Student Learning Interest in Covid-19 Pandemic Age by Blended E-Learning (Asynchronous and Synchronous)

Harlindah Harniati Arfan
STIE NOBEL Makassar, Indonesia
harlindah.pascaunm@gmail.com

Misnawati
Sekolah Tinggi Ilmu Hukum Pengayoman, Makassar, Indonesia
misnawati_amir@yahoo.com

Geminastiti Sakkir
Universitas Negeri Makassar, Indonesia
geminastitisakkir@unm.ac.id

Nungky Puspita
Universitas Pancasila, Indonesia
geminastitisakkir@unm.ac.id

Zarina Akbar
Universitas Negeri Jakarta, Indonesia
zarina_akbar@unj.ac.id

Asriadi, Yusriadi Yusriadi
Sekolah Tinggi Ilmu Administrasi Puangrimaggalatung, Makassar, Indonesia
yusriadi.yusriadi@uqconnect.edu.au, asriadi635@gmail.com

Abstract
Learning during the COVID 19 pandemic that is mostly used by educators is online mixed learning, both synchronous and asynchronous. Synchronous learning is learning that is done both offline and online in real-time, and asynchronous learning is autonomous learning that takes place at various times. To increase student interest in learning during the COVID-19 pandemic, the author wants to explore further how blended learning at Sekolah Tinggi Ilmu Hukum Pengayoman Watampone is based on the learning conditions mentioned above. With a quantitative approach, this research uses descriptive analysis and verification methods. All students linked to the research were the population in this analysis, namely students from the 3rd semester of the 2019 class who had conducted blended e-learning with a sample selection technique, namely Saturated Sampling, in the second semester 2019 school year. The descriptive analysis uses scale analysis by Likert, while verification analysis uses basic linear regression test analysis. The descriptive analysis results show that the category of "high" perception has a value of 54.49. While the verification study findings, Blended E-Learning had a 69.2 percent impact on students' interest, and 30.8 percent was affected by other variables that were not tested.

Keywords: E-Learning, Blended Learning, Synchronous, Asynchronous, Indonesia

1. INTRODUCTION
Almost all countries on earth, including Indonesia, are now infected by the Corona Virus. As a result, both countries must take proper measures to handle this coronavirus without losing other industries. The challenge of controlling the coronavirus has made the world leaders have to work hard to decide measures to stop the virus from spreading. Large-scale societal controls are among the measures that significantly affect different facets of life (PSBB). This

PSBB regulates all group events and social experiences that, of course, have a direct influence on the economy's rate, disruptions in the needs of individuals, and layoffs (PHK) everywhere. New estimates of unemployment appear.

In the sector of education, there was no difference, and it was also significantly influenced. Students and teachers must carry out studying at home without planning to avoid the transmission of the virus. The unpreparedness in all educational components is a significant barrier to the standard of education today. By learning distance teaching or learning online or learning from home with parental assistance, this makes the government and associated institutions offer an alternate educational mechanism for pupils. In coping with this fresh and sudden learning environment, states, colleges, teachers, students, and parents alike must make exceptional efforts.

For those schools and colleges with internet-based academic programs, the introduction of distance teaching and learning policies from home or online learning does not seem to be a concern. However, for certain other universities that do not have this method yet, it is a problem. Not just that, poor access to the internet and not possessing a cell phone are still a big barrier in the pursuit of online learning. In fact, another consequence faced by learners who learn from home is that the homework load is too much. At the same time, students are expected to observe and learn the subject matter objectively and rapidly. With diverse and restricted contact spaces, this condition has an impact on the level of learning.

