

Al_Ishlah

by Dafhin Fadhlih

Submission date: 30-Jun-2022 06:36AM (UTC-0400)

Submission ID: 1864971159

File name: Al-ISHLAH_Tita_Cardiah.pdf (446.28K)

Word count: 4560

Character count: 25851



Digital Adaptation and Perceptions of Architecture and Interior Design Students on Online Lecture Methods

Tita Cardiah¹, Husna Izzati², Andiyan³, Eliyana Firmansyah⁴

DOI:

Article Info

Keywords:

Architecture, Covid-19, Digital Adaptation, Interior Design, Online Learning

Keywords:

Arsitektur, Covid-19, Adaptasi Digital, Desain Interior, Pembelajaran Online

Abstract

The COVID-19 pandemic has had a significant impact on education, especially learning methods that must be carried out online. The online learning method also applies to Architecture and Interior Design students in the planning and design studio lecture activities, which were initially carried out offline in the studio and now have to be carried out online from their respective homes. Various obstacles faced in architectural and interior planning and design studio lectures require students to adapt virtually and digitally. Visually and digitally, there are many limitations, both from using technological devices to the facilities owned by lecturers and students. The study used a qualitative descriptive method, searching for data through questionnaires with the respondents being students of architecture and interior design. The study results found that the adaptation of online lectures is not only a virtual and digital problem but includes physical and non-physical problems. Virtual and digital transformations affect the process and quality of learning outcomes for architectural and interior planning and design studio courses. Physical adaptation requires supporting facilities in the form of tools and equipment to assist studio lectures. Non-physically is an adaptation to changes in time, patterns and methodologies of learning, behaviour, psychology, and the internet network. Behavioural and psychological adaptations and perceptions need more in-depth research in future studies.

Abstrak

Pandemi COVID-19 berdampak signifikan terhadap dunia pendidikan, terutama metode pembelajaran yang harus dilakukan secara online. Metode pembelajaran online juga berlaku bagi mahasiswa Arsitektur dan Desain Interior dalam kegiatan perkuliahan studio perencanaan dan desain, yang semula dilakukan secara offline di studio dan kini harus dilakukan secara online dari rumah masing-masing. Berbagai kendala yang dihadapi dalam perkuliahan arsitektur dan interior perencanaan dan desain studio menuntut mahasiswa untuk beradaptasi secara virtual dan digital. Secara visual dan digital banyak keterbatasan, baik dari penggunaan perangkat teknologi hingga fasilitas yang dimiliki dosen maupun mahasiswa. Penelitian ini menggunakan metode deskriptif kualitatif, pencarian data melalui kuesioner dengan responden mahasiswa arsitektur dan desain interior. Hasil penelitian menemukan bahwa adaptasi perkuliahan online tidak hanya masalah virtual dan digital tetapi mencakup masalah fisik dan non fisik. Transformasi virtual dan digital mempengaruhi proses dan kualitas hasil belajar untuk kursus studio desain dan perencanaan arsitektur dan interior. Adaptasi fisik memerlukan fasilitas pendukung berupa alat dan perlengkapan untuk membantu perkuliahan studio. Secara non fisik merupakan adaptasi terhadap perubahan waktu, pola dan metodologi pembelajaran, perilaku, psikologi, dan jaringan

internet. Adaptasi dan persepsi perilaku dan psikologis membutuhkan penelitian yang lebih mendalam dalam studi masa depan.

¹ Universitas Telkom, Bandung, Indonesia Email: titacardiah@telkomuniversity.ac.id

^{2,3,4} Universitas Faletehan, Bandung, Indonesia 40266

INTRODUCTION

In the transition from offline to online communication becomes limited because. Digital and online media, such as lecture activities for architecture and interior design students' drawing studio courses, are now required to help everyone cope with the COVID-19 epidemic. Architecture and internal students are not only required to have good drawing skills but are also required to be able to use technology media in the design process. Various software media for the design drawing process require special skills. Digital adaptation for studio courses becomes a big problem when the design guidance process is easily offline on drawing paper. However, online communication becomes limited because it requires digital media, where not all students or lecturers have the supporting devices or facilities. This causes the communication process in assistance to be not optimal. Many things are not appropriately conveyed. There is even the possibility of causing different perceptions between students and lecturers.

