

**STUDENTS' ATTITUDES TOWARDS STRUCTURE SUBJECTS IN DISTANCE LEARNING****Windy**

English Study Program, Faculty of Economics and Business

University of Widya Dharma Pontianak

Email: windy@widyadharma.ac.id

**Abstract**

*Online learning becomes a common teaching method in learning activities, especially during the pandemic. Since 2020, learning activities have transformed into non-face-to-face interaction. However, there is a tendency that the students are not capable of coping with the lessons during distance learning. It might lead them not to achieve the full understanding of the given material. This might be caused by the attitude performed by the students toward the lesson. Since to be successful in studying, a positive attitude or negative attitude becomes one of the factors in determining the success. This research is conducted using the quantitative method. The data is collected by sharing the questionnaires to the second semester student. The questionnaires contain statements of students' attitudes that are related to online learning. The index obtained from the data gathered is 6.42% which shows the teaching style performed is suitable. Most respondents chose strongly agree (20.83%), agree (33.61%), and neutral (33.88%). Meanwhile, the percentage of those who chose disagree and strongly disagree (11.68%). From the percentage and the index number shown draw the conclusion that the teaching is suitable.*

**Keywords:** distance learning, online learning, attitude, positive attitude

---

**Introduction**

*"Let me summarize it in four key areas. First, prepare and be ready. Second, detect, protect and treat. Third, reduce transmission. Fourth, innovate and learn." - WHO Director-General's opening remarks at the media briefing on COVID-19 - 11 March 2020.*

*"The World Health Organization has long held that the coronavirus is spread primarily by large respiratory droplets that, once expelled by infected people in coughs and sneezes, fall quickly to the floor." (Mandavili, 2020: 1)*

Pandemic has been happening for over a year, not to mention in Pontianak, one of the cities in Indonesia, the virus has spread and caused some casualties. During the pandemic, there are ways to avoid the spreading of the virus that are named in various names in the world. Yet, mostly the ways mentioned are similar: washing hands regularly, wearing masks, avoiding public places. These are in line according to the WHO Director-General's related to the ways in preventing the virus. According to the statement, it is clear that there are four ways to prevent the virus. What the writer is interested in is the fourth way mentioned by the WHO Director General. He asked us to have more innovation and learn more about the pandemic and situation happening. In relation to education, to have innovation means to have a solution in achieving the mastery of learning especially during the pandemic (Fidiantara et al, 2021: 479). It can be simply defined that even during the pandemic of Covid-19, education cannot be stopped. It has



to be run, given, spread, and taught in every condition. This is the time when educators (teachers, trainers, educators, etc.) are asked to be more innovative in transferring knowledge. Indahri (2020: 13) even mentioned that education is the most urgent field to be managed and adjusted to the pandemic. One of the ways that has become so popular during the pandemic is online distance learning.

As education is the urgent field to be adjusted, the system of education in Indonesia has transformed from face-to-face teaching learning process into non-face-to-face teaching learning process (Anugrahana, 2020: 282), or it is more popular with the name distance learning.

Distance learning has become a popular term nowadays. It is regularly used to replace the situation when the learners are studying at home by looking at their gadgets (mobile phones or laptops). Teachers or educators teach or deliver the materials on some online platforms that are also *dragged* to be famous during the pandemic, namely *google classroom*, *Edmodo*, *zoom*, and others. According to Greenberg (in Valentine, 2002: 11), distance learning is a learning process that uses technologies to reach the learners at a distance. Valentine (2002: 11) even stated that distance learning is actually not a new 'term'. It has been used for over more than 100 years. It means that we have been used to this learning system, however, on certain conditions with more advanced technology used in learning, especially with the use of the internet.

Nevertheless, the pandemic has changed the education system in Indonesia for all levels, including at the level of university. The Ministry of Education and Culture has simplified a new curriculum as a guidance in teaching during the pandemic that mainly focuses on numeracy, literacy and character building (Kompas, 17 June 2020). The problem has now been raised, whether the university students are ready to study with this change, especially concerning the character building, how the educators see or value the students' attitude during the distance learning.

To find out the students' attitude, an observation is held toward a particular subject. A statement stated by Surjono (2010: 10), the given learning materials in online learning systems are influenced by the educators' teaching style. It means, each educator has his/her own online teaching style. Therefore, Structure 2 is chosen as the basis of the research for structure is the foundation of English language. The responses are gathered from the second semester students of English Study Program, Faculty of Economics and Business, University of Widya Dharma Pontianak in the academic year of 2020/2021 related to the effectiveness and their opinions of the related subject's online learning system.