Educators are expected to continue to provide effective teaching under any situation, create a conducive learning environment, and create imaginative and inventive media such that learning goals and results can be accomplished even in different circumstances than normal. The learning system is carried out directly without a face-to-face approach, but with a distance learning system, using facilities assisted by ICT computers (Bin Tahir et al., 2019). Such as Google Meet, Zoom Meeting, Google Classroom, YouTube, TV, and WhatsApp social media apps. To reduce student frustration in online learning, an instructor must present innovative learning through this application because learning inspiration often affects learning progress. This is in line with what Emda said that if students have strong learning motivation, the learning process will achieve success (Emda, 2018). Learning motivation, both intrinsic and extrinsic motivation, is also crucial for any student (Cahyani et al., 2020).

Both synchronously and asynchronously, Internet mixed computing is the initial finding on learning after the COVID-19 pandemic, mainly utilized among educators. Synchronous learning is learning carried out offline and online in real-time (Shahabadi & Uplane, 2015). This learning takes place offline in a laboratory where educators and learners are in the same space and time (Arisandhy, n.d.). Whereas synchronous learning takes place in online learning in the form of face-to-face online learning, through direct meeting apps, zoom, WebEx, google meet, and other or non-face-to-face via instant messaging, enabling students and teachers to directly and synchronously ask and answer questions. Students taking the synchronous learning curriculum will communicate with other students and teachers during the class instead of learning alone.

Asynchronous learning, however, is normally conducted via media such as e-mail, Google, YouTube, or message forums, where the connection between teachers and students is preserved even though teachers and students may not be online at the same time (Hrastinski, 2008). This learning, however, requires versatile e-learning. Currently, because of their versatile and unsynchronized existence, most individuals take online classes. While studying, hanging out with family, or doing other things, a person may still study. Asynchronous learning enables learners to log in to learning when they are ready and send messages to teachers or peers anytime, they like or update materials. Students are free to tailor their research time to what they want. Educators, though, may still blend synchronous and asynchronous instruction, termed mixed online learning.

To create an optimal learning environment, mixed learning is based on a mixture of face-to-face learning, Internet learning, and other technology-supported learning. It also contains other components, such as technologies and media for teaching information distribution, community and participant learning experiences, and synchronous and asynchronous interactions (N, 2013). The face-to-face learning in question in this study is face-to-face online or synchronous and immediately recalls the pandemic time of COVID-19 that allows learning activities to occur outside school or college. The author wants to examine further how the use of mixed learning at Sekolah Tinggi Ilmu Hukum Pengayoman Watampone improves student interest in learning during the COVID 19 pandemic based on the learning conditions mentioned above.

2. Literature Review

2.1 Learning Interest

Motivation is basically a deliberate attempt to transfer, steer, and sustain an individual's actions so that he is inspired to act to accomplish those consequences or objectives (Hamdu & Agustina, 2011). Learning motivation is something in a person where there is a desire to do and begin learning to accomplish objectives (Emda, 2017).
In the learning process suggested by Wina Sanjaya (2010), the role of encouragement is that educators ought to: First, inspire students to do activities. An unconscious impulse triggers the conduct of all called inspiration (Tahir & Rinantanti, 2018). The size of a person's passion for work is essentially determined by the size of the commitment of that individual, secondly, as a director. The action displayed by each person is essentially aimed at fulfilling their needs or at achieving predetermined objectives. Motivation thus functions as a guiding force for enterprise and accomplishment (Sanjaya, 2010).

2.2 Blended E-Learning

Graham, Woodfield, and Harrison (2013) proposed a variety of course delivery modalities in higher education that placed blended learning in the form of conventional face-to-face delivery and fully online delivery with a caveat that higher education institutions openly mark delivery modes of courses as blended as long as they are on the continuum elsewhere. Similarly, some scholars have found out that higher education institutions will refer to blended learning as a mixture of online and face-to-face learning. It requires combining online teaching with conventional face-to-face courses for anywhere from 20% to 80%. There is no accepted proportion of what constitutes a course as blended in many cases, and there are idiosyncratic meanings of internet, distance learning, and blended teaching in many institutions.