There are various perceptions of architecture and interior students towards online learning methods because Each student has a different point of view. Many factors influence students' perceptions, such as where they are located geographically, whether or not they can use digital media and software, whether or not they have easy access to a network, whether or not they have digital media, how well they communicate with teachers, how well they understand students' understanding and how quickly they grasp concepts[1].

Methods

a. Research Method

Studied for their experiences with online lecture methods, as well as their perceptions on digital adaptation.

b. Research Type

As a result of the use of qualitative research, this sort of study results in social studies that concentrate on online learning facts and phenomena[16].

c. Research Approach

It is used object's condition. goal of data collecting is to gather as much information as possible on the topics being studied, while also being as detailed as possible. aims data and detail in light of the issue it is intended to address[17].

d. Data Collection Techniques

Used to gather data for the study of [18]:

- a) With the use of a Google Forms survey, students are asked a series of structured and open-ended questions, which they are free to answer according to their own experiences.
- b) Secondary data is taken via google form to students and research on other data related to the object of the research problem.

e. Research Location and Research Time

PJJ was used to implement a distance learning system (online or networked) on 11 campuses, allowing lecturers to choose from a variety of implementation techniques in the field (Asynchronous).

f. A General Population and a Representative Sample

An investigation's population is the total number of units or pieces that make up the subject of study. The population presentation is represented by the Sample, which larger item. Greg clarifies relevance to the situation at hand by defining it as a single entit [19]. A sample is a subset of a larger population that is being investigated[20].

a. Population

In this qualitative study, students in Architecture and Interior Design from 11 universities, with grades from 2015, 2016, 2017, 2018, 2019, 2020, and 2021, employ the Distance Learning Method or Online to complete studio course work.

b. Sample

Students are subjects of this study. Students in the architecture and interior design programs at these 11 universities (with a total of 121 students between the years 2015 through 2021) are part of the survey.

g. Data Analysis

Collected, grouped, and sorted data from a Google Form to determine which crucial for shared with others as part of the data analysis approach used in this qualitative study.

FINDINGS AND DISCUSSION

It is done synchronously and asynchronously using web services and learning programs. It is done through video conference. Using Zoom or Google Meet, professors and students may connect in real-time. At the moment, asynchronous learning is done using Google Classroom[2]. The usage of prayer mats for just the first two rows indicates that the congregation is still bringing their own mats from home. Prayer rows are arranged in a symmetrical fashion[3].

Pandemic Influence on Lectures

University lecture processes will be affected by the deployment of social distancing. The World Health Organization (WHO) advises against engaging in activities that increase the risk of the transmission of Covid-19, such as peer-to-peer learning. 91 percent of the world's student population is affected by the temporary shutdown of educational facilities in several nations throughout the globe[4]. It is important to note that the Covid-19 pandemic has not prevented the Indonesian Ministry of Education and Culture from continuing to carry out teaching and learning activities using appropriate learning methods, as stated in Circular Letter No. 4, 2020 dated March 24, 2020[5]. order to ensure a seamless operation. In addition, professors must provide engaging, technology-enhanced instructional materials that foster effective communication[6].

It is done synchronously and asynchronously using web services and learning programs. It is done through video conference. Using Zoom or Google Meet, professors and students may connect in real-time. At the moment, asynchronous learning is done using Google Classroom[2]. The usage of prayer mats for just the first two rows indicates that the congregation is still bringing their own mats from home. Prayer rows are arranged in a symmetrical fashion[3].

Digital Adaptation

Virus originated in Wuhan, Hubei Province, China (Covid-19) spreads swiftly globally. The WHO proclaimed a If the Covid-19 epidemic never stops [7]. To prevent infection from spreading, we must quarantine ourselves at home. As a result, not only is schooling impeded, but a wide range of other endeavors as well.

If the Covid-19 epidemic never stops, then all human activities that normally operate face-to-face have altered. The preferred and anticipated medium is digital, and all activities must utilize it. For now, everyone must adopt this new way of life by utilizing numerous apps such as WhatsApp.

