

Students' Perception on Online Learning Media and Self-efficacy during Covid 19 toward English Learning Achievement

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Abstract: The research aims at finding out the effects of students' perception on learning media and self-efficacy towards English learning achievement at Senior High Schools in Depok, finding out the effect of students' perception on learning media towards English learning achievement at Senior High Schools in Depok, and finding out the effect of students' self-efficacy towards English learning achievement at Senior High School Students in Depok. This study used survey approach. The population of the study is 530 students, and the sample is 100 students. The analysis uses t test and F test. Based on data analysis, it is found that there is a significant effect of students' perception on learning media (X1) and self-efficacy jointly towards English learning achievement with Sig. (0,000) > 0,05 and F-value 1,521, Students' Perception on learning media has a significant effect on English Learning Achievement with the value of sig is 0.018 <0.05 and the t-count value 1.240, and Self-Efficacy has a significant effect towards English learning achievement with the value of sig is 0.087 <0.05 and the t-count 1.330.

Key Words: perception on learning media; self-efficacy; English learning achievement

Introduction

In the new era of the 21st century where a lot of information entering our country is inevitable, the need for mastery of English becomes very important. Having good English skills, one can absorb information that is considered important. This information is mostly in English, the world's most popular language. Despite the importance of English, the students seem to have difficulty in learning English. Student achievement in English is low overall. This can happen due to several factors. One of the factors that affect student achievement is their confidence and belief in their abilities or self-efficacy. It can be said that how a learner feels will most likely influence how he thinks and can even determine whether he continues or ends the learning process.

Perception is an individual's view of other people who play a role in his life and can be one of the determining factors for success, which also applies to students (Corbin et al., 2020). Numerous researches have been conducted on the effects of students' perception to learning achievements. For example, Syamsu Yusuf (2020), Jenna Tudor (2015), and Licorish, S.A., Owen, H.E., Daniel, B. et al. (2018) conducted the same study which focus on the correlation of students' perception to their learning achievement. However, started in march 2020 when covid 19 hit the world, all the students and teachers/ lecturers are forced to have the online learning from home. This study will try to fill in this gap. This study will look into the perception on online learning media during the covid 19 pandemic.



Another factor affecting students' achievement is their confidence and belief in their abilities or self-efficacy. Self-efficacy means belief in one's ability to organize and carry out the actions needed to produce certain achievements (Bandura, 1997). It means, the level of confidence that students have to perform certain tasks, action activities.

Collins in Ghufuron (2013: 22) argues that the level of competence of students who have high self-efficacy shows better learning achievement than students who have low self-efficacy. This is in line with research conducted by Muklis, et al (2016: 417) which states that self-efficacy has a positive effect on student achievement.

Many investigations have been carried out on self-efficacy influences in learning achievement (Lasmita Sihaloho et al, 2018; Yilmaz, 2016; Kitikanan and Sasimonton, 2017; Mukhlis & Sanhadi, 2016; Meera & Jumana, 2015, and Shen, et al, 2013). They believe that self-efficacy plays a big role in academic achievement. However, the previous studies mentioned mostly analyze self-efficacy on learning achievement, but have not touched other aspects of influence. The influence in this case of course the students' self-efficacy during the covid 19 pandemic. Larsen-Freeman and Anderson (2011) argue that technology provides teaching resources and brings learning experiences to the learner's world. Through the use of technology, many authentic materials can be provided to learners and they can be motivated in learning the language. Furthermore, Gilakjani (2017) supports the view that language teaching methods based on online-based learning and with the support of the application of technology help learners learn based on their interests. However, there is no research that discusses the relationship between students' perceptions of online learning media and students' self-efficacy on student achievement. Therefore, this study aims at finding out the effects of students' perception on learning media and self-efficacy towards English learning achievement at Senior High Schools in Depok, finding out the effect of students' perception on learning media towards English learning achievement at Senior High Schools in Depok, and finding out the effect of students' self-efficacy towards English learning achievement at Senior High School Students in Depok

Perception

The Nature of Perception

In general sense, perception is demarcated by Longman Dictionary of Contemporary English as “a) the way you think about something and your idea of what it is like; b) the way that you notice things with your senses of sight, hearing etc.; c) the natural ability to understand or notice things quickly.” In philosophy, psychology, and cognitive science, perception is the process of attaining awareness or understanding of sensory information. The word “perception” comes from the Latin words *perceptio*, *percipio*, and means “receiving, collecting, action of taking possession, and apprehension with the mind or senses.”

Perception is an individual's view of other people who play a role in his life and can be one of the determining factors for success, which also applies to students (Corbin et al., 2020). It is indicated that if the individual has a good view of something or other people, it will also benefit him/herself. Perception can also be considered an individual's interpretation of something (Amir et al., 2020).

Based on the explanation above, the author defines perception as interpretation of sensory information to receive and on previous knowledge and experience. Perception is the result of interaction between the outside worlds of the individual with the experience of an individual who has been internalized with the sensory system.

Factors Affecting Perception

Walgito (2010: 89-90) suggests there are several factors that play a role in the perception as follow:



1) Objects perceived

The object generates a stimulus that concerns the sense device or receptor. Stimulus may come from outside the perceiving individual, but can also come from within the individual concerned directly concerning the receiving nerve that acts as a receptor.