Blended learning has already been referred to as a catalyst for future reform in higher education institutions when there is a bit of old and modern mixed together, but a more defined concept is required so that higher education institutions can match their strategic priorities to facilitate blended learning effectively (Moskal et al., 2013).

2.3 Synchronous Learning

The word synchronous means "same time" This is a method of learning where computer learning is carried out or carried out at the same time as teaching by the teacher and learning by the students. This makes for offline and online direct contact with teachers and pupils, either over the internet or via the intranet. Synchronous is widely used online at gatherings, referred to as' web session' or' webinar.' Synchronous learning, aside from being used in these events, is often frequently used in online courses (Kustandi, 2015; Nuraini et al., 2019; Umanailo, 2019).

A learning-oriented interaction enabled by direct real-time and typically scheduled instructions are synchronous learning. Synchronous learning varies from daily seminars, presentations, or offers of goods and other events to transmit knowledge. Synchronous e-learning is synchronous learning that uses electronic devices, especially computers and the Internet, to execute it. With different methods, synchronous e-learning can be applied, one of which is by introducing the idea of the interactive classroom (Suranto, 2009).

2.4 Asynchronous Learning

A common term used to describe schooling, teaching, and studying that do not exist at the same location or at the same time is asynchronous learning. It is a teaching method focused on students who use online learning tools to promote knowledge outside the limits of time and space.
Asynchronous, which is not at the same time,' is the reverse of synchronous. So at the same time, teachers and students don't have to access the e-learning framework. In the e-learning world, the use of this form of e-learning is prevalent. The value is that teachers and students are free anytime and everywhere to use the e-learning system. Students may, at any time, begin learning, collect homework, discuss, and complete the administration of class/lecture. But not simultaneously as the making or writing of the teacher's material and assignments (Kustandi, 2015).

3. Research Method

For a quantitative approach, this review employs descriptive analysis and verification approaches. The students related to the research are the population in this study, namely students in semester 3 of 2019 who conducted blended e-learning learning in semester 2 of the 2019 academic year, where this population is also a sample with a

sample collection technique, namely Saturated Sampling, a sampling technique in which all representatives of the population are used as samples.

The author uses Google form as a platform in this analysis to distribute a questionnaire with a closed direct questionnaire about student participation in blended e-learning. Although a Likert scale of five solution options is used for the data interpretation, as follows:

Table 1. The Likert Scale

Category	Score
Strongly Agree (SA)	5
Agree (A)	4
Neutral (N)	3
Disagree (D)	2
Strongly Disagree (SD)	1

Source: (Sugiyono, 2013)

The data is processed as the data is compiled, viewed in tabular form, and evaluated. The scientist uses a descriptive study of the independent and dependent variables, then classifies the respondents' total number of scores. Each question item's rating criteria consisting of 15 questions have been compiled from the cumulative score of respondents' answers received. The results of the questionnaire distribution are then checked for an average using the formula:

$$M: \frac{\sum fx}{N}$$

Figure 2. Distribution of the means (Husein, 2011)

After measuring the average score, the respondents' propensity to respond to a scale is categorized by the formulation: minimum score = 15, maximum score = 75, and the range is 60, while questions consist of 5 groups, so 60: 5 = 12. The scale group can, therefore, be defined as follows:

Table 2. Interpretation of Average Value

Interval	Category
64-75	Very High
52-63	High
40-51	Moderate
28-39	Low
15-27	Very Low

Source: (Sudjono, 2011)

Its validity and reliability must be checked before the measurement instrument is used to retrieve data in this analysis. Two important aspects of the analysis are the validity and durability of measuring instruments since these are the key features that determine whether a measuring instrument is fine. If the correlation is greater than 0.30, the threshold for checking the Pearson correlation's significance is 0.30, so the argument made is categorized as true. Meanwhile, the Cronbach alpha value of 0.6 is used for the reliability measure. The research instrument is declared accurate if the Cronbach alpha value is greater than 0.6.

