

## DAFTAR PUSTAKA

- Adijaya, N., & Santosa, L. P. (2018). Persepsi Mahasiswa dalam Pembelajaran Online\* \*Pengembangan teori dari penelitian berjudul “persepsi mahasiswa terhadap materi ajar pada pembelajaran online” yang telah dipublikasi di Jurnal Eduscience Vol. 3/1. *Wanastra: Jurnal Bahasa Dan Sastra*, 10(2), 105–110. <https://doi.org/10.31294/w.v10i2.3931>
- Afzal, M. T., & Fardous, N. (2016). Students’ Preferences of Technology Usage for Their Learning Engagement. *American Journal of Educational Research*, 4(10), 749–751. <https://doi.org/10.12691/education-4-10-7>
- Al Zahrani, E. M., Al Naam, Y. A., AlRabeeah, S. M., Aldossary, D. N., Al-Jamea, L. H., Woodman, A., Shawaheen, M., Altit, O., Quiambao, J. V., Arulanantham, Z. J., & Elsafi, S. H. (2021). E- Learning experience of the medical profession’s college students during COVID-19 pandemic in Saudi Arabia. *BMC Medical Education*, 21(1), 1–11. <https://doi.org/10.1186/s12909-021-02860-z>
- Allen, E. I., & Seaman, J. (2003). *Sizing the opportunity: The quality and extent of online education in the United States, 2002 and 2003*. [https://doi.org/10.1016/s0029-6554\(98\)90035-5](https://doi.org/10.1016/s0029-6554(98)90035-5)
- Allen, I. E., Seaman, J., Straut, T. T., & Poulin, R. (2016). *Online report card: Tracking online education in the United States*. <https://www.bayviewanalytics.com/reports/onlinereportcard.pdf>
- Ally, M. (2004). Foundations of educational planning. *Theory and Practice of Online Learning*, 1977.
- Almaghaslah, D., Ghazwani, M., Alsayari, A., & Khaled, A. (2018). Pharmacy students’ perceptions towards online learning in a Saudi Pharmacy School. *Saudi Pharmaceutical Journal*, 26(5), 617–621. <https://doi.org/10.1016/j.jsps.2018.03.001>
- Almahasees, Z., Mohsen, K., & Amin, M. O. (2021). Faculty’s and Students’

- Perceptions of Online Learning During COVID-19. *Frontiers in Education*, 6(May), 1–10. <https://doi.org/10.3389/feduc.2021.638470>
- Almeida, P., & Mendes, R. (2010). Learning Style Preferences across Disciplines. *The International Journal of Diversity in Organizations, Communities, and Nations: Annual Review*, 10(2), 285–302. <https://doi.org/10.18848/1447-9532/cgp/v10i02/39847>
- Anand, R., Saxena, S., & Saxena, S. (2012). E-Learning and Its Impact on Rural Areas. *International Journal of Modern Education and Computer Science*, 4(5), 46–52. <https://doi.org/10.5815/ijmecs.2012.05.07>
- Ary, Donald; Jacobs, Lucy Cheser; Sorensen, Chris; Razavieh, A. (2010). *Introduction to Research in Education* (8th Editio). Nelson Education.
- Bączek, M., Zagańczyk-Bączek, M., Szpringer, M., Jaroszyński, A., & Woźakowska-Kapłon, B. (2020). *Students' perception of online learning during the COVID-19 pandemic: a survey study of Polish medical students*. 1–14. <https://doi.org/10.21203/rs.3.rs-41178/v1>
- Bakhshialiabad, H., Bakhshi, M., & Hassanshahi, G. (2015). Students' perceptions of the academic learning environment in seven medical sciences courses based on dreem. *Advances in Medical Education and Practice*, 6, 195–203. <https://doi.org/10.2147/AMEP.S60570>
- Bali, S., & Liu, M. C. (2018). Students' perceptions toward online learning and face-to-face learning courses. *Journal of Physics: Conference Series*, 1108(1). <https://doi.org/10.1088/1742-6596/1108/1/012094>
- Becker, L. A. (2000). Effect Size Measure for Two Independent Groups. *Jurnal Effect Size Beeker*, 1993, 3.
- Bin Eid, A., Almutairi, M., Alzahrani, A., Alomair, F., Albinhamad, A., Albarrak, Y., Alzuaki, M., Alyahya, S., & Bin Abdulrahman, K. (2021). Examining learning styles with gender comparison among medical students of a saudi university. *Advances in Medical Education and Practice*, 12, 309–318.