Virtual Communication

Communication has defined relationship people in appropriately so that the intended message can be understood[8]. There are five types of communication networks, patterns of human interaction [9], consist of:

1. Pattern of Wheel Interaction

There is a prominent individual in the wheel interaction pattern who serves as a mediator between group members. That's why a group's communication is centered on its leader. So that the leader may openly communicate with all members, this arrangement places him in the center. unable contact directly.

2. Interactions in a Chain

In a chain three persons are only able to speak with one another. An unbroken line of command runs across this pattern.

3. Y. Modes of Communication

As with chain interaction, Y communication networks follow a scheme that is almost identical. Although Y has a central position in the communication chain, it is unable to communicate with all members due to its location in the center of the chain.

4. Communication in a Circle

Persons may communicate people them, which allows for a more dynamic flow of information.

5. Schema for All-Channel Communication

It is possible to communicate with anybody in the All Channel pattern since it contains open channels. No barriers or middlemen prevent information from flowing freely via this design.

Learning Tools That Aren't Traditional

All communication is now done through a computer or other electronic device. The only way to get around school's communication challenges is to use virtual learning. It is impossible to separate virtual learning from the interference. This might be a problem when it comes to learning in the classroom. Learning may be hampered by signal interference in the 3T range, especially in densely populated locations. However, there are a number of steps that must be taken by educators to overcome these difficulties. One of them is the integration of many software programs into a single lesson plan.

Design and Conceptualization Tool for the Web

As a student of architecture, you'll study about the planning and design process[10]. must work together. Students and instructors may work together using a variety of digital media and internet networks to improve their learning outcomes. As a result of the paradigm change approach to education, [13], Collaborative learning environments in which students no longer see professors as the primary source of. Learning a course involves following stages:



Figure 1 Phases of the design process

Studio courses for online learning follow the same design process and phases as those for offline learning in a real studio. It's all done one by one for each kid as they go through the design process. The design drawing process is the foundation of the studio course. Using Google meet media or Zoom meetings to communicate the design process necessitates the use of unique media.

Classes in the studio typically range from three to five credits. Semester Credit Units (SKS) is the abbreviation for SKS. It takes 160 (one hundred sixty) minutes of study every week for one credit to be earned over the semester (50 minutes of face-to-face, 50 minutes of structured assignments and 60 minutes of independent commissions)[11]. Face-to-face activities with lecturers take 250 minutes for a course with five credits; this equates to four and a half hours and 10 minutes. SNIKTI learning principles in Permenristekdikti No. 44 of 2015. The law's message is that universities, professors.

Because of the epidemic, students are forced to study via online interactions, which cannot be compared to face-to-face interactions. With online classes, it is impossible to implement the pattern, in which monitor learning results, As an alternative, studio courses in architecture and interior design are essential. As a result of the studio's workshop design, students will get instruction that emphasizes problem solving in a variety of scenarios[12].

An architect's work is divided into three stages: conceptualizing (conceptualizing), designing (designing), and building (constructing)[12], [13]. The studio learning model, which was originally a workshop, was replaced with the concept of distance learning using electronic media known as e-learning. Positive and negative aspects also accompany the online learning system. Positive elements include electronic media shortening the communication path between students and lecturers. Everyone can look up information at the same time since it is kept in the cloud and can be accessed at any time. This provides a dynamic platform for the support process.

Instructors and students alike have a tendency to overlook course information that is delivered through electronic media, which has severe consequences for the online studio technique. It's not always the case, however. Internet connections can be unstable, not all students and lecturers are adept at using electronic media, and sometimes what lecturers convey is different from what students understand. In other words, it's not always the case that students and lecturers use electronic media

effectively.

Thinking digitally and digitally is a problem in architecture online studios, especially for level 1 and 2 students who don't understand scale, proportion, and other basic design principles[14]. Not all students can translate this digital transformation into their designs. In understanding a site online, students have limitations to survey and see the site directly. Sometimes students think that the existing site and local climatic conditions have been sufficiently analyzed through intuition, even though rationally and intellectually need deeper analysis so that digital transformation goes well. Design students also experience limitations in consulting because the information is so open on the internet. Drawing studio assignments are sometimes equated with online sources so that student creativity decreases. The designer, the student, must be emotionally invested in the process of digitally transforming architectural design drawings. They're claiming that the process of designing is heavily influenced by one's own feelings. Great designs and character are produced by students who are capable of being technologically literate as well as possessing strong sentiments[15].

