Published by
Tadris Matematika
IAIN Syekh Nurjati Cirebon

EduMa: Mathematics Education Learning And Teaching
July 2022, Vol 11 No 1 Page 69 – 83
https://syekhnurjati.ac.id/jurnal/index.php/eduma/index
p-ISSN: 2086-3918, e-ISSN: 2502-5209

EduMa
MATHEMATICS EDUCATION LEARNING AND TEACHING
article link: https://syekhnurjati.ac.id/jurnal/index.php/eduma/article/view/10325

Student Responses in Distance Learning at Muslim University Maros and STKIP Paris Barantai Kotabaru

Nirfayanti[1*], A. Muhajir Nasir[2]

1.2 Program Studi Pendidikan Matematika FKIP Universitas Muslim Maros
*email address: nirfa@umma.ac.id

article info

How to cite this article:

Nirfayanti & Nasir, A.M. (2022). Student Responses in Distance Learning at Muslim University Maros and STKIP Paris Barantai Kotabaru. *Eduma: Mathematics Education Learning And Teaching, 11(1),* 69-84. doi:http://dx.doi.org/10.24235/eduma.v11i1.10325

Article history:

Received: 05 10, 2022

Accepted: 06 22, 2022

Published: 07, 2022

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abstract

During the Covid-19 pandemic, alternative learning solutions were mostly using online. So like it or not, lecturers and students must carry out lectures online. It is true that implementing distance learning is not easy considering that distance learning is a new thing in today's world of education. Nevertheless, Maros Muslim University continues to conduct distance learning in the context of implementing the tridharma of higher education in the form of education and teaching. The research method used in this study is a descriptive method with a quantitative approach that aims to analyze student responses in distance learning using Google Classroom during the Covid-19 pandemic at the Mathematics Education Study Program, FKIP Maros Muslim University. The population and sample in this study were Maros Muslim University students and STKIP Paris Barantai Kotabaru students who took the ICT-Based Learning Design course as many as 41 students who were students of Indonesian Language and Literature Education, and Mathematics Education. The instrument used was a student response questionnaire during distance learning which was made using google form which was analyzed descriptively quantitatively. Based on the results of research and discussion, it was found that most of the student responses indicated that distance learning carried out by lecturers at Maros Muslim University, had been implemented well. This can be seen from the percentage of distance learning indicators that apply at Maros Muslim University, each of which is in the very good and good category or above 90%.

Keywords:
Distance Learning; Student Response; Google Classroom

Open Access

INTRODUCTION

Since the COVID-19 pandemic, the Indonesian government has implemented social distancing (social distancing) and has locked down all regions in Indonesia to reduce the spread of the Covid-19 virus. Nadiem Makarim as the Minister of Education and Culture (Mendikbud) has even required that all educational institutions be able to apply distance learning and work from home in an effort to prevent and spread Covid-19. This policy is a new phenomenon for educational institutions in Indonesia. All higher education institutions including universities have started implementing distance learning activities and working from home as has also been done by Maros Muslim University, especially in the Mathematics Education Study Program. Higher education institutions then shift the meeting in class to online meetings in order to minimize encounters between one person and another in the same room or in close proximity as the government recommends.

Distance learning is a challenge for lecturers to carry out learning activities that provide the competencies needed by students in the future. Distance learning has a different pedagogical effect from face-to-face learning. Research conducted by Widyastuti et al (2020) that the implementation of distance learning has a positive impact on students' perceptions of the Mathematical Habit of Mind although it is still in the low category. This is a challenge for lecturers to carry out meaningful distance learning activities. Therefore, lecturers must have mental readiness, can divide time between tasks and responsibilities, master learning materials, understand student conditions, understand the circumstances faced by students and remain enthusiastic about work even though they have to teach online (Sutikno, 2015). The presence of many distance learning platforms has changed the current and future learning paradigm. This is something that must be anticipated by lecturers by thinking about what distance learning strategies have a positive pedagogical effect for internalizing the various competencies needed by students, especially the competencies they will need in the future. In this condition, lecturers must have specific pedagogical abilities for distance learning that are different from face-to-face pedagogy in class. In addition, lecturers also need to have a capable mastery of digital literacy as the basis for implementing pedagogy in distance learning (Mishra et al., 2020). The pandemic condition that requires distance learning has actually created positive conditions for the development of lecturers' digital literacy skills, because lecturers are encouraged and motivated to learn distance learning strategies (Lederman, 2020).

