

## Sevima Edlink as A Learning Medium: A Perspective of Students

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### ABSTRACT

Edlink application can be used as a learning medium that connects educators and students to carry out online learning processes. This study aims to find student's perception during the utilization of Sevima Edlink. This study used Mixed method with sequential explanatory approach. The object of this study was in English Education Department at IAIN Parepare with the 28 students as sample in this research. Technique of data collection employed questionnaire and interview. This study used SPSS to analyze the data. The result of this study finds that Sevima Edlink has helped students in the learnings process in IAIN Parepare. it discloses that Edlink can be accessed easily if there are no problems with the network because basically this application is an application. those who need the internet, and becomes very flexible to use both on a smartphone or on a laptop. In addition, Edlink can also be used anytime and anywhere but it does not rule out the possibility that it still has shortcomings such as errors in the application or problems in the network.

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## 1. INTRODUCTION

The COVID-19 Pandemic has been going on for the past two years. Of course, there are still many obstacles faced at the present, especially in the field of education. In Indonesia, it is still implementing online learning systems, although conditions are still not possible, but some regions have undertaken it offline. Of course, this condition greatly affects student learning patterns and also how they can understand the material obtained. Education for the nation's children is a necessity. Even in a pandemic situation, the government and various stakeholders should be able to find alternatives so that the lecture process can continue. The COVID-19 outbreak requires the implementation of distance education which so far has almost never been carried out simultaneously

In the current era of globalization, technological developments are growing rapidly. The sophistication contained in technology can certainly facilitate and help humans in everyday life. Apart from that, technological developments also have an impact on the aspect of education. These developments require the world of education to always and constantly adapt technological developments to efforts in improving the quality of education, especially adjusting its use in the learning process. The use of technology is the only way to carry out the learning process.

One proof of the impact of technological developments on the advancement the world of education is the emergence of various innovations in learning models in the field of education. Learning is no longer only applied conventionally but it can also be conducted online. Besides, the emergence of various kinds of technology products can also be utilized as learning media. The advantages offered not only lie with the speed factor in getting information but also multimedia

facilities that can make learning more interesting, visual and interactive. Learning media plays a very important role in the learning process, because media are the source for connecting teachers and students. During the pandemic, many media have been used by educators in carrying out the learning process, such as zoom, google classroom, google meet, WhatsApp, and Edlink.

In the learning process, educators must make every effort create effective learning system. One of the efforts made by educators so that learning is carried out to be effective is by using learning media. The form of technological development that can be used as a learning medium is E-learning. There are many types of E-learning applications, one of which is Sevima Edlink application.

. Sevima Edlink application can be used as a learning medium that connects educators and students to carry out online learning processes. It is an electronic device of learning system made by PT. Sentra Vidya Utama known as SEVIMA. It is a consulting business in 2004.

The number of online learning media circulating must be adjusted to the needs of online learning media users, so that teaching and learning activities through distance can be implemented. By using online learning media, it hopefully provides time efficiency for distance learning so that it can be even better. This time the researcher wants to evaluate online learning media that are rarely heard to be used in online learning activities. The media that will be evaluated is Sevima Edlink's online learning media, among the media used for online learning, this media is rarely heard for use in online learning activities, in the sense of promoting the media on social media, but this online learning media is commonly used by universities, especially lecturers, to provide learning material to students via online. The things that researcher want to know in this research is about student's perception while using Sevima Edlink as Learning Media and to know is this application can help them conduct the learning process especially at IAIN Parepare.

Therefore, this study has the purpose to find the the Students Perception Toward the Use of Edlink as Learning Platform at IAIN Parepare. A perspective of students should be known so that Sevima Edlink can be evaluated by the institution party.

Some concepts are necessary to be defined. First is perception. Robbin (2010) stated that it is a process to select, organize, and interpret the sensory impression so that the environment can be understood. Amodu (2007) defines perception as how we gather and interpret information around us. correct because we continually acquire and analyze information from our surroundings. As a result, perception is a process rather than an action.