Students throughout the world are undergoing a cultural transition as a result of the rapid advancement of digital technology. The removal of social categories, limits, and hierarchies is a requirement of social transparency, which is a sign of social change. When moral categories and value measurements no longer constrain and restrict the information network, it becomes transparent and virtual. It's fairly commonplace for individuals caught in the virtual world's communication process to get engrossed medium's methods, making easy to seem to be someone else entirely[21]. During the epidemic, we investigated online lecture rules at a number of universities that offered online classes. This adaption research collected data on students and campuses. Students in the interior architecture and design program are among those teaching online courses, as seen in Figure 1.

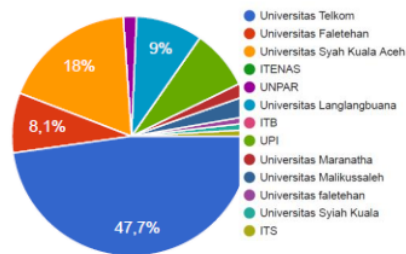


Figure 2 Where Campus Came From

Online Education's Efficiency For the sake of academic study, architecture and interior design students might use virtual communication to stay in touch with one another. It is important to remember that successful learning is characterized by the following characteristics: Active, Complex, Different treatment based on individual pupils and the learning setting. Accurate understanding of the topic, rapid performance, high transfer rate and high retention rate are all critical to efficient learning[22]. Figure 1 shows how many levels of students were surveyed in the study process, which shows the success of surveying students.

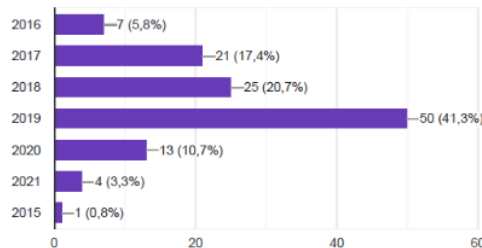


Figure 3 Getting Ready to Start College

A nation with a well-developed education system is also a developed one. PISA is a recognized worldwide evaluation body (Programme for International Student Assessment). For the purpose of evaluating a country's education system, PISA collects data from the country's education sector.

Using information technology to aid best strategy [23]. E-books, e-learning, and other forms of e-learning may all be used to implement this technology. Students' scientific literacy is expected to increase as a result of e-learning[24] pupils will be able to study more consistently[25].

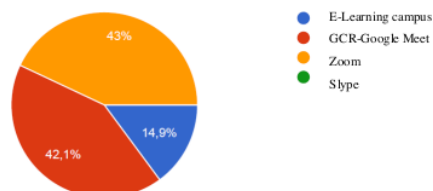


Figure 4 A Learning Management System

The term "media" refers to both textual and audio-visual modes of communication, as well as their equipment. Means of communication or an intermediate are known as media, which is the plural form of the word medium. It's the Latin word for "between," and it refers to all of the things that carry information to the source from the original. As far as Briggs was concerned, any component that aids pupils in their education may be considered a kind of media[26]. For the purposes of this research, an online or offline student survey was undertaken, which is shown in Figure 4:

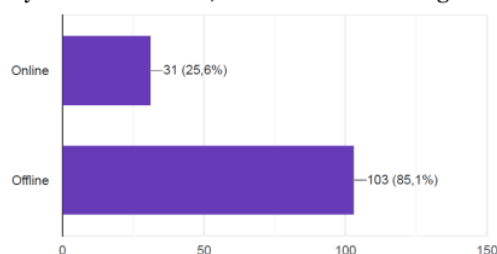


Figure 5 It's a fun way to study in the studio!

Learning media is a vital aspect of the learning process since every lecturer must have a working knowledge of the technology. It's important to remember that teaching and learning (KBM) is a two-way conversation. The media serves as a middleman between the sender and the receiver of the message, delivering messages and information[26]. The survey findings in Figure 5 show challenges with online learning, which is to be expected given the level of technical complexity.

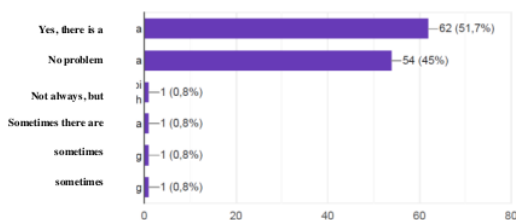


Figure 6 The e-learning platform has restrictions on its usage.