Broadly speaking, the learning process is considered successful if all students actively participate in learning. During the learning process carried out at Maros Muslim University has been in accordance with the applicable distance learning guidelines. However, there are still shortcomings such as lecturers not activating discussion forums, late submission of student assignment scores, giving material only in the form of powerpoints, and lecturers rarely use various types of assessments. So it is necessary to evaluate the teaching of lecturers carried out in the even semester of 2020/2021 before. Thus, lecturers must be able to carry out lecture activities through online learning even better. One form of improving the distance learning process that has been carried out in the odd semester of 2021/2022 is to immediately collect assignments given by lecturers, give quick responses when there are questions given by lecturers or from other students, or ask questions when there is some material that has not been mastered. As stated by

Febrilia et al (2020) that the success of online learning is not only from student involvement, but there needs to be a response given by the student.

The conditions of distance learning described above are one of the things that encourage researchers to analyze student responses to distance learning, especially distance learning that uses an LMS, namely Google Classroom. Information on student responses is important as an effort for lecturers to develop distance learning in the future, especially distance learning at the Mathematics Education Study Program, FKIP Maros Muslim University.

The use of LMS as a means of implementing distance learning has an important position, because LMS allows lecturers to arrange a series of activities that allow students to get a meaningful learning experience. Student activities in using the Google Classroom application are an alternative distance learning experience that can be pursued by lecturers. Activity-based distance learning that involves students can be done by lecturers as an effort to build process meaning and increase student motivation (Chan dkk., 2019; Guido, 2018; Mishra dkk., 2020). This analysis of student responses to distance learning at the Mathematics Education Study Program, FKIP Maros Muslim University, becomes important as a basis for lecturers to develop forms of distance learning experiences that must be carried out by current and future lecturers.

Based on the background above, the formulation of the problem in this study is: How do students respond to distance learning using Google Classroom during the Covid-19 pandemic at Maros Muslim University?. So the purpose of this study is to analyze student responses in distance learning using Google Classroom during the Covid-19 pandemic at Maros Muslim University.

This research is expected to be a material consideration for developing and being considered for making improvements to lecturers in the student teaching and learning process remotely.

METHODS

Population and Sample

The population and sample in this research were Maros Muslim University students and partner campus students, namely STKIP Paris Barantai Kotabaru who took the ICT-Based Learning Design course as many as 41 people who were students of Indonesian Language and Literature Education, and Mathematics Education. These respondents were chosen because they could represent students in the Mathematics Education Study Program, Faculty of Teacher Training and Education, Maros Muslim University. A list of the names of the samples in this research can be seen in table 1 below.

Table 1. Names of Research Sample

No.	Name	Institution	No.	Name	Institution
1	Noviyanti Adelia	STKIP Paris Barantai Kotabaru	22	Nurhikma Amalia	Maros Muslim University
2	Eka Sri Wahyuni	STKIP Paris Barantai Kotabaru	23	Nur Fitriani	Maros Muslim University
3	Delphie Nur Riska Febriana	STKIP Paris Barantai Kotabaru	24	Rahmayanti	Maros Muslim University
4	Marhamah	STKIP Paris Barantai Kotabaru	25	Riskawati	Maros Muslim University
5	Sri Hastuti	STKIP Paris Barantai Kotabaru	26	Nadia Risky Amalia	Maros Muslim University
6	Masdianah	STKIP Paris Barantai Kotabaru	27	Nur Aprilyanti	Maros Muslim University
7	Ni'ma	STKIP Paris Barantai Kotabaru	28	Rukayya	Maros Muslim University
8	Nadia Wulandari	STKIP Paris Barantai Kotabaru	29	Nurlaela	Maros Muslim University
9	Astrika Febrianti	STKIP Paris Barantai Kotabaru	30	Muh. Aqil Ali	Maros Muslim University
10	Muhammad Irfani	STKIP Paris Barantai Kotabaru	31	Riska Idris	Universitas Muslim Maros
11	Abd Rohman	STKIP Paris Barantai Kotabaru	32	Aswan Hamid	Universitas Muslim Maros
12	Noer Saadah	STKIP Paris Barantai Kotabaru	33	Alfiansyah Ramli	Maros Muslim University
13	Muhammad Rahul	STKIP Paris Barantai Kotabaru	34	Fadillah Idris	Maros Muslim University
14	Ria Maulitha Riski Putri	STKIP Paris Barantai Kotabaru	35	Haniah	Maros Muslim University