Second is online learning system. Madya & Abdurahman (2021) stated that it contributes to closeness and harmonious relationship. In the online process. Teachers should be encouraged to be proficient in employing devices system such as Classroom, Zoom, Google Form, Edmodo, etc. Online learning has a wide set of technology system and computer based learning, and the use of digital system (Keengwe & Kidd, 2010). The effectiveness in educating students is a benefit (Nguyen, 2016) and it is also minimizing the spread of COVID-19 (Yulia, 2020). In addition, it can increase the ability of students to connect to resources from (Yuhanna et al., 2020),

Third is learning media. It is a tool functioning as messenger and stimulator for students in learning their subject and finding their references. According to (Yuniastuti et al., 2021) the media becomes a mediator, viewing the media as a cause or tool that intervenes in the relationship between two parties and reconciles it. That is, the media has a function and role as an effective regulator of relations between the two main parties. Media may be understood as all forms of means, tools, or pathways that facilitate messages/information from sources to potential recipients, whether information can be visualized or not. Some types of learning media such as print, audio, semi-motion, silen visual and motion media as well silent audio-visual media and motion visual audio media (Nurdiansyah, 2019). Besides, learning media have functions as learning resources technically, semantic , manipulative and psychological function (Adam & T.S, 2015). Fourth is Sevima Edlink. Sevima Edlink can be defined asa mobile learning system. It bring benefits in saving time, improving the communication. Sevima Edlink's online learning media can be found at the <https://app.Edlink.id/> link or can be found on the Android device play store for free (Wibowo & Rahmayanti, 2020).



Sevima Edlink is application devoted to the world of education which aims to provide a learning space that bridges teachers and students in learning activities that can be done anytime and anywhere with more flexible study times (Carolin & Luta, 2018).

The features provided in this study include: Video Conferences for distance learning, Student attendance, Lesson or Lecture Schedules, Interactive Quiz Creation, Lesson Schedule Markers/Reminders, Class Groups for sharing materials and learning, Remote assignment by students and students, Record learning or lectures for assessment. In addition, there are features of the homepage, classes, conversations, campus accreditation, and study program accreditation and others. This online learning media can be used for school and college levels, but this online learning media is more widely used by universities. This online learning media is free of charge (Wibowo & Rahmayanti, 2020).

Meilindha (2017), stated that Sevima Edlink application is very helpful and supportive in carrying out a systematic learning process as previously planned, so that the learning carried out will be directed and on target to achieve learning objectives. From the various features contained in the Sevima Edlink application, the Sevima Edlink application can really help lecturers in managing learning well. Such as delivering teaching materials, conducting various assessments in evaluating, and being able to carry out learning with various methods

According to (Darwanto & Mar'atun Khasanah, 2021), The Advantages of the Sevima Edlink application is that this application is equipped with features made to make it easier for lecturers and students to carry out learning. Among them are being able to conduct distance lectures using the video conference feature, student attendance can be done only with a gadget or smartphone, lecture schedule notifications that help remind students. The evaluation process is more effective and interesting by utilizing the interactive quiz feature, students will find it easier to do online lectures using the Sevima Edlink application because lecturers can attach files and videos that can be downloaded by students so they can more easily understand the material given by lecturers, besides students it will also be more concise to collect answers through the Edlink application so that the recap of lecture activities will be more accurate. This application also has disadvantages. The drawback is that this application must be directly connected to the campus feeder, namely Siakad universities that have used or collaborated if they will integrate and synchronize systems with Siakad. When using it, it also takes time to fill in the data first and is synchronized so it will take time to use it. In addition, to use this application, a fairly good internet network is also required, so students who are in areas that have not been reached by the internet network (remote areas that do not have easy internet access) will have difficulty using this application. However, this application can be used free of charge (free) by all users with certain limitations in its use.

## 2. RESEARCH METHOD

The Researcher used Mixed Methods with sequential explanatory approach. It guides the direction of data collection and analysis, and cultivates qualitative and quantitative research approaches across many phases of the research process.(Samsu, 2017). The researcher used Sequential Explanatory in this mixed method because the researcher wants to explain more comprehend about the perception of students while used Edlink as Platform in Online learning.

Population from this research was Students in English Education Department at IAIN Parepare and the sample was 28 students from English Education Department at IAIN Parepare.

Technique Collecting Data were Questionnaire and Interview. Questionnaire based on quantitative research, the researcher used questionnaire to collect the data from the students in English Education Department at State Islamic Institute of Parepare. Whereas Interview, based on qualitative research, the researcher used interview to ask more specific about the data to clarify the phenomena that occur in this study about Edlink as platform in the online learning. Here as follows the instrument that researcher used:

1. Questionnaire, the researcher used questionnaire to collect data from students. The questionnaire conducts 30, which 15 statements and 15 questions. The kind of questionnaire researcher used Skala Guttman which is the response from the questionnaire Yes or no, for the yes, the researcher took 1 point and 0 point for No.
2. A List of Questions, the questions that researcher asked about students' perception/opinion about the use of Edlink in the learning process and This list of questions is only additional data to clarify events or phenomena that occur in the study.