<https://doi.org/10.2147/AMEP.S295058>

Castelli, F. R., & Sarvary, M. A. (2021). Why students do not turn on their video cameras during online classes and an equitable and inclusive plan to encourage them to do so. *Ecology and Evolution*, 11(8), 3565–3576. <https://doi.org/10.1002/ece3.7123>

Chan, M. M. K., Yu, D. S. F., Lam, V. S. F., & Wong, J. Y. H. (2020). Online clinical training in the COVID-19 pandemic. *Clinical Teacher*, 17(4), 445–446. <https://doi.org/10.1111/tct.13218>

Chiu, C. M., Chiu, C. S., & Chang, H. C. (2020). Examining the integrated influence of fairness and quality on learners' satisfaction and Web-based learning continuance intention. *Information Systems Journal*, 17(3), 271–287. <https://doi.org/10.1111/j.1365-2575.2007.00238.x>

Chou, P., & Chen, W. (2010). Chinese Students' Perceptions of Online Learning in Western Discussion Boards: A Cultural Perspective. *International Journal of Instructional Technology and Distance Learning*, 7(2), 35–47.

Cohen, J. (1988). *STATISTICAL POWER ANALYSIS for the BEHAVIORAL SCIENCES* (2nd ed). Lawrence Erlbaum Associates.

Day, J., & Verbiest, C. (2021). Lights, Camera, Action? A Reflection of Utilizing Web Cameras during Synchronous Learning in Teacher Education. *ERIC (Education Resources Information Center)*, 1, 1–19.

Denis, K., & Simon, W. (2019). Students' perceptions about a distance learning programme: A case of the open, distance and E-learning programme at Kyambogo University, Uganda. *International Journal of Advance Research*, 5(1), 388–394. <https://www.ijariit.com/manuscript/students-perceptions-about-a-distance-learning-programme-a-case-of-the-open-distance-and-e-learning-programme-at-kyambogo-university-uganda/>

DIKTI. (2012). *Undang-Undang Republik Indonesia Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi*.

- Direktur Kemitraan, Alumni, dan U. I. (2020). *Gathering Untuk Mahasiswa Internasional UGM. May.*
- Fedynich, L., Bradley, K. S., & Bradley, J. (2015). Graduate students' perceptions of online learning. *Research in Higher Education Journal*, 27(27), 1–13.
- Fortune, M. F., Spielman, M., & Pangelinan, D. T. (2011). Students' Perceptions of Online or Face-to-Face Learning and Social Media in Hospitality, Recreation and Tourism. *MERLOT Journal of Online Learning and Teaching*, 7(1), 1–16.
- Franklin, G., Martin, C., Ruszaj, M., Matin, M., Kataria, A., Hu, J., Brickman, A., & Elkin, P. L. (2021). How the COVID-19 pandemic impacted medical education during the last year of medical school: A class survey. *Life*, 11(4), 1–17. <https://doi.org/10.3390/life11040294>
- Genn, J. M. (2001). AMEE Medical Education Guide No. 23 (Part 2): Curriculum, environment, climate, quality and change in medical education - A unifying perspective. *Medical Teacher*, 23(5), 445–454. <https://doi.org/10.1080/01421590120075661>
- Ghaderizefreh, S., & Hoover, M. L. (2018). Student Satisfaction with Online Learning in a Blended Course. *International Journal for Digital Society*, 9(3), 1393–1398. <https://doi.org/10.20533/ijds.2040.2570.2018.0172>
- Gherheş, V., Şimon, S., & Para, I. (2021). Analysing students' reasons for keeping their webcams on or off during online classes. *Sustainability (Switzerland)*, 13(6). <https://doi.org/10.3390/su13063203>
- Ghofur, A. (2008). Pengaruh Suasana Akademik terhadap Prestasi Belajar Bahasa Asing Mahasiswa Jurusan Bahasa Asing FBS UNIMED. *Jurnal Bahasa, Sastra Dan Seni Budaya Fakultas Bahasa Dan Seni Fakultas Bahasa Dan Seni Universitas Negeri Medan*, 17(I).
- Harandi, S. R. (2015). Effects of e-learning on Students' Motivation. *Procedia - Social and Behavioral Sciences*, 181, 423–430.