No.	Name	Institution	No.	Name	Institution
15	Syahrianoor	STKIP Paris Barantai Kotabaru	36	Zulkifli	Maros Muslim University
16	Nurul Paridah	STKIP Paris Barantai Kotabaru	37	Sri Mulyani Indrawati	Maros Muslim University
17	Elvira Monica	STKIP Paris Barantai Kotabaru	38	Munawarah	Maros Muslim University
18	Andi Andre Al-Amin	STKIP Paris Barantai Kotabaru	39	A. Maharani Utami Putri	Maros Muslim University
19	Gebi Melani Ginting	STKIP Paris Barantai Kotabaru	40	Muh Kiswa Nurul Haq	Maros Muslim University
20	Fathul Mutmainnah	Maros Muslim University	41	Nurul Fadila Rusini	Maros Muslim University
21	Damayanti	Maros Muslim University			

Reseach Design

The research method used in this study is a descriptive method with a quantitative approach. This method is used to find out a symptom that occurs.

Data Collection and Analysis

In this study, lecturers use e-learning provided by the university in the form of e-learning which allows lecturers to manage learning activities (LMS = learning management system), namely Google Classroom. In the LMS, it is possible for lecturers to manage distance learning activities synchronously or asynchronously, for example delivering teaching materials in the form of texts, videos, discussion forums, assignments, quizzes/exams and other management features. In addition, the LMS used also allows lecturers to control and evaluate every learning activity carried out such as attendance, controlling discussion activities, student participation and controlling other activities.

The instrument used was a student response questionnaire during distance learning, the questionnaire was made using a google form so that respondents just filled out the questionnaire provided online by the researcher. Through the questionnaire, it is hoped that student responses can be seen as a whole so that researchers can make improvements in carrying out further distance learning. The improvement in question is the improvement of the evaluation results obtained through student responses. Students do not enter names to fill out the response questionnaire so that the confidentiality of

respondents can be maintained and there is no subjectivity in filling out student response questionnaires during distance learning.

After the data is collected then the data is analyzed. In analyzing the data, the researcher used quantitative descriptive analysis, which is an analysis that provides an overview of the status of the subject under certain conditions (Arikunto, 2009). After obtaining the results of data processing and data analysis, the researcher then draws conclusions on the problems studied.

RESULT AND DISCUSSION

The results of the responses from this study were 41 students who responded to the questionnaire with the statement "Clarity of objectives and plans for learning activities in Lecturers presented in Lecturer Introduction". The results of the responses can be seen from the diagram below:

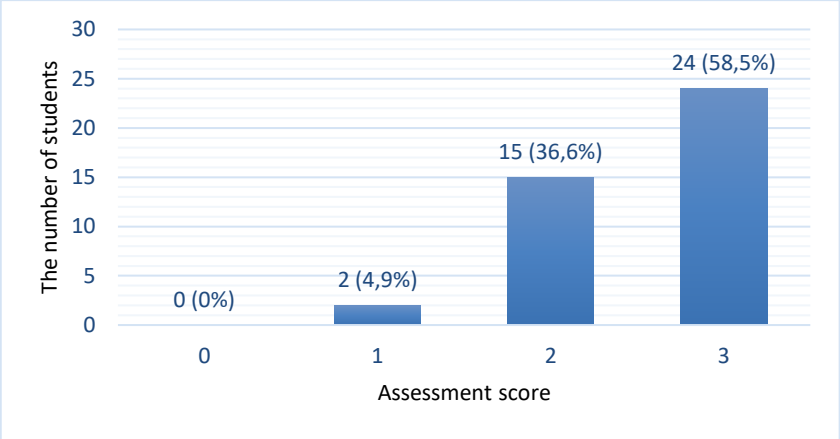

Figure 1
Student Responses in Clarity of Learning Goals and Plans

Information:

0 = Bad 1 = Fair 2 = Good 3 = Very Good

Figure 1 shows that planning in the learning process carried out by lecturers needs to be well prepared and determined so that the goals and objectives are clear and measurable. Based on figure 1 above, it can be seen that none of the students said that the lecturer did not convey the purpose and plan of his learning activities. With regard to the aspect of teaching readiness of lecturers, figure 1 shows that most of them are in the category of very good with a percentage of 58,5% of students saying the goals and plans of learning activities in lecturers delivered at the beginning of lectures are clear. And only 4.9% or 2 college students stated that they were good enough. As stated by (Ananda, 2019) that carrying out learning in the classroom requires preparation that has been planned. In this case, it is related to the activities of lecturers and students, the use of methods, learning resources, and media used to help the smooth learning process and more importantly is to set learning objective.