Data were analyzed using descriptive statistics. The researcher used IBM Statistic ver. 25 to analyze the questionnaire data and measure this data valid or not. For the interview result the researcher only used data reduction, data display, and drawing conclusions to measure the data from interview

### 3. RESULTS AND DISCUSSION

#### a. Descriptive Statistics

Based on quantitative data, a questionnaire, the researcher found several responses from 28 students. The first statement that *"Edlink helps students as an online learning tool, accessing assignments given by lecturers"*, found that all respondents agree with the statement. In the second statement, *"Edlink is a learning tool outside the classroom"*, the researcher found that 92% of students agree with that, but 7% of students disagree with that statement. The third statement, *"Edlink is one of the platforms used by lecturers for learning activities in terms of sharing lecture material or uploading assignments"*, all of the students agree with the statement. The fourth statement is *"A platform that provides many functions that use in lectures"*, and the researcher found that all of the respondents agree with that. The fifth statement is *"A platform that makes it easy for students to carry out lectures and assignments online learning"*, and the result is that all of the students agree with the statement. In the sixth statement, *"OnlineOnline learning platform"*, the researcher found that the respondents agree. The seventh statement is *"Edlink is one of the learning media using the internet"*, and the respondent agrees with the statement. The eighth statement is *"Edlink makes it easy to convey information"* the result from the respondents stated that they all agree with this. The ninth statement is *"The teaching and learning process by utilizing information technology"*, and the researcher found that all respondents agree with the statement. The tenth statement is *"Edlink is a platform used for distance learning that utilizes computer technology, laptop networks, smartphones that allow students to learn without having to attend lectures in class physically"* the researcher found that 96% of respondents agree with the statement and 3,6% students disagree with it. The eleventh statement is *"Edlink is an online learning/discussion facility"* "The result all respondents agree with this statement. The twelfth statement is *"Edlink is a platform that can replace face-to-face lectures"* 92% of respondents agree with the statement, but there are 7.1% disagree with that. The thirteenth statement is *"The live conference feature on Edlink can deliver lecture material in full"* the researcher found that 64,3% of respondents agree with the statement even though 35,7% of respondents disagree with it. The fourteenth statement is *"Edlink platform is easy to access"*, and the result is that all of the respondents agree with that. The fifteenth statement is *"Using the Edlink platform makes it easier for students to understand the lecture material in its entirety"*, and the researcher found 78,6% agree and 21,4% disagree.

The first question in this questionnaire is *"Are there any learning steps that the lecturer on Edlink has uploaded?"* and the result 92,9% of respondents agree, and 7,1% disagree. The second



question is *“Is there a course outline in Edlink?”* and all respondents agree with this. The third question is, *“Does the Edlink contain information on the learning activities that will be carried out?”* The researcher found that 96,4% of respondents agree and 3,6% disagree. The fourth question is, *“Are learning resources available on Edlink?”* 89,3% of respondents agree, and 10,7% disagree with that. The fifth question is *“Are teaching materials available on Edlink?”* the result is 89,3% agree and 10,7% disagree. The sixth question is, *“Can students easily access Edlink?”* The result is 92,9% agree, and 7,1% disagree with this question. The seventh question is, *“Do students access Edlink using a smartphone?”* The result is 96,4% agree and 3,6% disagree. The eighth question, *“Do students access Edlink using laptops or computers?”* the researcher found 89,3% agree and 10,7% disagree. The ninth question is, *“Is the Edlink platform easy to use?”* The researcher found 96,4% agree and 3,6% disagree. The tenth question is, *“Does Edlink help students be ready for study?”* The result is 96,4% agree and 3,6% disagree. The eleventh question is *“Does Edlink help students learn independently?”* the researcher found 92,9% agree and 7,1% disagree with the question. The twelfth question is, *“Can Edlink increase student learning motivation?”* The researcher found 85,7% and 14,3% disagree. The thirteenth question is *“Does Edlink make it easier for students to learn the material?”* the result from this question is 71,4% of respondents agree, and 28,6% disagree. The fourteenth question is *“Does the use of the Edlink platform make it easy for students to access learning materials?”* and the result is that all of the respondents agree with the question. The fifteenth question is *“Does the use of the Edlink platform achieve the learning objectives?”* and the researcher found that 82,1% agree and 17,9% disagree.