Online learning aims to develop the students' personal capability and the independent comprehension in learning activities (Darmika et al. 2017: 7). However, this system also has weaknesses in which the students might not get the feedback and a full understanding they need or expect of the materials given. It happens for the whole students are gathered in one zoom meeting, and in some circumstances that create the students not to feel comfortable during the learning. The circumstances like a connection problem, the noise, the surrounding, and not to mention the readiness of the students that might not have a chance to get the proper explanation from the lecturers.

This research analyses and identifies the attitude of the students during the distance learning, whether the teaching style performed suitable to use during the pandemic.



## Literature Review

### A. Attitude

Das (2014: 1) defined attitude “as an established way of thinking or feeling or behaving about something or someone.” Das (2014: 1) added that attitude can be the positive or negative evaluation of something, surrounding or environment. Moreover, related to education, Das in his journal (2014: 1) stated that positive attitudes of the students might influence the achievement. It can be simply concluded that the achievement is not merely achieved by the brilliant brain, but also the attitude toward the lessons also takes part in the achievement.

There are some strategies that can be used in measuring attitude. One of them is *Likert Scale*. Joshi (2015: 397) stated that *Likert Scale* is more used to measure the attitude. The scale asks the subjects to rate sets of attitude statements using a five-point scale. The choices range from strongly agree to strongly disagree. (Vinney, 2019: 1). Harvey (2019: 1) moreover mentioned that *Likert Scale* is a method to scale the attitude in which the respondents respond to the agreements at a certain item on a scale (5- or 7-point scale).

### 1. Structure Subject

Structure is one of the subjects that learn about tenses, words, phrases, and grammar. Debata (2013: 1) defined grammar as something very important and it is the best tool to be able to master a language. Structure subject is the study of words, phrases, and clauses' arrangement that form a sentence. Structure is the basic knowledge in learning English. Speas (1990: 1) confirmed that learning language is not only learning a simple vocabulary list. He ensured us to learn the principle of sentence structure.

### a. Online Learning

According to Indrajit (2016: 1), online learning is the system that students can access and explore the material independently from interactions and communication which is happening in that online community. In other words, online learning is the learning process which uses the help of the internet and digital media in conveying the materials.

At present time, during the pandemic, some online learning applications have gained popularity since they have been used to replace the conventional teaching learning process. Some of them that are quite popular to use are Google Classroom and Zoom.

#### 1) Google Classroom

Google classroom is the most popular application which is mostly used by educators to teach their students during this pandemic era. The platform enables the educators to upload the files, materials, or even videos for the students to access.

#### 2) Zoom

Zoom is a video call application that enables the educators and the participants to interact one another in one room. To be able to join the class, you need to click the link that has been created by the host (the educators) and you can join the class. However, there's a time limit for the free Zoom Meeting. The time for each meeting is limited to 40 minutes. It can be extended unless you upgrade our account to a premium account.



**b. Coronavirus**

*"... SARS-CoV is mostly transmitted through indirect or direct contact with mucous membranes in the mouth, eyes, or nose". (Zheng, 2020: 1).*

Coronavirus, is a new type of coronavirus that is transmitted to humans. Coronavirus is a collection of viruses that can infect the respiratory system. In most cases, this virus causes only minor respiratory infections, such as the flu. However, this virus can also cause severe respiratory infections, such as lung infections (pneumonia). This virus is transmitted through sputum droplets from the respiratory tract, for example when in a crowded closed room with poor air circulation or direct contact with droplets.

**Research Method**

The method of the research is quantitative research. The aim of the research is to find out whether the students' attitude toward the particular subject is positive or not. In order to measure the attitude of the students, the *Likert Scale* is chosen in the measurement process. The population is represented by the whole class which consists of 20 students. The population of the research is the second semester students of the English Study Program under the Faculty of Economics and Business in the 2020 / 2021 batch.

As to measure the attitude toward a particular subject (Structure 2), the participants were given a set of questionnaires. The questionnaires that contain a set of statements (18 statements) and five-point scale. The questionnaires are made in the form of Google Form. The respondents complete the form and submit the form back to get the result. The questionnaires are created into two types namely online classroom and online meeting. Online classrooms apply Google Classroom as the media to share the materials from the educators to the students. Online meetings apply Zoom as the media to interact one another among the educators and the students in one room. Both of them are considered to be distance learning. The subject itself is delivered through Google Classroom (online classroom) and Zoom (online meeting). The video of the material is provided (which can be seen through Youtube) along with the copy of the material.