Furthermore, student responses regarding “the initiation material in the Lecturer explains important concepts that need to be mastered by students". The results of the responses can be seen from the diagram below:

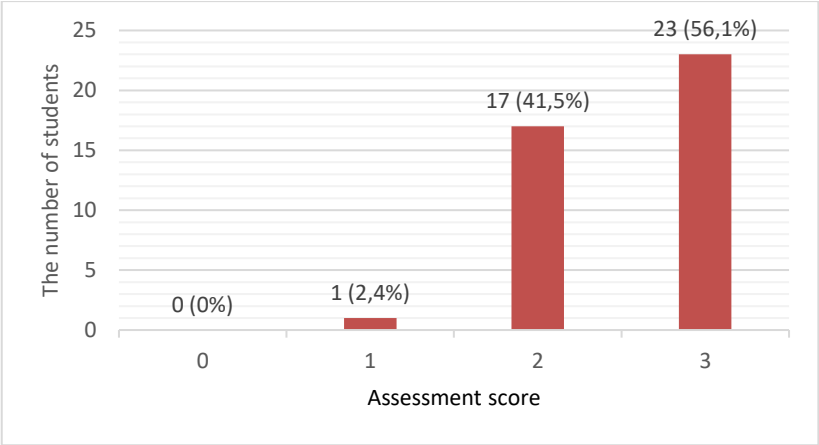

Figure 2
Student Responses in Giving Materials That Contain Important Concepts That Need to be Mastered

Figure 2 shows that the lecture material for ICT-based learning design contains important concepts that need to be mastered by students, especially now that students really need skills outside of their scientific field, one of the concepts that students need to master in the course is the media and innovation of ICT-based learning models. With regard to the aspects of lecturer teaching materials, from figure 2 above, it also shows that most students say that the presentation of the material presented by the lecturers is very good at providing the information needed at this time with a percentage of 56,1%. And only 1 person or 2,4% of students stated that it was quite good. This was also revealed by (Muhtadi, 2009) that lecturers become the main actors in their classes who have the main function of presenting, explaining, analyzing and accounting for the "body of material" lectures. Therefore, students need to have the right understanding of concepts so that learning objectives are achieved (Puspitasari & Febrinita, 2020).

In addition to the material provided by the lecturer containing important concepts, it is also equipped with videos, audio, or articles that are relevant to the material. This can be seen in the following chart.

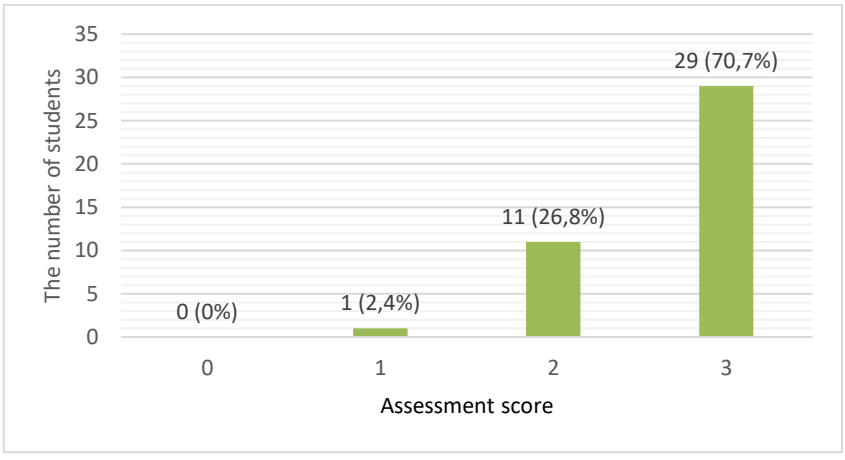

Figure 3
Student Responses in Giving Materials equipped with relevant videos, audios, or articles

Distance learning is not just a transfer of material through the internet or assignments sent through the Google Classroom application. Distance learning must be planned, implemented, and evaluated as well as learning carried out in the classroom or face-to-face. The provision of material carried out by lecturers through google classroom media equipped with videos is obviously more likely to be easier to remember and understand the material because it does not use one type of sense. Based on figure 3 above, it can be seen that the materials presented by the lecturer are equipped with videos, audio, or articles that are relevant to the material taught at that time or are in the very good category with a percentage of 70,7%. he results of this study are also in accordance with research (Setiono, 2021) that the provision of material equipped with video, audio, or relevant articles is most liked by students because it can be downloaded and can be played repeatedly so that this will make it easier for students to understand the material that has been explained by the lecturer. (Tarida, 2020) also wrote in her research that providing material for distance learning, not just moving or uploading material, there must still be interaction and content that can construct student knowledge. Therefore, distance learning comes with the utilization of relevant videos, audios, or articles.