#### **b. Qualitative Data Analysis**

The qualitative data that the researcher got from an interview, the researcher, did an in-depth interview with four students, and the topic talked about the instructional learning of Edlink, ease of use and access to the Edlink application, and the benefit and satisfaction in using Edlink. The researcher first asked about the learning steps in Edlink, and the students answered, *“Yes, but sometimes lecturers forget the material to be taught, so they do not upload the learning steps”*. Another student said, *“Yes, but it depends on the lecturer because there are several lecturers who did not share it”*. Secondly, the researcher asked about the subject outline that the lecturer shared in Edlink. Most of the students answered, *“Yes, usually the lecturer shared at the beginning meeting”* thirdly, the researcher asked about a feature that contains all learning activity information on Edlink. Most of the students answered, *“Yes. There is a feature that explains what material will be given by the lecturer and is even equipped with the method, be it zoom or discussion”*. Fourthly, the researcher asked about the learning sources that Edlink provided, and students answered, *“yes, there is even an expert class on Edlink, where we can learn directly from the experts”* fifth, the researcher also asked about the availability of learning resources every subject in Edlink and all of the students answered, *“No, it is provided by the respective course lecturers”*.

Researchers asked about the ease of accessing and using the Edlink application. The first question the researcher asked in accessing Edlink and students answered, *“Yes, Edlink can be accessed easily if there are no network problems.”* However, some answered, *“No. Not all students have the same connection so that sometimes many students complain because the connection is bad, so it is difficult to access”* and *“No. Sometimes there is an issue with the Edlink so that it is difficult for students to log in, especially if the internet connection is bad, it will be complicated to access Edlink”*. The second question the researcher asked was whether the Edlink application was easy to use on smartphones and all students answered, *“Yes. Because it is straightforward and flexible to access it if you use a smartphone and can be done anywhere and anytime.”* The three researchers asked about whether students used to use Edlink via laptops and all students answered, *“Yes. some students also use laptops because the display on the smartphone and the laptop is different, on the laptop, it is more satisfying”*. In the fourth question, the researcher asked about the ease of understanding accessing features in Edlink, students answered, *“Regarding the ease of use, accessing this application cannot all work well depending on the good and bad network connection when the connection is good then accessing Edlink will be good and vice versa”* and the answer others like *“Yes, overall, very easy. However, it has to add an auto-refresh feature in the comments column so that we do not have to refresh every time a chat comes in manually.”*

In the third aspect, the researcher asked about the benefits of Edlink in the learning process. First, the researcher asked about the effectiveness of notifications on the Edlink application, and some students answered, *“Yes. It is beneficial because of the notifications that sometimes appear about the upcoming lecture schedule,”* but there are also those who answer *“Yes. This application can help*

students in participating in learning, but many students are late in entering when the course hours on Edlink start due to notifications that sometimes appear or never appear so that they are not optimal in getting learning “. Second, the researcher asked about students’ understanding in the learning process on Edlink and responses from students such as “Sometimes students when given the material do not understand much about the material taught by the lecturer and usually when the lecturer explains the network connection is not good and the voice suddenly breaks and when given assignments, students do not understand the assignments given, so students need to ask again”. Third, the researcher asked about increasing students’ learning motivation in online learning and students, answering “Regarding increasing motivation to learn using Edlink, I don’t agree because when the edited link is finished, then students don’t access Edlink again unless there is a class and it’s rare for students I get to reopen Edlink. Moreover, accessing materials other than those given by the lecturer, therefore in my opinion less motivating” and also “Yes. Because it can be used anytime and anywhere and is very flexible.” Fourth, the effectiveness of mastery of material from lecturers in Edlink is the student’s response “Yes, because the learning material sent by the lecturer is stored so that it can be studied at any time”, and the students answered, “Not too significant. Because I think Edlink is more of an application that helps the academic community organize lectures for one semester. When it comes to mastery of the material, Edlink does not make a big contribution in my opinion”.

The researchers focused on the last aspect of the research was satisfaction in using Edlink. The first question discussed satisfaction in using Edlink and following the student responses “Yes, the learning materials for each meeting are not mixed, but are pinned in a special column for each meeting” and also “Yes because Edlink has a variety of educational materials that are easy to understand and access so that it helps students to access lessons”. The second question discusses the use of Edlink in supporting the success of the learning process and the response from students “No. It all depends on the learning objectives of the respective courses” also “Yes, as long as I use Edlink, there has never been a class that has failed if I use Edlink to the fullest”.