To get the result, the respondent scales the set of the statements provided by choosing from strongly agree to strongly disagree. By choosing the scale, the attitude of the students is going to be analyzed and measured. After all respondents / students have completed the form, then the data is gathered. The gathered data is processed and calculated and converted into percentage form by using the interval formula. The scale will be graded from 5 to 1.

Each option given in the questionnaire represents score from 5 to 1: *strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1)*

To find the index percentage of the data, the calculation of possible highest score (y) is as follows:

$$\begin{aligned}y &= \text{Number of participants} \times \text{Highest point of the option} \\y &= 20 \times 5 \\y &= 100\end{aligned}$$

To find the total score of the data firstly we have to find the score for each statement:

$$\text{The chosen option's point} \times \text{participant who chose the option}$$



In order to measure the interpretation results, the highest score (X) and the lowest Score (Y) should be obtained:

$$X = \text{Highest Likert Score} \times \text{Number of Respondents}$$

$$Y = \text{Lowest Likert Score} \times \text{Number of Respondents}$$

The Final Formula to measure the attitude is:

$$\text{Index\%} = \frac{X - Y}{X} \times 100$$

The presentation interval using this Formula:

$$I = 100 / \text{The number of Likert Score}$$

$$I = 100 / 5$$

$$I = 20$$

Then the interval is 20 from 0% to 100%.

**Table 1**  
**Interval**

Interval%	Stages
0% - 19.99%	Not Suitable
20% - 39.99%	Not Really Suitable
40% - 59.99%	Neutral
60% - 79.99%	Suitable
80% - 100%	Very Suitable

## Findings and Discussion

### A. Findings

After gathering and analyzing the data, the total of the students who take part in completing the questionnaire are 20 students. Each statement consists of five scales from *strongly agree* to *strongly disagree*. Total score that has been collected is 1284. The index of the students' attitude toward Structure 2 is 64.2%. It means the teaching style performed during the pandemic is **suitable**.

The data analysis for each statement can be seen as the following:

1. 45% of students agree and 25% of students who strongly agree or confirm that they watch the video when the video is released. It means that there are more than 10 students who watch the video once it is released. 15% of the students are neutral. Meanwhile, 15% of the students (10% disagree and 5% strongly disagree) which means the students do not watch the video once it is released.



2. Sometimes, watching the video is different to seeing and listening to the explanation directly from the educators. Thus, there is a possibility to watch the video more than once to get a better understanding. According to the findings, most of the students (30% strongly agree and 45% agree watch the video several times to understand the materials given better. 15% of the students are neutral about the statement and 10% of the students (5% disagree and 5% agree). This could mean that the students who can understand in one-time watching or the students might get lazy to watch for several times.
3. Even during the pandemic, some tasks or exercises are given to measure how far the students can understand the given materials. Most of the students (55% strongly agree and 25% agree). 25% of the students are neutral.
4. One of the positive attitudes shown is by giving responses when the materials are sent. 55% of the students (20% strongly agree and 35% agree), 40% of the students are neutral, and 5% of the students sometimes give responses and sometimes they do not.
5. Another positive attitude that can be seen is to see the students' response by asking questions when they do not understand, especially during the online classroom. 45% of the students (15% strongly agree and 30% agree) ask questions when they do not understand. 50% of the students are neutral about the statement, and 5% of the students sometimes ask questions and sometimes do not.
6. 45% of students (15% strongly agree and 30% agree) they do assignments by themselves. 50% of the students are neutral, and 5% of the students sometimes work together to finish the assignment.
7. Some students need to save so they can review the materials again. 70% of the students 30% strongly agree and 40% agree to save the materials. 30% of the students are neutral, which can be considered that sometimes they do not save all of the materials given.
8. Being punctual is one of the positive attitudes shown by the students. 55% of the students (20% strongly agree and 35% agree) join the meeting on time. 45% of the students are neutral. Sometimes they are late to attend the meeting.
9. Some students might not understand by watching the videos or reading the materials. They might understand by having a discussion. According to the data gathered, only 30% of the students agree that they discuss the material with their friends through chatting. Most of the students are neutral, and 10% of the students (5% disagree and 5% strongly disagree) prefer not to discuss.
10. 60% of the students agree that they use the materials given as their main source of information rather than the internet when they do assignments. 35% of the students are neutral about the statement and 5% of the students disagree that they use the material given as the main source of information. They might sometimes look for another source of information on the internet for additional information.
11. To be able to understand, students need to listen seriously. 60% of the students (10% strongly agree and 50% agree) listen through their own devices seriously during the online meeting. 30% of the students are neutral, and 10% of the students disagree. It can mean they might be busy with another activity during the online classroom.
12. Positive attitude also can be shown by the activeness of the students. Unfortunately, none strongly agree. 45% of the students agree. 40% of the students are neutral, and 15% of the students disagree. They are not active during the online meeting.