Using the analysis test of basic linear regression is the proof analysis approach used in this study. The value of standardized coefficients is positive when evaluating the hypothesis, and the significance value is not greater than 0.050. The hypothesis is accepted, but if the value of standardized coefficients is negative, and the significance value is greater than 0.050, the hypothesis is denied.

4. Result

The results of the estimates for checking the validity of the questionnaire data spread for each element to 41 respondents are as follows:

Table 3. Results of the Research Instrument Validity Test

No	Variable		Total pearson correlation ≥ 0,30	Information
1	Blended E-Learning: Asynchronous and Synchronous (X)	X1	0.524	Valid
		X2	0.602	Valid
		X3	0.747	Valid
		X4	0.642	Valid
		X5	0.642	Valid
		X6	0.571	Valid
		X7	0.554	Valid
2	Students Interest (Y)	Y1	0.613	Valid
		Y2	0.677	Valid
		Y3	0.913	Valid
		Y4	0.842	Valid
		Y5	0.737	Valid
		Y6	0.814	Valid
		Y7	0.866	Valid
		Y8	0.768	Valid

Source: SPSS Data Analysis

It can be defined from table 3 above that both X and Y variables have a value range ranging from 0.524 to 0.913. This assumes that all the tools used for each variable are true since the value is greater than 03 (Pearson correlation). Besides, the estimation findings for checking the instrument's durability are:

Table 4. Reliability Test Results for Research Instrument

N of Items	Cronbach alfa ≥ 0,60	Information
15	0,933	Reliable

Source: SPSS Data Analysis

The research instrument reliability test findings for both X and Y variables using the Cronbach alpha value of 0.6, as seen in Table 4 above 0.933. To obtain the following test results, it can, therefore, be assumed that all variables in this analysis are accurate or reliable and satisfy the criteria used in this study:

Table 5. Descriptive Analysis Instrument Statistics

Instruments	N	Minimum	Maximum	Mean	Std. Deviation
x1	41	1	5	3,98	0,987
x2	41	1	5	3,34	1,132
x3	41	1	5	3,59	0,974
x4	41	1	5	4,07	0,905
x5	41	1	5	3,93	0,932
x6	41	1	5	3,98	0,961
x7	41	1	5	3,05	1,359
y1	41	1	5	3,88	1,029
y2	41	1	5	2,98	0,961
y3	41	1	5	3,46	0,951
y4	41	1	5	3,56	1,001
y5	41	1	5	3,83	1,116
y6	41	1	5	3,37	0,994
y7	41	1	5	3,73	0,923
y8	41	1	5	3,76	0,969

Total	54,49	

Source: SPSS Data Analysis

Table 5 above indicates that the respondents' category of responses to the two measured variables is graded at intervals 52-63, respectively 54.49 with the category 'Big' dependent on an analysis of the mean value of each research instrument.

To calculate the extent of the effect of the independent variable or variable X on the dependent variable or variable Y, you must first ensure that by administering a normality test and a linearity test, the data meets the basic linear eligibility criteria, regression model. The findings of the search for data normality by the Kolmogorov-Smirnov One-Sample Test are as follows:

Table 6. Normality Test Results

			Unstandardized Residual
N			41
Normal Parameters[a,b]	Mean		0,0000000
	Std. Deviation		3,37712518
Most Extreme Differences	Absolute		0,122
	Positive		0,092
	Negative		-0,122
Test Statistic			0,122
Asymp. Sig. (2-tailed)[c]			**0,133**
Monte Carlo Sig. (2-tailed)[d]	Sig.		0,133
	99% Confidence Interval	Lower Bound	0,124
		Upper Bound	0,142

Source: SPSS Data Analysis

Based on the normality test outcome in the table above, Asymp's significance value is known to be known. Sig. Sec. 0.133 (two-tailed) is larger than 0.05. It can then be inferred, based on decision making, that the data is usually transmitted.