<https://doi.org/10.1016/j.sbspro.2015.04.905>

Harden, R. M. (2001). The learning environment and the curriculum. *Medical Teacher*, 23(4), 335–336. <https://doi.org/10.1080/01421590120063321>

Hundekari, J., Mittal, R., Wasnik, S., & Kot, L. (2020). Perception of Equivalence Between Online and Face-to-face Academic Activities by Undergraduate Medical Students During COVID-19 Pandemic. *International Journal of Scientific Research in Dental and Medical Sciences*, 2(4), 115–120. [www.ijserdms.com](http://www.ijserdms.com)

Idon, P. I., Suleiman, I. K., & Olasoji, H. O. (2015). Students' Perceptions of the Educational Environment in a New Dental School in Northern Nigeria. *Journal of Education and Practice*, 6(8), 139–148.

Iesa, M., & Abdelrahman, M. (2020). Medical students' perception of their education and training to cope with future market trends. *Advances in Medical Education and Practice*, 11, 237–243. <https://doi.org/10.2147/AMEP.S233494>

Kemdikbud RI. (2020). Surat Edaran Kementrian dan Kebudayaan Republik Indonesia No. 36962/MPK.A/HK/2020 Tentang Pembelajaran secara Daring dan Bekerja dari Rumah untuk Mencegah Penyebaran COVID19. [Http://Kemdikbud.Go.Id/](http://Kemdikbud.Go.Id/), Mei. <http://kemdikbud.go.id/main/?lang=id>

Kim, K. J., & Frick, T. (2011). Changes in student motivation during online learning. *Journal of Educational Computing Research*, 44(1), 1–23. <https://doi.org/10.2190/EC.44.1.a>

Kozar, O. (2016). Perceptions of webcam use by experienced online teachers and learners: a seeming disconnect between research and practice. *Computer Assisted Language Learning*, 29(4), 779–789. <https://doi.org/10.1080/09588221.2015.1061021>

Lathrop, A. (2011). *Impact of Student Motivation in Online Learning Activities*. <https://digitalcommons.unl.edu/agronhortdiss/24>

- Limbong, A. (2020). Pengaruh Model Pembelajaran Daring Akibat Pandemi Covid-19 Terhadap Prestasi Belajar Mahasiswa UNAI pada Semester Genap 2019/2020. *TeIKa*, 10(2), 161–168. <https://doi.org/10.36342/teika.v10i2.2386>
- Mayya, S. S., & Roff, S. (2004). Students' perceptions of educational environment: A comparison of academic achievers and under-achievers at Kasturba Medical College, India. *Education for Health*, 17(3), 280–291. <https://doi.org/10.1080/13576280400002445>
- Muthuprasad, T., Aiswarya, S., Aditya, K. S., & Jha, G. K. (2021). Students' perception and preference for online education in India during COVID -19 pandemic. *Social Sciences & Humanities Open*, 3(1), 100101. <https://doi.org/10.1016/j.ssaho.2020.100101>
- Napitupulu, R. M. (2020). Dampak pandemi Covid-19 terhadap kepuasan pembelajaran jarak jauh. *Jurnal Inovasi Teknologi Pendidikan*, 7(1), 23–33. <https://doi.org/10.21831/jitp.v7i1.32771>
- Neo, M. (2004). Cooperative learning on the web: A group based, student centred learning experience in the Malaysian classroom. *Australasian Journal of Educational Technology*, 20(2), 171–190. <https://doi.org/10.14742/ajet.1358>
- Nguyen, T. (2015). The Effectiveness of Online Learning: Beyond No Significant Difference and Future Horizons. *MERLOT Journal of Online Learning and Teaching*, 11(2), 309–319.
- Payne, L. K. (2013). Comparison of students' perceptions of educational environment in traditional vs. accelerated second degree BSN programs. *Nurse Education Today*, 33(11), 1388–1392. <https://doi.org/10.1016/j.nedt.2012.11.003>
- Rajab, M. H., & Soheib, M. (2021). Privacy Concerns Over the Use of Webcams in Online Medical Education During the COVID-19 Pandemic. *Cureus*, 13(2), 2–9. <https://doi.org/10.7759/cureus.13536>