To help students overcome the social challenges of online learning and the resulting consequences

on several parts of family life[27]. There was also a research done on the influence of the pandemic on the educational sector[28], several educational institutions have been forced to close their doors (at least temporarily). Various educational programs disrupted the normal learning process between students and instructors, resulting in a rise in stress for parents and a decline in kids' abilities.

Study [29] Before the epidemic, studies found that face-to-face and distant learning had different outcomes. This demonstrates that studio courses must overcome specific challenges in the administration of online learning.

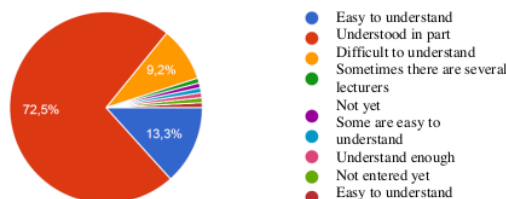


Figure 7 How Studio classes are interpreted by students

Describe the challenges faced by professors[30]. Another obstacle is access to information that is constrained by signals and limited gadget conditions. The boredom of studying during the Covid-19 pandemic is also a problem, as explained[31] For some studio course professors, the lack of variation in the approaches used to help students with tasks is causing pupils to struggle to grasp the subject. The amount of money that the firm would have saved if the project had been completed on time, given the losses it has already incurred[32].

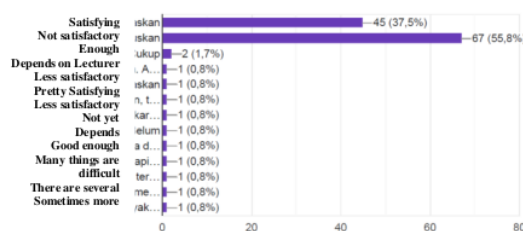


Figure 8 Assistiveness in Online Studio Assignment

Aside from too many duties, too few study partners owing to distance learning, a lack of focus due to looking at a phone or laptop screen for too long, a time constraint and an unsupportive family environment, boredom might result.

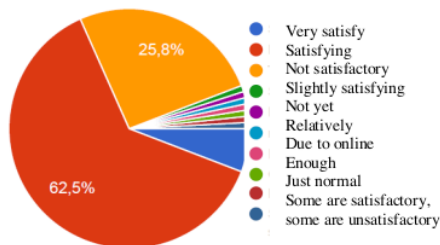


Figure 9 What you may expect from the tasks you do in Online Studio

As noted before and [33], variant is based on how well the instructor is able to use popular platforms like his or her instruction. In addition to using diverse media, it is also important to use distinct task kinds. It's pertinent to what you just said [34] Teachers must be taken seriously while developing online learning techniques that include the right media and methods of instruction.

CONCLUSION

Students, professors, and the parents of students have all been affected by the pandemic ailment that requires online learning. Internet limitations in addition to other restrictions on teaching and learning activities lead to a loss of interest in learning among pupils.

GFrom was used to determine the proportion of students accepted e-learning as an alternate method of learning (1) From campus, the average result of the two indicators was 47.7 % which are in the very high category; (2) Admission to college at an early age with an average of 41.3 percent in the 2019 class (3) platform is 43% in the zoom category; (4) Lecture system with an average score of 85.1% which is in the offline category; (5) Aspects of platform constraints obtained an average value of 51.7% which is in the category of obstacles; (6) understanding of studio courses via online obtained an average value of this variable of 72.5% which is in the category of partial understanding; (7) The quality of the studio course assistance process the average score on this variable was 55.8% which was in the unsatisfactory category; (8) The results of studio course assignments the average score on this variable is 62.5% which is in the satisfactory category.

Students' desire to learn through e-learning is influenced by a number of factors, including their perceptions of the technology's usefulness in their daily activities, its complexity, and the time they have available to use it. Students' perceptions of the technology's usefulness also play a role in their behavior while completing assignments is influenced by these five elements, which encourages them to utilize e-learning on a regular basis.

Google meet, Zoom, and other similar synchronous e-learning applications may be used on campus, and the user interface must be evaluated.

