

DAFTAR PUSTAKA

- Aguilar, O. G., & Perez, A. B. D. (2021, Juni 23). Integration model for collaborative learning in Covid-19 times: Validation of the Constructivist On-Line Learning Environment Survey (COLLES). *Iberian Conference on Information Systems and Technologies, CISTI*. <https://doi.org/10.23919/CISTI52073.2021.9476272>
- Amiti, F. (2020). SYNCHRONOUS AND ASYNCHRONOUS E-LEARNING. *European Journal of Open Education and E-learning Studies*, 5(2). <https://doi.org/10.46827/ejoe.v5i2.3313>
- Anonim. (2006). *PERATURAN FAKULTAS FARMASI UNIVERSITAS GADJAH MADA*.
- Anonim. (2017). *Kurikulum S1 Farmasi UGM 2017*.
- Anonim. (2020). *Infografis: Pembelajaran Daring Bagi Mahasiswa*.
- Azhari, F. A., Jasmi, N. N., Abd Wahab, M. S., Mohd Jofry, S., Lee, K. S., & Ming, L. C. (2020). Students' Perceptions about Social Constructivist Learning Environment in E-learning. *Indian Journal of Pharmaceutical Education and Research*, 54(2), 271–278. <https://doi.org/10.5530/ijper.54.2.31>
- Banayo, A., & Barleta, C. J. (2022). Online Education as an Active Learning Environment in the New Normal. *International Journal of Educational Management and Development Studies*, 2(4), 72–96. <https://doi.org/10.53378/352078>
- Bestiantono, D. S., Agustina, P. Z. R., & Cheng, T.-H. (2020). *Studies in Learning and Teaching Studies in Learning and Teaching How Students' Perspectives about Online Learning Amid the COVID-19 Pandemic?* 1(3), 133–139. <https://doi.org/10.46627/silet>
- Bloemert, J., Paran, A., Jansen, E., & van de Grift, W. (2019). Students' perspective on the benefits of EFL literature education. *Language Learning Journal*, 47(3), 371–384. <https://doi.org/10.1080/09571736.2017.1298149>
- Caridà, A., Colurcio, M., Altimari, A., & Melia, M. (2021). Online Classes: Lessons Learned During the Pandemic. *Lecture Notes in Networks and Systems*, 269, 287–298. https://doi.org/10.1007/978-3-030-80000-0_34
- Clayton, J. F. (2007a). *Development and Validation of an Instrument for Assessing Online Learning Environments in Tertiary Education: The Online Learning Environment Survey (OLLES)*.
- Clayton, J. F. (2007b). *Development and Validation of an Instrument for Assessing Online Learning Environments in Tertiary Education: The Online Learning Environment Survey (OLLES)*.
- Cragg, C. E., Edwards, N., Zhao, Y., Song, L. X., & Zou, D. H. (2003). Integrating web-based technology into distance education for nurses in China. *Computers, Informatics, Nursing*, 21(5), 265–274.