### **Sevima Edlink as Learning Media**

In the results of quantitative research, researchers found that the Edlink application can help students as an online learning application and Edlink as one of the platforms used in learning, both sharing materials and sending assignments. Make sure the response from students is also positively related to Edlink as an application that provides many functions in learning. This Edlink application also helps students easily send assignments to lecturers. In this learning process, useful technology is essential, and Edlink is one of the applications used in online learning. In addition, researchers found that Edlink can help to help conventional learning, and the conference features offered by Edlink can help lecturers provide material. Some students agree that Edlink can make students understand the material, but some do not agree with it.

Furthermore, on the questions in the questionnaire, the researcher found that most of the students answered agreeably. On the contrary, some did not agree. Furthermore, students agree that each lecturer shares a learning scheme, and the Edlink contains information on the learning activities that will be carried out. For the learning resources provided by Edlink, some students agree with this, but some do not agree with the teaching materials available on Edlink. Researchers found that students quickly access Edlink. In addition, several students access Edlink via smartphones or laptops. Edlink also helps students be ready for learning, and some students agree that Edlink can help students learn independently, but in understanding the material, some students have not been able to understand the material optimally. Students stated that Edlink could help them to access learning materials. Besides that, some students agree with Edlink helping achieve learning objectives, but some do not agree with the statement.

In the results of qualitative research, the researcher asked several questions based on four aspects, including the learning process using Edlink. In this aspect, the researcher found that lecturers usually distributed course outlines, but some did not share them and usually, the lecturers distributed them at the beginning of the lecture meeting. In addition, Edlink has features containing learning activities that will be carried out, nevertheless, for learning

resources provided by the lecturer. In addition, Edlink also provides expert classes where students can learn directly from several experts.

In the second aspect, the researcher asked about the ease of accessing and using the Edlink application, and the responses from students were varied, such as Edlink can be accessed easily if there are no problems with the network because this application requires an internet network to connect in class. Furthermore, some shortcomings are conveyed, namely, sometimes the Edlink application makes it difficult for students to log in. However, Edlink makes it very easy for students because it can be accessed on smartphones anytime and anywhere, but some access Edlink via laptops.

Furthermore, in the third aspect, the researcher asked about the benefits of using Edlink in online learning and students' answers varied, such as, Edlink is very helpful because the notification that appears to remind the lesson that will take place and is also very helpful in the learning process, but sometimes this application does not show the notification. . In addition, in the Edlink learning process students do not understand the material presented due to several factors, namely, poor internet connection, voice breaks and sometimes students have to ask again if there is an assignment/explanation that is not clear from the lecturer. For the role of Edlink in increasing learning motivation, students disagree because when the edited link is complete, students do not reaccess Edlink unless there is a class, and rarely students can re-open Edlink. And accessing materials other than those given by the lecturer, therefore I think it is less motivating, but some think that Edlink can increase motivation because it can be used anytime, anywhere, and is very flexible. Students also assume that the effectiveness in understanding the material via Edlink is not too significant because it is only a liaison application between teachers and students and does not provide a significant gain for it.

The last aspect is about student satisfaction in using Edlink and student responses to it, namely, they are satisfied with using Edlink because the learning materials for each meeting are not mixed but are embedded in a particular column for each meeting, and students also say that Edlink is not very helpful in its success. the learning process because it returns to the learning objectives. However, some feel that Edlink is very helpful in the success of a learning process. In line with previous research,(Darwanto & Mar'atun Khasanah, 2021) said that Edlink was very helpful in the learning process.

#### 4. CONCLUSION

Based on the results of the research above, both quantitative and qualitative research results, the researchers concluded that in students' perceptions of the use of Edlink as a medium in online learning, there are very diverse, one of which is, Edlink can be accessed easily if there are no problems with the network because basically this application is an application. those who need the internet, secondly Edlink is very flexible to use both on a smartphone or on a laptop and Edlink can also be used anytime and anywhere but it does not rule out the possibility that Edlink still has shortcomings such as errors in the application or problems in the network.

This research has suggestions. Edlink is effective used by students. The teacher should develop more learning process by some innovations so that students can be quicker to catch the meaning of the material. Students are also advised to make the best use of the learning process in the class and make positive contributions. For the future study, more objects are needed to complete the finding of this study with providing a novel research design.

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