Thus, the normality assumptions or criteria in the regression model are fulfilled. Besides, the effects of the linearity test are as follows:

Table 7. Test Outcomes for Linearity

			Sum of Squares	df	Mean Square	F	Sig.
Students Learning Interest (Y) * Blended E-Learning (X)	Between Groups	(Combined)	1234,451	15	82,297	7,257	0,000
		Linearity	1061,752	1	1061,752	93,629	0,000
		Deviation from Linearity	172,699	14	12,336	1,088	0,412
	Within Groups		283,500	25	11,340		
	Total		1517,951	40			

Source: SPSS Data Analysis

The value of the F table is searched using the formula (df) Divergence from linearity; inside classes, where the values are 14 in table 7 above; 25 and corresponding to the distribution of the value of the F table with a sense of 5% or 0.05, the value of 2.111 is found (Junaidi, 2010). The Divergence from Linearity Sig., from the results above. 0.412 is better than 0.05. It can then be inferred that a substantially linear relationship occurs between variable X and variable Y. Furthermore, the F-value determined is 1.088 < from F-table 2.110. It can be inferred that there is an important linear relationship between the Blended E-Learning (X) variable and the Student Learning Interest (Y) variable because of the measured F-value <the F-table value. Next, below are the results of the study of simple linear regression:

Table 8. Coefficients Output

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2,656	2,773		0,958	0,344
	Blended E-Learning (X)	0,994	0,104	0,836	9,527	0,000
a. Dependent Variable: Students Learning Interest (Y)						

Source: SPSS Data Analysis

The basic linear regression equation solution is Y = a + bX in general. A = constant number of unstandardized coefficients, namely 2.656, b = number of regression coefficients is 0.994, which means that Students Learning Interest (Y) will increase by 0.994 per 1 percent addition of the Blended E-Learning (X) value. It can be said that variable X has a positive effect on variable Y with a regression equation of Y = 2.656 - 0.994 X since the coefficient value is positive (not minus). Next, to determine whether the regression coefficient is important or whether variable X impacts variable Y, test the hypothesis as follows:

a. Comparison of the importance of significance (Sig.) with a 0.05 probability. It is known, based on the findings in table 8 above, that Sig. The number of 0,000 is lower than the likelihood of 0.050, so it can be inferred that H0 is denied and Ha is accepted, which also means that the use of Blended E-Learning impacts the interest of students learning.
b. Comparing the value of t count with t table. It is understood that the t value is 9,527 greater than the t table value (n - 2 = 39, value = 0.025) 2.022, based on the findings in table 8 above, so it can be inferred that H0 is denied. Ha is approved, indicating that the use of Blended E-Learning has an impact on student learning interests.

As for how much effect X has on Y in the basic analysis of linear regression, we can refer to the SPSS generated R square or R2 values, which are:

Table 9. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.836[a]	0,699	0,692	3,42015
a. Predictors: (Constant), Blended E-Learning (X)				

Source: SPSS Data Analysis

The R square value is known to be 0.699 from the above performance, which means that the influence of Blended E-Learning on Student Learning Interest is 69.2 percent. In comparison, other unstudied variables cause 30.8 percent of Student Learning Interest.

5. Discussion

During the COVID 19 pandemic, the findings of studies carried out to see student interest in learning using the mixed learning process, namely Asynchronous and Synchronous with descriptive and verification research, produced very substantial results. Descriptive results show a value of 54.49 for a category which, if perceived, indicates a high" interest. While the verification study results, variable X has a 69.2 percent effect on variable Y. Blended E-Learning has a significant effect on increasing student interest in learning.