The video presented in Google Classroom also makes learning more flexible because students can play the video at a time other than their lecture schedule. In addition to video media, lecturers must also provide other learning resources such as e-modules, articles, and other concise teaching materials. The teaching materials presented in distance learning are attempted to be developed by the lecturers themselves by considering various aspects such as teaching materials that must be concise, interesting and motivate students (Sutarto dkk., 2020). Thus, these teaching materials can help students improve their learning understanding, as illustrated in the following chart:

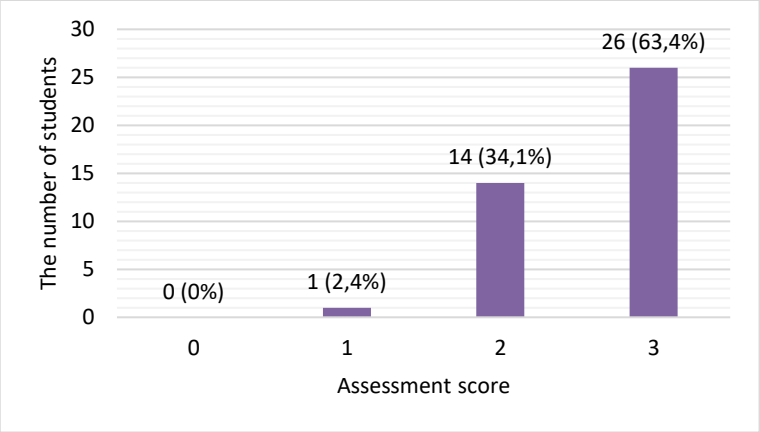

Figure 4
Student Responses in Providing Supporting Materials Helping Students' Learning Understanding

With regard to the aspect of lecturers' teaching readiness, in figure 4 above, it can be seen that most students (63,4%) say that supporting materials in videos, audios, or articles are very helpful in increasing students' learning understanding or are in the very good category and only 1 person or 2,4% of students stated that they were quite good. The results of this study also agree with (Sinaga, 2020) and (Nirfayanti dkk., 2021) that learning methods in distance learning using the discussion method are effectively used to support students' understanding in learning so as to improve their mathematical abilities. The same thing was also expressed by (Noviantari, 2020) that the role of learning media is very important so that the quality of learning and student understanding improves.

Discussion activities must be designed in such a way that each student can be seen as active in learning activities, both between students and students and lecturers. This will certainly have a positive impact on the acquisition of knowledge by students. Discussion activities are a recommended learning experience in distance learning because they can help students with visual and auditory learning styles (Mishra dkk., 2020).

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Figure 5 shows the activities of discussion activities in each discussion forum carried out by students. Students can interact by answering questions or asking questions and being answered by other friends. In this section the lecturer can also provide feedback to students related to the discussion activities carried out. This feature is like a feature on the Facebook wall, so students are actually quite accustomed to using it. Learning using Google Classroom makes student assessments more open because students can receive grades directly from assignments or exams that they have submitted or done. For more details, the questionnaire contains the statements "Discussion material triggers students to actively participate", "Lecturers give feedback in student discussions" and "Lecturers provide feedback on assignments done by students" and "Lecturers give value to discussions and assignments done by students" respectively can be seen in charts 5, 6, 7, and 8.

