Institute of Education, University of London: London.
- Sammons, P., et al. (2015). The long-term role of the home learning environment in shaping students' academic attainment in secondary school. *Journal of Children's Services*.
- Sun, P. C., Tsai, R. J., Finger, G., Chen, Y. Y., & Yeh, D. (2008). What drives a successful e-learning? an empirical investigation of the critical factors influencing learner satisfaction. *Computers and Education*, 50(4), 1183–1202. <https://doi.org/10.1016/j.compedu.2006.11.007>
- Undang-Undang No. 20 tahun (2003). *Tentang Sistem Pendidikan Nasional*
- Walker, R. & Delius, G. (2004). Integrating online assessment with class-based teaching and learning: A preliminary study of the AIM marking system. In Myles, D. (Eds.), *CAA 2004 International Conference*, University of Loughborough, <http://caaconference.com>.
- Wentling T.L, Waight C, Gallagher J, La Fleur J, Wang C, Kanfer A. (2000). E-learning-a review of literature. *Knowledge and Learning Systems Group NCSA* 9.1–73.
- Wesely, P. (2012). *Learners Attitudes, Perception, and Beliefs in Language Learning*. *Foreign Language Annals*, 45: S98-S117.
- Worchel, S. Shebilske., W. 1989. *Psychology*. 3rd Edition. New Jersey: Prentice - Hall, Inc.