Learning currently needs to be better structured to respond to existing situations as a means of adaptation to and scenario. As at Sekolah Tinggi Ilmu Hukum Pengayoman, due to the Covid-19 epidemic, the entire course learning system beginning from the Even semester of the 2019/2020 school year begins to be performed online mid-March to reach the odd semester of the 2020/2021 school year. UNESCO, the United Nations organization for the administration of education, science, and culture, has estimated that their academic experiences have impacted about 290.5 million students due to the closing of schools or universities worldwide. UNESCO held an emergency meeting in March 2020 to close educational facilities to introduce large-scale distance learning services to access students remotely (Handayani et al., 2019). While this learning paradigm has effectively been in place for a long time, the COVID 19 pandemic has made this form of online learning the only way to ensure the introduction of learning practices.

Mixed e-learning, likewise at Sekolah Tinggi Ilmu Hukum (STIH) Pengayoman, is the first time it is implemented in class practices. Previously, the primary learning paradigm adopted by both lecturers was synchronous learning in actual classrooms. Furthermore, there is no learning application owned by STIH Pengayoman Campus through the Learning Management System (LMS). Online learning becomes a foreign learning tool for both lecturers and students themselves. Besides, online learning must be based on the consistency of the learning process so that while processes and frameworks change, learning outcomes can still be attained.

Achdiani concluded that studying in higher education should give importance to innovative, systematic, and competitive changes in the process's efficiency. It can be accomplished by innovating instructional strategies and putting students in educational subjects (student-centered learning to do this (Achdiani, 2015). Therefore, in this very complicated case, it becomes crucial that students should have autonomous learning while also recognizing the extent of student saturation in learning so that lecturers can present a fun learning environment and improve student interest in learning.

In e-learning at STIH Pengayoman Watampone, asynchronous and synchronous learning should be combined in legal English subjects. The usage of Zoom sessions represents face-to-face online learning to ensure meaningful contact between lecturers and students (Synchronous). In the meantime, the use of a combination program for pupils, including Edmodo Classroom, YouTube, Gmail, WordPress, Google, and WhatsApp Community, becomes an autonomous learning media (Asynchronous). This media variety was used as a pretext by lecturers to reduce student saturation during the COVID-19 Pandemic of online learning. Occasionally, the information was supplied via Synchron, during which it was supplied via Asynchron, later dubbed Blended E-Learning, since the entire system was operated online.

The application of mixed learning in this subject's learning practices has been well carried out. This is in line with both informative and verifiable empirical findings with important results. This is in conjunction with the research findings of Yuliati et. Blended learning is beneficial in increasing the flexibility of student learning and can be an alternate curriculum that can be used during the pandemic of Covid-19 since e-learning offered by blended learning is an extension of the classroom that students can use everywhere and at any time (Yuliati, 2020). Graham, quoted by Sari, clarified that, relative to online and classical learning, there are three significant factors why a teacher prefers to adopt blended learning, namely: improved pedagogy, enhanced connectivity and versatility, and benefits (Sari, 2013).

Besides, based on the study's findings, the implementation of Blended Learning is capable of growing student engagement and interest in learning. Several other surveys also say the same thing, such as Syarif study that there is a substantial change in motivation when the mixed learning paradigm is implemented relative to face-to-face learning alone, i.e., an improvement in motivation in students by 45.7 percent, so learning freedom students are also very well proven with 57.14 percent getting independent learning (Syarif, 2012). With the Achdiani study, there was also a 45.7 percent rise in students' enthusiasm for independent learning, which was also really strong, with 57.14 percent independent learning abilities (Achdiani, 2015). The same is the case with Sari's analysis, which notes that the rise in students' ability to study independently between 14.3 percent before the Blended Learning Strategy is applied and 85.7 percent after the last period of implementation of the Blended Learning Strategy (Sari, 2013).

6. CONCLUSION

During the COVID 19 pandemic, the findings of studies carried out to see student interest in learning using the mixed learning process, namely Asynchronous and Synchronous with descriptive and verification research,

produced very substantial results. Descriptive results show a value of 54.49 for a category which, if perceived, indicates a high" interest. While the verification study results, variable X has a 69.2 percent impact on variable Y, or Blended E-Learning significantly increases student interest in learning.