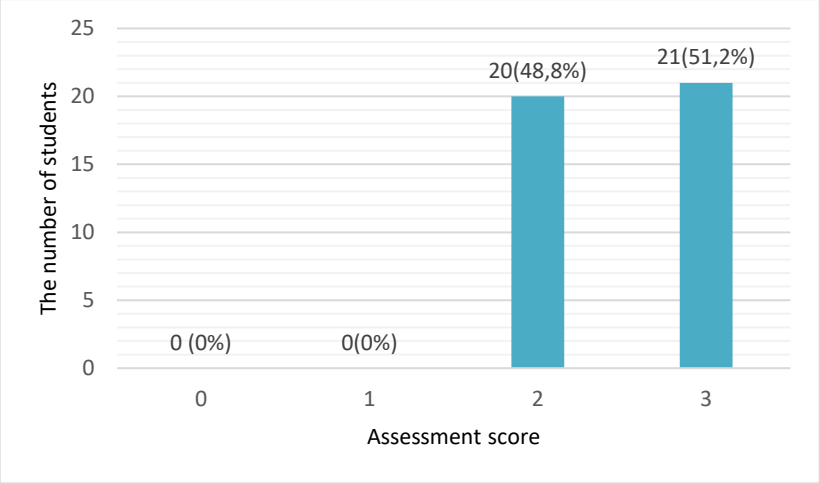

Figure 5
Student Responses in Discussion Activities in the Google Classroom Discussion Forum

Based on figure 5 above, it can be seen that as many as 51,2% said that the discussion material really triggered students to actively participate or be in the very good category. This also agrees with Setiono (2021) that learning through discussion methods can challenge students to actively discuss in LMS. This was also expressed by Febrilia et al (2020) that most students were more daring to have an opinion and were confident in attending lectures. This is caused by circumstances that make them not meet face to face with the lecturer which in normal circumstances is enough to test the students' mentality. In addition, students also experience increased motivation in learning (Nirfayanti & Nurbaeti, 2019; Sadikin & Hamidah, 2020).

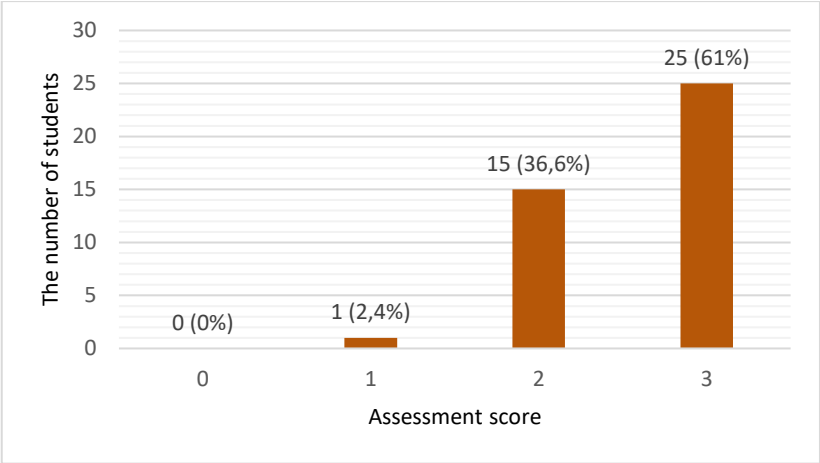

Figure 6
Student Responses in Giving Feedback in Discussions by Lecturers

Efforts to improve the quality of lectures are carried out at Maros Muslim University so far. One of the efforts made is the coaching of lecturers through regular monthly meetings and sending lecturers for workshops for the sake of scientific development. Whether or not these efforts are successful must be evaluated both internally and externally. With regard to the aspect of teaching evaluation, in figure 6 above, it can be seen that as many as 61% of students said that the lecturers responded very well in student discussions, 36,6% who stated that they were good and 2,4% stated that they were quite good. The results of this study are in accordance with the research of (Maryam dkk., 2017) that student assessments of lectures, especially questions asked by students, are answered well by lecturers.

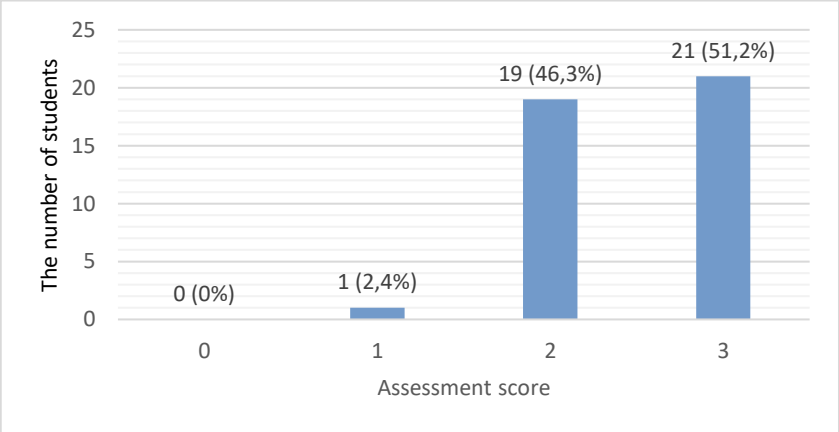

Figure 7
Student Responses in Giving Assignment Feedback

In learning, providing constructive feedback can motivate as well as increase students' understanding of the material. With regard to the aspect of teaching evauation, in figure 7, it can be seen that as many as 51,2% of students say that the lecturer gives feedback on the tasks done by students very well, as many as 2,4% state that they are quite good and the remaining 46,3% of students state that they are good. Although there is 1 person who states that the lecturer provides feedback on the task done by the student quite well, in general the lecturer has carried out his task well by providing feedback on the student's task.