13. Related to the previous questionnaire, only 15% of the students agree that they always ask questions by raising their hands during online meetings (zoom). Most of the students are neutral with this statement (70% neutral), and 15% of the students (10% disagree and 5% strongly disagree) do not ask questions by rising hand. They prefer to ask by using the chat that is provided on the platform.
14. Concerning the camera, only 35% of the students agree that they turn on the camera during the zoom meeting. 45% of the students are neutral, and 20% of the students (15% disagree and 5% strongly disagree). It means students prefer to turn off the camera during the online meeting.
15. Most of the students (40% strongly agree and 30% agree) never skip the online meeting. 15% of the students are neutral about the statement and 15% of the students (10% disagree and 5% strongly disagree) have ever skipped the online meeting once or couple of times.
16. Wearing formal clothes as the readiness to receive the lesson. Most of the students (40% strongly agree and 30% agree) wear formal clothes while joining the online meeting. 25% and 5% disagree of the students are neutral with this statement.
17. 35% of the students (5% strongly agree and 30% agree) do another activity while joining the online meeting. 40% of the students are neutral with this statement, and 25% of the students never do another activity. It means that they only focus and pay attention to the lecturer in online meetings.
18. Most of the students (40% strongly agree and 45% agree) inform when they cannot attend the online meeting because of some reasons. Meanwhile, 15% of the students are neutral with this statement.

According to the gathered data, the average of the students who chose *strongly agree* is 20.83% and those who chose *agree* is 33.61%. Meanwhile, the students who chose *neutral* is 33.88%. It means the rest (*disagree* and *strongly disagree*) altogether is 11.68%.

## **B. Discussion**

The research is aimed to seek the suitable teaching style performed by seeing the attitude shown by the students during the distance learning. As have been stated before, the distance learning here is divided into two types namely the online classroom (which mainly uses Google Classroom) and online meeting (uses Zoom as the platform). From the calculation of the index, it shows '**suitable**' teaching style. Most students give positive responses concerning their attitude during the distance learning process.

Most of the students have shown good attitude during the distance learning, such as wearing formal clothes, attending on time, having the camera on during the online meeting. Meanwhile during the online classroom, the students give responses by asking questions when they do not understand about the materials during online classroom as well as online meeting.

However, the data also shows that some students have shown negative attitudes during the distance learning. The students admitted that they sometimes are still late to attend the online class, they sometimes skip the class, and they do another activity beside the learning activity during the online classroom or online meeting.



Concerning the assignment, some students *strongly agree* and *agree* that they do the assignment by themselves. It is something good since it is very hard to control or manage them to do the assignment by themselves. They might do some 'cheating' in doing the assignment. Although, there are also some students who disagree with the statement which may be assumed that the students might have discussed or worked together with others.

However, it might be too early to judge the students who chose the neutral for doing the assignment by themselves. It is quite related to the statement that states about asking the materials that the students do not understand through chat. The percentage of both statements are the same, 5% of the students disagree that they do assignments by themselves and do not ask the question when they do not understand the materials given. It might mean that they do it together with their friends and study together so they do not have to ask questions anymore.

The students sometimes do not like to ask questions during the distance learning. According to the percentage which are about asking questions, most students are neutral about those statements. It concludes that they may not be very active in asking questions. The positive point is they are still active in answering or responding.

Skipping class would be another problem during distance learning. As it cannot be controlled if the students really pay attention during the online classroom or online meeting, especially during the online classroom. The students might not open the materials provided (materials or videos). They might open the materials or the videos later or might never open it. According to the gathered data, most of the students do not skip the class, even some of them still skip the class sometimes. It may be connected to the statement which is about the problems in joining the online class. It concludes that they skip the class for several reasons such as, there is a problem with the connection or the device's battery runs out. Related to this statement, there are some students who do not inform the reason of why they cannot attend the meeting.