References

Achdiani, A. . (2015). Penerapan Self Regulated LearningBerbasis Internet untuk Meningkatkan Kemandirian Belajar Mahasiswa. *INVOTEC*, *XI*(1), 15–22.

Arisandhy, N. S. (n.d.). *B. Asynchronus vs Synchronous - E-Learning 2010*. Retrieved December 2, 2020, from https://sites.google.com/site/elearningtp2010/pengembangan-e-learning/asynronus-e-learning/asynchronus-vs-synchronous.

Bin-Tahir, S. Z., Amri, M., Nagauleng, A. M., Diniaty, A., & Hajar, I. (2019). The Social Media Use For Digital Natives: Parenting Model Of Muslim Cleric Families. *International Journal of Scientific & Technology Research*, *8*(11), 2871-2874

Cahyani, A., Listiana, I. D., & Larasati, S. P. D. (2020). Motivasi Belajar Siswa SMA pada Pembelajaran Daring di Masa Pandemi Covid-19. *IQ (Ilmu Al-Qur'an): Jurnal Pendidikan Islam*, *3*(01), 123–140. https://doi.org/10.37542/iq.v3i01.57

Emda, A. (2017). Kedudukan Motivasi Belajar Siswa dalam Pembelajaran. In *Lantanida Journal* (Vol. 5, Issue 2). https://jurnal.ar-raniry.ac.id/index.php/lantanida/article/view/2838

Emda, A. (2018). Kedudukan motivasi belajar siswa dalam pembelajaran. *Lantanida Journal*, *5*(2).

Hamdu, G., & Agustina, L. (2011). Pengaruh Motivasi Belajar Siswa terhadap Prestasi Belajar IPA di Sekolah Dasar (Studi Kasus terhadap Siswa Kelas IV SDN Tarumanagara Kecamatan Tawang Kota Tasikmalaya). In *Jurnal Penelitian Pendidikan* (Vol. 12, Issue 1).

Handayani, S., Annisya', & Wati, A. P. (2019). Peningkatan Kemandirian Belajar Mahasiswa di Masa Pandemi Covid-19 melalui Penerapan Blended learning pada Mata Kuliah Evaluasi Proses dan Hasil Belajar di Universitas Negeri Malang | Handayani | Jurnal Pendidikan Ekonomi. *Jurnal Pendidikan Ekonomi*, *13*(2), 152–164. http://journal2.um.ac.id/index.php/jpe/article/view/15581/6480

Hrastinski, S. (2008). *Asynchronous and Synchronous E-Learning | EDUCAUSE*. EDUCAUSE Review. https://er.educause.edu/articles/2008/11/asynchronous-and-synchronous-elearning

Husein, U. (2011). *Metode Penelitian Untuk Skripsi dan Tesis Bisnis* (11th ed.). PT Raja Grafindo Persada.

Junaidi. (2010). *Titik Persentase Distribusi F*.

Kustandi, C. (2015). *E-LEARNING – Teknologi Pendidikan*. https://cecepkustandi.wordpress.com/2015/06/29/e-learning/

Moskal, P., Dziuban, C., & Hartman, J. (2013). Blended learning: A dangerous idea? *Internet and Higher Education*, *18*, 15–23. https://doi.org/10.1016/j.iheduc.2012.12.001

N, Z. (2013). Blended Learning System Performance Evaluation. *International Journal of Computer Applications*, *76*(4).

Nuraini, N., Riadi, A., Umanailo, M. C. B., Rusdi, M., Badu, T. K., Suryani, S., … Hentihu, V. R. (2019). Political Policy for the development of Education. International Journal of Scientific & Technology Research, 8(10).

Sanjaya, W. (2010). *Kurikulum dan pembelajaran, Teori dan praktek Pengembangan Kurikulum KTSP*. Kencana.