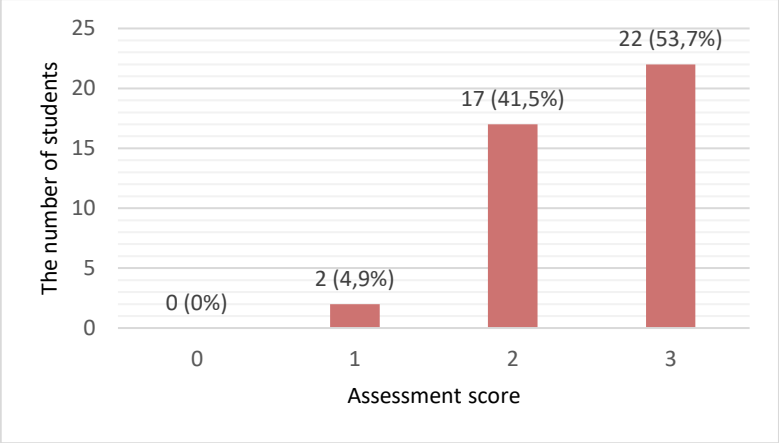

Figure 8
Student Responses in Giving Values for Discussions and Assignments

Furthermore, regarding the aspect of teaching evauation, in figure 8 above, it can be concluded that as many as 53,7% of students said that lecturers gave discussions and assignments that students did very well, as many as 4,9% of students stated that they were quite good and the remaining 41.5% of students stated that they were good. This is also explained by (Febrilia dkk., 2020) that learning using Google Classroom makes assessments to students more open because students can receive directly grades from assignments or exams that they have collected or worked on. The research conducted by (Vera, 2020) also wrote that it is immediately given a grade if giving an assignment or at least given a comment, so that students feel stimulated because what is done is not in vain.

In Google Classroom, not only discussions are given during learning, but lecturers also provide examples of good ways and ethics of communicating and provide corrections, directions or input on student communication methods in discussion forums or when face-to-face using Google Meet. As can be seen in the following charts 9 and 10.

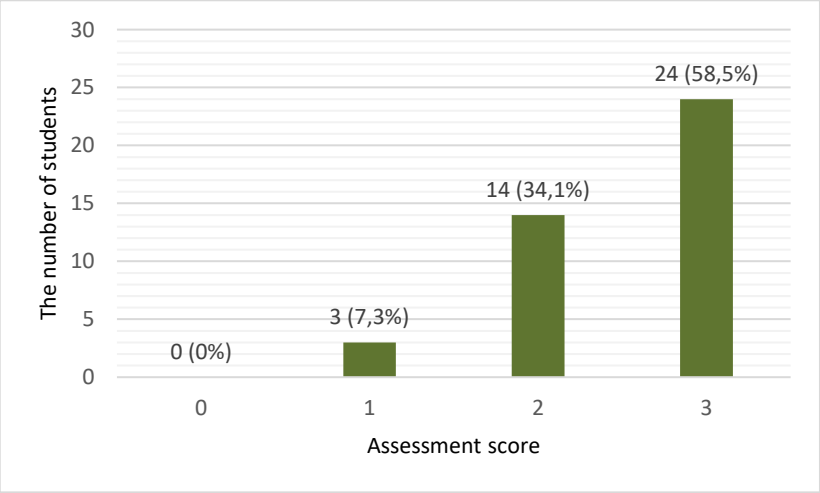

Figure 9
Student Responses in Giving Examples of Good Communication Methods and Ethics by Lecturers