- Robbins, S. P., & Judge, T. A. (2013). *Organizational Behavior* (15th ed.). Pearson Education.
- Roff, S., & McAleer, S. (2001). What is educational climate? *Medical Teacher*, 23(4), 333–334. <https://doi.org/10.1080/01421590120063312>
- Rojabi, A. R. (2020). Exploring EFL Students' Perception of Online Learning via Microsoft Teams: University Level in Indonesia. *English Language Teaching Educational Journal*, 3(2), 163. <https://doi.org/10.12928/eltej.v3i2.2349>
- Roswati. (2018). *the Correlation Between Learning Styles and Learning Achievement*. 4(1), 77–84. [uin-suska.ac-id](http://uin-suska.ac-id)
- Sankar, L., & S. Sankar, C. (2010). Comparing the Effectiveness of Face-to-Face and Online Training on Teacher Knowledge and Confidence. *Proceedings of the 2010 InSITE Conference, 2001*, 667–691. <https://doi.org/10.28945/1282>
- Suadi, S. (2021). Students' Perceptions of the Use of Zoom and Whatsapp in Elt Amidst Covid19 Pandemic. *SALEE: Study of Applied Linguistics and English Education*, 2(01 SE-Articles), 51–64. <https://doi.org/10.35961/salee.v2i01.212>
- Sunkad, M. A., Javali, S., Shivapur, Y., & Wantamutte, A. (2015). Health sciences students' perception of the educational environment of KLE University, India as measured with the Dundee Ready Educational Environment Measure (DREEM). *Journal of Educational Evaluation for Health Professions*, 12, 37. <https://doi.org/10.3352/jeehp.2015.12.37>
- The Executive Council WFME. (2012). Global Standards for Basic Medical education The 2012 Revision. *World Federation for Medical Education*, 46. <http://wfme.org/standards/bme/78-new-version-2012-quality-improvement-in-basic-medical-education-english/file>
- Tompodung, L. M. (2017). Persepsi mahasiswa terhadap lingkungan pembelajaran di Universitas Sam Ratulangi Manado. *Jurnal E-Biomedik*,



5(2). <https://doi.org/10.35790/ebm.5.2.2017.17072>

Trinidad, S., Aldridge, J., & Fraser, B. (2005). Development, validation and use of the Online Learning Environment Survey. *Australasian Journal of Educational Technology*, 21(1), 60–81. <https://doi.org/10.14742/ajet.1343>

UNISA. (2020). Surat Edaran Rektor Universitas 'Aisyiyah Yogyakarta (UNISA) tentang Kewaspadaan Penyebaran COVID-19. *Narratives of Therapists' Lives*, 2. [unisayogya.ac.id](http://unisayogya.ac.id)

Villanueva, E. W., Meissner, H., & Walters, R. W. (2021). Medical Student Perceptions of the Learning Environment, Quality of Life, and the School of Medicine's Response to the COVID-19 Pandemic: A Single Institution Perspective. *Medical Science Educator*, 31(2), 589–598. <https://doi.org/10.1007/s40670-021-01223-z>

Volery, T., & Lord, D. (2000). Critical success factors in online education. *International Journal of Educational Management*, 14(5), 216–223. <https://doi.org/10.1108/09513540010344731>

Wardani, S. F. P. (2020). Midwifery students' perception on learning facilities and their motivation to learn. *International Journal of Health Science and Technology*, 1(3), 20–25. <https://doi.org/10.31101/ijhst.v1i3.1205>

Wayne, S. J., Fortner, S. A., Kitzes, J. A., Timm, C., & Kalishman, S. (2013). Cause or effect? The relationship between student perception of the medical school learning environment and academic performance on USMLE Step 1. *Medical Teacher*, 35(5), 376–380. <https://doi.org/10.3109/0142159X.2013.769678>

Yee, R. (2013). Perceptions of Online Learning in an Australian University: An International Students' (Asian Region) Perspective – Quality of Learning. *International Journal of E-Education, e-Business, e-Management and e-Learning*, 3(2). <https://doi.org/10.7763/ijeeee.2013.v3.206>

Yu, Z. (2021). The effects of gender, educational level, and personality on online



learning outcomes during the COVID-19 pandemic. *International Journal of Educational Technology in Higher Education*, 18(1).  
<https://doi.org/10.1186/s41239-021-00252-3>

Yuzulia, I. (2021). The Challenges of Online Learning during Pandemic: Students' Voice. *Wanastra: Jurnal Bahasa Dan Sastra*, 13(1), 08–12.  
<https://doi.org/10.31294/w.v13i1.9759>

Zhafira, N. H., Ertika, Y., & Chairiyaton. (2020). Persepsi Mahasiswa Terhadap Perkuliahan Daring Sebagai Sarana Pembelajaran Selama Masa Karantina Covid-19. *Jurnal Bisnis Dan Kajian Strategi Manajemen*, 4, 37–45.

Zhao, F. (2003). Enhancing the quality of online higher education through measurement. *Quality Assurance in Education*, 11(4), 214–221.  
<https://doi.org/10.1108/09684880310501395>