Sari, R. (2013). Strategi Blended Learning Untuk Peningkatan Kemandirian Belajar dan Kemampuan Critical ThinkingMahasiswa Era Digital. *Jurnal Pendidikan Akuntansi Indonesia*, *XI*(2).

Shahabadi, M. M., & Uplane, M. (2015). Synchronous and Asynchronous e-learning Styles and Academic Performance of e-learners. *Procedia - Social and Behavioral Sciences*. https://doi.org/10.1016/j.sbspro.2015.01.453

Sudjono, A. (2011). *Pengantar Statistik Pendidikan* (1st ed.). PT. Raja Grafindo Persada.

Sugiyono. (2013). *Metodelogi Penelitian Kuantitatif, Kualitatif Dan R&D*. Alfabeta.

Suranto, B. (2009). Virtual Classroom : Strategi Pembelajaran Berbasis. *Seminar Nasional Aplikasi Teknologi Informasi (SNATI)*, *2009*(Snati).

Syarif. (2012). Pengaruh Model Blended Learning terhadap Motivasi dan Prestasi Belajar Siswa SMK. *Jurnal Pendidikan Vokasi*, *2*(2).

Tahir, S.Z.B & Rinantanti Y. 2018. Multilingual lecturers' competence in English teaching at the university of Iqra Buru, Indonesia. *Asian EFL Journal*. Volume 20, Issue 7, 2018, Pages 162-175.

Umanailo, M. C. B. (2019). Structure of Social Change in Industrial Society. Proceedings of the International Conference on Industrial Engineering and Operations Management Riyadh, 668–672. Riyadh, Saudi Arabia: IEOM Society International.

Yuliati, Y. (2020). Membangun Kemandirian Belajar Mahasiswa melaluiBlended Learning di Masa Pandemi Covid-

19. *Jurnal Elementaria Edukasia*, *3*(1), 142–149.

Biography

Harlindah Harniati Arfan is a lecturer at Social Science Department of STIE Nobel Makassar Indonesia. Her areas of interest and research include social science, political science, sociology, and public administration. She has published some books and many articles in national journals.

Misnawati is a lecturer in the Department of Law at the Sekolah Tinggi Ilmu Hukum Pengayoman, Indonesia. She earned a master's degree through scholarship assistance from the Ministry of Youth and Sports of the Republic of Indonesia. In addition to being a lecturer, he is also a social worker who assists the poor in empowering themselves to get out of the poverty line. She has published a book about his profession as a social worker. Besides that, she has also published many international and national journals through collaboration with several other lecturers who focus on multidisciplinary science.

Geminastiti Sakkir is a lecturer at English Education Department of Universitas Negeri Makassar, Indonesia. Her areas of interest and research include teaching media, TEFL, Linguistics, and Education. She has published some books and many articles in TEFL, ICT in language learning, and lingual teaching and learning.

Nungky Puspita is a lecturer at tourism Department of Universitas Pancasila, Indonesia. His areas of interest and research include tourism. He has published some articles in national and international journals.

Zarina Akbar is a lecturer at Psychology Department of Universitas Negeri Jakarta, Indonesia. Her areas of interest and research include growth, positive clinical psychology, neuroeducation, and cross-cultural psychology. She has published some books and many articles in national and international journals.

Asriadi is a lecturer at Public Administration Department of Sekolah Tinggi Ilmu Administrasi Puangrimaggalatung, Indonesia. His areas of interest and research include social science, political science, sociology, legal studies, and public administration.

Yusriadi Yusriadi is a lecturer at Public Administration Department of Sekolah Tinggi Ilmu Administrasi Puangrimaggalatung, Indonesia and chancellor on Sekolah Tinggi Ilmu Hukum Pengayoman. His areas of interest and research include social science, political science, sociology, legal studies, and public administration. He has published some books and many articles in national and international journals. He is a reviewer and editor in some local and international journals.