ACKNOWLEDGEMENT

For students from 11 campuses (Telkom University, Faletahan University, Bandung Institute of Technology, Parahyangan Catholic University, Syiah Kuala, National Institute of Technology (ITENAS), Langlangbuana, Indonesian Education University (UPI), Maranatha Christian University, UKM, Surabaya Institute of Technology (ITS) and Malikulsaleh University who filled out the research questionnaires, we are grateful..

REFERENCES

- [1] A. Andiyan, D. Rusmana, Y. Hari, M. Sitorus, Z. Trinova, and M. Surur, "Disruption of IoT in Adapting Online Learning during the Covid-19 Pandemic.," *Int. J. Early Child. Spec. Educ.*, vol. 13, no. 2, pp. 1331–1341, 2021, doi: 10.9756/INT-JECSE/V13I2.211181.
- [2] T. Cardiah, R. Firmansyah, and I. Sudarisman, "The Application of Standard Anthropometry and Furniture Ergonomics Through Sub-District Office Interiors Design in Dayeuhkolot-Bandung District [The Application of Standard Anthropometry and Furniture Ergonomics Through Sub-District Office Interiors Desig,," *Proceeding Community Dev.*, vol. 2, pp. 467–476, 2019.
- [3] T. Cardiah, A. Andiyan, and A. Rahma, "Implementation of Health Protocols at Mosques during the Covid-19 Pandemic in the city of Bukittinggi,," *Rev. Int. Geogr. Educ.*, vol. 11, no. 5, pp. 3765–3771, 2021, doi: 10.48047/rigeo.11.05.260.
- [4] A. Praghlapati, "COVID-19 impact on students,," 2020.
- [5] S. H. D. Hatmo, "Dampak Pandemi Covid-19 Terhadap Efektivitas Pembelajaran Jarak Jauh