From the index and each statement drawn, "Strongly Agree" and "Agree" options are the most options that the students chose. Most statements are about the positive attitude of the students. In brief, it draws out a conclusion that the attitude of the students are already good and they can follow the learning activity in a good way.

"Neutral" is the second option that the students chose the most. It concludes that the students may have an attitude that is neither bad nor good. Students may also have mood, situation, or conditions that make them not in a good shape to receive the lesson. Humans are unique, as well as the students, they may have different personalities in learning. Therefore, it is possible that they may sometimes skip the class, do other activities besides learning and do not do their assignment. However, it is still expected that the students still could join and understand the materials given although they do not pay a full attention.

"Disagree" and "Strongly Disagree" are the options that the students chose the least. Looking at the small percentage, it concludes that most of the students act and behave in a good way. However, it cannot be generalized that all of them are always acting and behaving well. There might be students who do not do the assignment, skip the class, turn off the camera in online meetings and do not wear formal clothes often during distance learning: online classroom or online meeting.



## **Conclusion and Suggestion**

### **A. Conclusion**

According to the result of the research, it is concluded that the teaching style given in structure 2 class is suitable. As we can see from the data of the questionnaire which has been completed by the students, it is clearly seen that they have shown a good attitude toward the subject during the distance learning activity. The good attitude of the students can lead to the success result of the teaching style given. In brief, the students can enjoy online learning since the teaching style is suitable for them.

### **B. Suggestion**

This research is conducted to know how the students behave during distance learning. Positive attitudes toward the lesson are always expected by every educator. By having a positive attitude, the lesson would run smoothly, and the students would also get a better understanding.

Moreover, to ensure better results, the educators (teachers or lecturers) are expected to be more creative and innovative in teaching, to give a better experience in learning during the pandemic.

However, the good positive shown by the students during the distance learning does not guarantee the students would act as expected. As has been mentioned before, the positive attitude of the students might influence academic achievement in the academic (Das, 2014:1). It means that the students' positive attitude would lead to better results. The students are expected to behave well in the future. Since some of the students sometimes still skip the class, turn off the camera, and skip in doing the assignment during the distance learning. By conducting this research, hopefully, the students would be more active in the online learning process.

By conducting the research, it is expected that the educator is able to understand how the students are usually behaving toward online learning.

In the end, it is hoped that the research could contribute to teaching and also to acknowledge the attitude of students, especially during distance learning.

## **References**

- "Kurikulum Khusus Disiapkan", Kompas, 17 June 2020, page 8.
- "WHO Director-General's opening remarks at the media briefing on COVID-19", WHO, 11 March 2020. Retrieved from <https://www.who.int/director-general/speeches/detail/who-director-general-s-opening-remarks-at-the-media-briefing-on-covid-19---11-march-2020>. Accessed on 1 November 2021.
- Anugraha, A. (2020). *Hambatan, Solusi, dan Harapan: Pembelajaran Daring Selama Masa Pandemi Covid-19 oleh Guru Sekolah Dasar*. Scholaria. Jurnal Pendidikan dan Kebudayaan. Vol. 13, No. 3. 282-289.pdf. Retrieved from



---

<https://ejournal.uksw.edu/scholaria/article/download/4033/1527/>. Accessed on 1 November 2021.