- Cucinotta, D. , V. M. (2020). WHO Declares Covid-19 a Pandemic. *Acta Biomed*, 91(1), 157–160.
- Daniel, S. J. (2020). Education and the COVID-19 pandemic. *Prospects*, 49(1–2), 91–96. <https://doi.org/10.1007/s11125-020-09464-3>
- Do, H. N., Do, B. N., & Nguyen, M. H. (2023). 3How do constructivism learning environments generate better motivation and learning strategies? The Design Science Approach. *Heliyon*, 9(12). <https://doi.org/10.1016/j.heliyon.2023.e22862>
- Gutiérrez-Aguilar, O., Duche-Pérez, A., & Turpo-Gebera, O. (2022). Affective Support Mediated by an On-Line Constructivist Environment in Times of Covid-19. *Smart Innovation, Systems and Technologies*, 259 *SIST*, 458–468. https://doi.org/10.1007/978-981-16-5792-4_45
- Herrin, D. (2001). E-learning directions for nurses in executive practice. *Journal of Nursing Administration*, 31(1), 5–6.
- Kretchman-Grande, J. (2018). *Re-Assessing Assessment: Implementing Constructivist Testing With New And Existing Curriculum*. https://digitalcommons.hamline.edu/hse_cp/224
- Mailizar, M., Almanthari, A., Maulina, S., & Bruce, S. (2020). Secondary School Mathematics Teachers' Views on E-learning Implementation Barriers during the COVID-19 Pandemic: The Case of Indonesia. *Eurasia Journal of Mathematics, Science and Technology Education*, 16(7), em1860. <https://doi.org/10.29333/ejmste/8240>
- Mick, C. S., & Middlebrook, G. (2020). Chapter 3. Asynchronous and Synchronous Modalities. Dalam *Foundational Practices of Online Writing Instruction* (hlm. 129–148). The WAC Clearinghouse and Parlor Press. <https://doi.org/10.37514/per-b.2015.0650.2.03>
- Nguyen, V. A. (2017). The Impact of Online Learning Activities on Student Learning Outcome in Blended Learning Course. Dalam *Journal of Information and Knowledge Management* (Vol. 16, Nomor 4). World Scientific Publishing Co. Pte Ltd. <https://doi.org/10.1142/S021964921750040X>
- Nugroho, A. E., Perwitasari, D. A., Athiyah, U., Tjahjono, D. H., Diantini, A., Syukri, Y., Kumala, S., & Sulisworo, D. (2024). Does on-line learning affect to achieve the minimal competencies of entry level pharmacists in Indonesia? *Journal of Advanced Pharmacy Education and Research*, 14(1), 21–25. <https://doi.org/10.51847/4LYHvUyQNq>
- Olinda, R. S., Elizabeth, R. T., Anne-Wray, C., & Todd, D. (2001). Use of and satisfaction with a browser-based nurse teaching tool in a surgical intensive care unit. *Computer in Nursing*, 19(2), 82–86.
- Osborne, R., & Freyberg, P. (1985). *Learning in Science: The Implications of Children's Science*. Heinemann.

- Perveen, A. (2016). Synchronous and Asynchronous E-Language Learning: A Case Study of Virtual University of Pakistan. *Open Praxis*, 8(1), 21. <https://doi.org/10.5944/openpraxis.8.1.212>
- Rosenlund, C. H., & Damark-Bembenek, B. (1999). Assessing the effectiveness of an online program. *Nurse Educator*, 24(1), 5–6.
- Salim, M. (2023). Inovasi Pembelajaran Daring Pasca Pandemi Covid-19. *Jurnal Ilmiah Profesi Pendidikan*, 8(4), 2621–2625.
- Sarker, R., Roknuzzaman, A. S. M., Hossain, M. J., Bhuiyan, M. A., & Islam, M. R. (2023). The WHO declares COVID-19 is no longer a public health emergency of international concern: benefits, challenges, and necessary precautions to come back to normal life. *International journal of surgery (London, England)*, 109(9), 2851–2852. <https://doi.org/10.1097/JS9.0000000000000513>
- Siedlecki, S. L. (2020). Understanding Descriptive Research Designs and Methods. *Clinical Nurse Specialist*, 34(1), 8–12. <https://doi.org/10.1097/NUR.0000000000000493>
- Sit, J. W. H., Chung, J. W. Y., Chow, M. C. M., & Wong, T. K. S. (2005). Experiences of online learning: Students' perspective. *Nurse Education Today*, 25(2), 140–147. <https://doi.org/10.1016/j.nedt.2004.11.004>
- Skylar, A. A. (2009). A Comparison of Asynchronous Online Text-Based Lectures and Synchronous Interactive Web Conferencing Lectures. Dalam *Ashley Ann Skylar* (Vol. 69, Nomor 2).
- Taylor, P., & Maor, D. (2000). *Assessing the efficacy of online teaching with the Constructivist On-Line Learning Environment Survey*. <http://lsn.curtin.edu.au/tlf/tlf2000/taylor.html>[23/05/2012]
- Treagust, D., Duit, D., & Fraser, B. (1996). *Improving Teaching and Learning in Science and Mathematics*. Teachers College Press.
- Yen, S. C., Lo, Y., Lee, A., & Enriquez, J. M. (2018). Learning online, offline, and in-between: comparing student academic outcomes and course satisfaction in face-to-face, online, and blended teaching modalities. *Education and Information Technologies*, 23(5), 2141–2153. <https://doi.org/10.1007/s10639-018-9707-5>