- Secara Daring," *Sch. J. Pendidik. dan Kebud.*, vol. 11, no. 2, pp. 115–122, 2021.
- [6] A. N. Rumaksari, "Pembelajaran Daring: Ancaman Perusahaan EdTech Pada Sekolah Ditengah Pandemi Covid-19," *Sch. J. Pendidik. Dan Kebud.*, vol. 11, no. 1, pp. 30–36, 2021.
- [7] D. Cucinotta and M. Vanelli, "WHO declares COVID-19 a pandemic," *Acta Bio Medica Atenei Parm.*, vol. 91, no. 1, p. 157, 2020.
- [8] S. B. Djamarah, *Pola komunikasi orang tua dan anak dalam keluarga (sebuah perspektif pendidikan Islam)*. Rineka Cipta, 2004.
- [9] S. L. Tubbs, "dan Silvia Moss. 2001," *Hum. Commun. Prinsip-prinsip Dasar*.
- [10] I. F. Maharika and U. I. Indonesia, "Merancang Berbasis Kolaborasi : Kajian Kasus Studio di Jurusan Arsitektur Universitas Islam Indonesia," no. April, 2021.
- [11] Kementerian Pendidikan dan Kebudayaan, "Standar Nasional Pendidikan Tinggi tahun 2014," *Stand. Pendidik.*, no. 49, pp. 21–23, 2014.
- [12] S. P. N. Primadewi, N. P. Sueca, N. K. A. Dwijendra, and N. K. A. Siwalatri, "Emerging Architect's Design Method in Designing Tourist Accommodation Case Study: Tourist Accommodation in Ubud, Bali," *Civ. Eng. Archit.*, vol. 9, no. 2, pp. 271–280, 2021.
- [13] G. M. Devins *et al.*, "Illness intrusiveness and quality of life in end-stage renal disease: comparison and stability across treatment modalities.," *Heal. Psychol.*, vol. 9, no. 2, p. 117, 1990.
- [14] D. R. Dini and S. Syamsiah, "Pengaruh Pendekatan Keterampilan Proses Sains Terhadap Hasil Belajar Peserta Didik Kelas VII SMP Negeri 2 Wonomulyo Pada Mata Pelajaran IPA," *Biol. Teach. Learn.*, vol. 4, no. 1, 2021.
- [15] A. W. Purwanti and A. M. Djuha, "Transformasi Musik dalam Bentuk Arsitektur," *NALARs*, vol. 15, no. 2, pp. 149–158, 2016.
- [16] Sugiyono, *Qualitative Quantitative Research Methods and R&B*. Bandung: CV. Alfabeta, 2012.
- [17] A. R. Dewanti, Y. Yusmansyah, and R. Widiastuti, "Hubungan Antara Kepercayaan Diri Dalam Berkomunikasi Dengan Komunikasi Interpersonal," *ALIBKIN (Jurnal Bimbing. Konseling)*, vol. 3, no. 1, 2014.
- [18] L. J. Moleong, *Qualitative Research Methodology*. Yogyakarta: Gadjah Mada University Press, 2007.
- [19] H. B. Zaman *et al.*, *ME: A multimedia based tutoring system for mathematics*. 1998.
- [20] P. S. Djarwanto, "Pokok-Pokok Metode Riset dan bimbingan teknis penulisan skripsi," *Yogyakarta Lib.*, 1990.
- [21] Y. A. Piliang, *Sebuah dunia yang dilipat: Realitas kebudayaan menjelang milenium ketiga dan matinya posmodernisme*. Mizan Pustaka, 1998.
- [22] C. M. Reigeluth, "Educational technology at the crossroads: New mindsets and new directions," *Educ. Technol. Res. Dev.*, vol. 37, no. 1, pp. 67–80, 1989.
- [23] J. Warsihna and J. Warsihna, "Meningkatkan literasi membaca dan menulis dengan teknologi informasi dan komunikasi (TIK)," *J. Kwangsan*, vol. 4, no. 2, pp. 67–80, 2016.
- [24] M. Budiyanto, E. Sudiby, and A. Qosyim, "Pembelajaran Fisika Dasar Menggunakan E-Learning Untuk Meningkatkan Literasi Sains Mahasiswa," *J. Penelit. Pendidik. IPA*, vol. 3, no. 2, pp. 82–86, 2019.
- [25] A. H. Elyas, "The use of e-learning learning models in improving the quality of learning," *War. Dharmawangsa*, no. 56, 2018.
- [26] S. Arief, "Media pendidikan, pengertian, pengembangan, dan pemanfaatannya," *Jakarta PT. Rajagrafindo Persada*, 2009.
- [27] M. Dulkiah, N. Nurmawan, J. A. Rohmana, and A. S. Rahman, "Adaptasi mahasiswa dalam penggunaan media online sebagai dampak wabah Covid-19," *Digit. Libr. UIN Sunan Gunung*

- Djati, 2020.
- [28] R. H. S. Aji, "Dampak COVID-19 pada pendidikan di Indonesia: Sekolah, keterampilan, dan proses pembelajaran," *Salam J. Sos. dan Budaya Syar-i.*(7), vol. 5, pp. 395–402, 2020.
- [29] E. Karwati, "Effect of electronic learning (e-learning) on the quality of student learning," *J. Penelit. Komun.*, vol. 17, no. 1, pp. 41–54, 2014.
- [30] M. Siahaan, "Dampak pandemi Covid-19 terhadap dunia pendidikan," *Dampak Pandemi Covid-19 Terhadap Dunia Pendidik.*, vol. 20, no. 2, 2020.
- [31] R. Pawicara and M. Conilie, "Analisis pembelajaran daring terhadap kejenuhan belajar mahasiswa Tadris Biologi IAIN Jember di tengah pandemi Covid-19," *ALVEOLI J. Pendidik. Biol.*, vol. 1, no. 1, pp. 29–38, 2020.
- [32] Andiyani Andiyani, R. M. Putra, G. D. Rembulan, and H. Tannady, "Construction Project Evaluation Using CPM-Crashing, CPM-PERT and CCPM for Minimize Project Delays," in *Journal of Physics: Conference Series*, 2021, vol. 1933, no. 1, p. 12096.
- [33] A. P. I. Sari and H. Mayrita, "VARIASI PEMBELAJARAN BAHASA INDONESIA MAHASISWA UNIVERSITAS BINA DARMA DI MASA PANDEMI," *J. Ilm. Bina Edukasi*, vol. 13, no. 2, pp. 66–75, 2020.
- [34] T. Intan, N. Ismail, and V. T. Handayani, "Penggunaan Media Pembelajaran Alternatif Sebagai Mitigasi Dan Adaptasi Pada Masa Pandemi Covid-19," *KAIBON ABHINAYA J. Pengabd. Masy.*, vol. 3, no. 2, pp. 73–78, 2021.