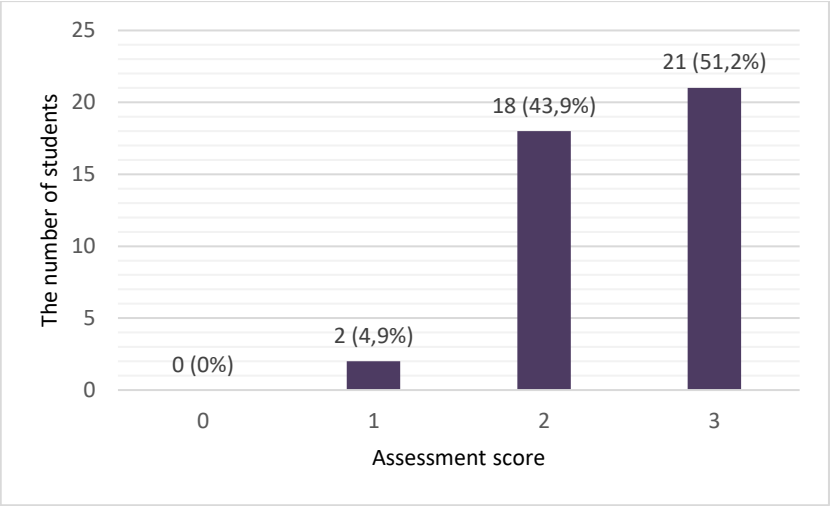

Figure 10
Student Responses in Giving Corrections, Directions or Feedback on Student Communication Methods by Lecturers

Communication between lecturers and students effectively in the online lecture process is very necessary in order to obtain maximum learning results. With regard to the personality aspects of lecturers, in figure 9 and figure 10 above, 58,5% and 51,2% of students can be seen respectively, saying that lecturers provide examples of good ways and ethics of communication and also provide corrections, directions or input to student communication methods very well. Meanwhile, as many as 7,3% and 4,9% of students stated that they were quite good and the remaining 34,1% and 43,9% stated that they were good. The results of research (Vera, 2020) show that strategic steps are needed for lecturer communication with students, one of which is that lecturers position themselves as motivators by prioritizing virtuous communication, being able to be good listeners, and being the first to give initiative so that students dare to express opinions actively. Therefore, a two-way communication strategy is needed by applying various learning methods in order to improve the quality of learning. Furthermore, table 2 shows the summary results of the student response questionnaire during the implementation of distance learning at Maros Muslim University.

Table 2. Results of Student Response Questionnaires to Distance Learning

No.	Aspects	Indicator	Percentage Value (%)			
			B	F	G	VG
1.	Teaching Readiness	Clarity of objectives and plans for learning activities in lecturers delivered in the Lecturer's Introduction	0,0	4,9	36,6	58,5
		Supporting materials in videos, audios, or articles help improve students' learning comprehension	0,0	2,4	34,1	63,4
		The discussion material triggers students to actively participate	0,0	0,0	48,8	51,2

No.	Aspects	Indicator	Percentage Value (%)			
			B	F	G	VG
2.	Teaching Materials	The initiation material in the Lecturer explains important concepts that students need to master	0,0	2,4	41,5	56,1
		Initiation materials are supplemented with video, audio, or relevant articles	0,0	2,4	26,8	70,7
3.	Teaching Evaluation	Lecturers provide responses in student discussions	0,0	2,4	36,6	61,0
		Lecturers provide feedback on tutorial assignments done by students	0,0	2,4	46,3	51,2
		Lecturers grade discussions and tutorial assignments done by students	0,0	4,9	41,5	53,7
4.	Lecturer Personality	Lecturers give examples of good ways and ethics of communication	0,0	7,3	34,1	58,5
		Lecturers provide corrections, directions or input on student communication methods	0,0	4,9	43,9	51,2

Information:

B = Bad F = Fair G = Good VG = Very Good

CONCLUSION AND IMPLICATION

Conclusion

In an effort to suppress or cut the spread of the COVID-19 pandemic, distance learning is the main choice. This learning transition may be difficult for students, because they are used to conventional learning or lectures, but this can be minimized by providing appropriate designs and methods in implementing distance learning. Based on the results of the research and discussion above, it is concluded that most of the student responses indicate that distance learning conducted by lecturers at the Mathematics Education Study Program, FKIP Maros Muslim University, has been implemented well. Both in terms of providing material, teaching, feedback to students and the results of student assignments as well as communication ethics between students and students with lecturers. This can be seen from the percentage of distance learning indicators that apply at Maros Muslim University, each of which is in the very good and good category or above 90%.

Implication

Lecturers who are within the scope of the Mathematics Education Study Program, FKIP Muslim University Maros and outside the Maros Muslim University, are expected to be able to design a learning process that can accommodate conventional (face-to-face) learning with distance learning, and can design teaching materials that are more interesting, and easily accessible to students.

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