- Darmika, G. et al. (2017). *Penggunaan E-Learning dalam Pembelajaran Bahasa Indonesia di SMA Negeri Bali Mandara*. Jurnal Pendidikan Bahasa dan Sastra Indonesia Undiksha. Vol. 7, No. 2. Retrieved from <https://ejournal.undiksha.ac.id/index.php/JJPBS/article/download/14980/9184>. Accessed on 20 August 2021.
- Das, S. & Halder, U. & Mishra, B. (2014). *Study on relationship between Attitude towards Education and Academic Achievement in Secondary Level Minority Students*. 4. Retrieved from [https://www.researchgate.net/profile/Ujjwal-Halder/publication/280979820\\_Study\\_on\\_relationship\\_between\\_Attitude\\_towards\\_Education\\_and\\_Academic\\_Achievement\\_in\\_Secondary\\_Level\\_Minority\\_Students/links/5ba3ea8b92851ca9ed18c08d/Study-on-relationship-between-Attitude-towards-Education-and-Academic-Achievement-in-Secondary-Level-Minority-students.pdf?origin=publication\\_detail](https://www.researchgate.net/profile/Ujjwal-Halder/publication/280979820_Study_on_relationship_between_Attitude_towards_Education_and_Academic_Achievement_in_Secondary_Level_Minority_Students/links/5ba3ea8b92851ca9ed18c08d/Study-on-relationship-between-Attitude-towards-Education-and-Academic-Achievement-in-Secondary-Level-Minority-students.pdf?origin=publication_detail). Accessed on 1 November 2021.
- Debata, P. K. (2013). *The Importance of Grammar in English Language Teaching-A reassessment*. Language in India, 13(1), 482. Retrieved from <http://languageinindia.com/may2013/pradeepgrammarfinal.pdf>. Accessed on 1 November 2021.
- Fidiantara, F. et al. (2021). *Innovation of Learning Methods during The Covid-19 Pandemic at Junior High School in Mataram City and West Lombok Regency*. Jurnal Pijar MIPA. Vol 16, No. 4. 479-485. Retrieved from <https://jurnal.fkip.unram.ac.id/index.php/JPM/article/download/2749/pdf>. Accessed on 1 November 2021.
- Harvey, L. (2019). *Attitude Measurement*. Social Research Glossary, Quality Research International. Lee Harvey 2012-2020. Retrieved from <https://www.qualityresearchinternational.com/socialresearch/attitudemeasurement.htm>. Accessed on 20 August 2021.
- Indahri, Y. (2020). *Distance Learning Issue in The Pandemic Era*. Social Welfare Division. Info Singkat: A Brief Study of Actual and Strategic Issues. Vol. XII, No.12. 13-18. Retrieved from [https://berkas.dpr.go.id/puslit/files/info\\_singkat/Info%20Singkat-XII-12-II-P3DI-Juni-2020-201-EN.pdf](https://berkas.dpr.go.id/puslit/files/info_singkat/Info%20Singkat-XII-12-II-P3DI-Juni-2020-201-EN.pdf). Accessed on 1 November 2021.
- Indrajit, R. E. (2013). "Seri 999 E-Artikel System dan Teknologi Informasi." *Fasilitas Teknologi E-Learning*, no.381. [https://www.academia.edu/14380962/Fasilitas\\_Teknologi\\_E\\_Learning](https://www.academia.edu/14380962/Fasilitas_Teknologi_E_Learning) Accessed on 20 August 2021.
- Joshi, A., Kale, S., Chandel, S. & Pal, D. (2015). *Likert Scale: Explored and Explained*. British Journal of Applied Science & Technology. 7. 396-403. 10.9734/BJAST/2015/14975. Retrieved from [https://www.researchgate.net/profile/Ankur-Joshi-2/publication/276394797\\_Likert\\_Scale\\_Explored\\_and\\_Explained/links/55ec7eac08aeb6516268ca06/Likert-Scale-Explored-and-Explained.pdf?origin=publication\\_detail](https://www.researchgate.net/profile/Ankur-Joshi-2/publication/276394797_Likert_Scale_Explored_and_Explained/links/55ec7eac08aeb6516268ca06/Likert-Scale-Explored-and-Explained.pdf?origin=publication_detail). Accessed on 1 November 2021.



- Mandavili, A. (2020). *239 Experts with One Big Claim: The Coronavirus Is Airborne*. The New York Times. Retrieved from <https://www.nytimes.com/2020/07/04/health/239-experts-with-one-big-claim-the-coronavirus-is-airborne.html>. Accessed on 30 November 2021
- Speas, M. J. (1990). *Phrase Structure in Natural Language*,1. Kluwer.
- Surjono, H. D. (2010). *Membangun course e-learning berbasis moodle Part 1*, Yogyakarta: UNY Press.
- Valentine, D. (2002). *Distance Learning: Promises, Problems, and Possibilities*. Online Journal of Distance Learning Administration. Vol. V, No. III. 1-11. Retrieved from <https://www.westga.edu/~distance/ojdla/fall53/valantine53.pdf>. Accessed on 1 November 2021.
- Zheng, J. (2020). "International Journal of Biological Sciences." *SARS-CoV-2: an Emerging Coronavirus that Causes a Global Threat* 16, 10: 1678-1685. March 15, 2020. <https://www.ijbs.com/v16p1678.pdf> Accesed on 20 August 2021.