ORIGINALITY REPORT

21 %
SIMILARITY INDEX

20 %
INTERNET SOURCES

9 %
PUBLICATIONS

13 %
STUDENT PAPERS

PRIMARY SOURCES

- 1** www.internationaljournalofspecialeducation.com 4%
Internet Source
- 2** www.int-jecse.net 4%
Internet Source
- 3** Submitted to Singapore International School, Vietnam 1%
Student Paper
- 4** Fatmawati Fatmawati, Noni Andriyani, Rika Ningsih. "Digital Literacy: Teachers' Perceptions of Using Google Accounts in the Online Learning Process", AL-ISHLAH: Jurnal Pendidikan, 2021 1%
Publication
- 5** journal.uny.ac.id 1%
Internet Source
- 6** Judith Chrisolita Sangidong, Hindriyanto Dwi Purnomo, Fian Yulio Santoso. "Application of Deep Learning for Early Detection of COVID-19 Using CT-Scan Images", 2021 3rd East 1%

Indonesia Conference on Computer and Information Technology (EIConCIT), 2021

Publication

7	repository.widyakartika.ac.id Internet Source	1 %
8	e-jurnal.lppmunsera.org Internet Source	1 %
9	www.jmir.org Internet Source	1 %
10	123dok.com Internet Source	1 %
11	Submitted to University of Bedfordshire Student Paper	1 %
12	icecrs.umsida.ac.id Internet Source	1 %
13	Titirat Boonchuaychu, Nontawit Cheewaruangroj, Tinnakorn Marlaithong, Kusapon Phetsuwan et al. "CO-link: Bed Allocation System for COVID-19 Patients in Thailand", 2021 2nd International Conference on Big Data Analytics and Practices (IBDAP), 2021 Publication	1 %
14	ojs.unm.ac.id Internet Source	1 %

ejournal.undiksha.ac.id

15	Internet Source	<1 %
16	www.researchgate.net Internet Source	<1 %
17	Nana Sutarna, Reza Muhamad Zaenal, Nanan Abdul Manan. "The effectiveness of E-learning based learning models to improve primary school students' numeracy ability during the Covid-19 pandemic", AIP Publishing, 2021 Publication	<1 %
18	www.atlantispress.com Internet Source	<1 %
19	Submitted to University of Lincoln Student Paper	<1 %
20	www.mdpi.com Internet Source	<1 %
21	www.neliti.com Internet Source	<1 %
22	digilib.uinsgd.ac.id Internet Source	<1 %
23	Jessalyn I. Vallade, Renee Kaufmann, Brandi N. Frisby, Joe C. Martin. "Technology acceptance model: investigating students' intentions toward adoption of immersive 360° videos for public speaking rehearsals", Communication Education, 2020	<1 %

24

architecture.uii.ac.id

Internet Source

<1 %

25

core.ac.uk

Internet Source

<1 %

26

jurnal.fkip.unila.ac.id

Internet Source

<1 %

27

Itsuki Hamamoto, Noriko Shimasaki. "The Importance of Monitoring Viral Respiratory Infections During the COVID-19 Crisis", Journal of Disaster Research, 2022

Publication

<1 %

28

Yeyen Atusman Mangidi, Luh Sukariasih, Vivi Hastuti Rufa Mongkito. "Penerapan Model Pembelajaran Penemuan Berbantuan Simulasi Phet Untuk Meningkatkan Keterampilan Inkuiri Dan Hasil Belajar Peserta Didik Kelas X MIA 1 SMAN 1 Wonggeduku Pada Materi Pokok Gerak Parabola", Jurnal Penelitian Pendidikan Fisika, 2020

Publication

<1 %

29

ejournal.universitasmahendradatta.ac.id

Internet Source

<1 %

30

eprints.upnyk.ac.id

Internet Source

<1 %

31

rgu-repository.worktribe.com

Internet Source

<1 %

32

eudl.eu
Internet Source

<1 %

Exclude quotes Off

Exclude matches Off

Exclude bibliography Off