2) The sense, nerve, and central nervous system

Sensory or receptor devices are tools for receiving stimuli. In addition, there must also be a sensory nerve as a means to forward the stimulus that receives the receptor to the central nervous system, the brain as the center of consciousness.

3) Attention

Attention is the concentration or concentration of all activities an individual addressed to something or a set of objects. So, it can be concluded that the factors that influence the perception of individuals divided into two internal factors and external factors.

The process of perception

The process of perception is a two-way event that is as a result of action and reaction. The basic principles of the perception according to Slameto (2010).are as follow:

1. Perception is relative rather than absolute
2. Perception is selective
3. Perception it has order
4. Perception is influence by the hope and readiness (receiving stimulation).
5. Perception of a person or group may be much different from the perceptions of another person or group even if the situation is the same

Further, Thoha as cited in Sri Hermuningsih Kristi Wardani (2016) stated that the process of the formation of perception individual to the task is:

1). The Stimulus or Stimulation

The early stages of the occurrence of perceptions someone is exposed to a stimulus/arousal based on sensing the immediate and present from its environment.

2). Registration

The registration process is a symptom that appears is the mechanism the physical form of sensing and neural influences which have someone. In this process, individuals seeing and hearing information sent to the individual itself then sign-up information is seen or heard by the individual.

3) Interpretation

The process of interpretation depends on the way the deepening (learning), motivation and personality of a person. The same information received by individuals with one another, not necessarily any interpretation the same.

4) Feedback

Feedback can be influenced by the individual's perception of itself.

Learning Media

The Nature of Online Learning

Online Learning Media according to Bartley and Golek as cited in Tuan Nguyen (2015) stated “online learning is a form of distance learning or distance education...” (p. 309). According to Hartley as cited in Setyoningsih (2015:40), she stated that “online learning is the type of learning and teaching that allows the delivery of teaching materials to students by using the internet media or computer network”.

Forms and Types of Online Learning



According to Wahono as cited in Rossyatawati (2018:9), there are two kinds or technique of delivering online learning such as synchronous learning and asynchronous learning. Generally speaking, synchronous learning is a learning activity carried out by the teacher with students at the same time, thus enabling direct teacher-centered learning (Pakpahan and Fitriani, 2020). So, it can be concluded that in the synchronous classroom, among students, students and teacher can interact each other through instant message, chat, audio, video, and others. On the other hand, asynchronous is the opposite of synchronous. Asynchronous is a learning activity carried out by teachers with students at different times, where teaching materials that have been distributed by the teacher can be accessed by students whenever and wherever they are (Sadikin and Hamidah, 2020).

Factors Influencing Students' Online Learning Experiences

Esra Mese and Cigdem Sevilen (2021) stated that two major factors affecting students' online learning experiences are motivation and instructors' lack of online teaching experience. In their study, they stated that gamification of the learning process can increase the students' motivation. Another study on this done by Maheswari (2021) who indicated that the internet's stability and speed was considered the top factor impacting students' learning experience with online learning.

So, it can be concluded that several factors influencing students' online learning experiences are; motivation, instructors' lack of online teaching experience, internet's stability and speed, the support and the quality of the course, perception and self-efficacy.

Students' Perception on Online Learning

Balog, A., & Pribeanu, C. (2010) and Khalid (2014) stated that perception is one of the factors that influence online learning. Further, Oye, A.Iahad, Madar, & Ab.Rahim (2012) stated that positive perception on online learning use is crucial. These perception on Online learning are mostly affected by the burden of internet quota, difficulties in internet access, difficulty communicating with lecturers, difficulty doing and collecting assignments, and unpreparedness of students in participating in online learning.

Self-Efficacy

The Nature of Self-Efficacy

Bandura as cited in Betoret, et al. (2017) defined self-efficacy as "an individual's belief in his or her own ability to organize and implement action to produce the desired achievements and results" (p. 1). It refers to an individual's belief about their performance of a particular task. Another definition is given by Engko as cited in Kaseger (2013) states that "self-efficacy is a person's belief about their chances of successfully achieving a certain task. Self-efficacy can be said to be a personal factor that distinguishes each individual and changes in self-efficacy can lead to behavioral changes, especially in completing tasks and goals".

The Dimension of Self-Efficacy

Bandura (1997) states that there are 3 (three) dimension of self-efficacy. They are Level, Generality and Strength. Self-efficacy can be seen through three dimensions as follow:

1. Magnitude or Level (the Level of Task Difficulty)

This dimension is related to difficulty level of tasks given. Individual's acceptance and belief towards given tasks will be various. Someone considers that the task is easy but the others consider that it is difficult

2. Generality (Experience Function)

This dimension is related to individual's mastery towards correlated field. Individual with high level of self-efficacy is able to master some fields in the same time to finish a task. Individual having low level of self-efficacy will master less field areas needed to finish the task.

3. Strength (Strength's Belief)

This dimension emphasizes an individual's belief strength level. How much individuals believe to themselves to be able doing something.

English Learning Achievement

English Language Learning

Schunk (2012:3) defined learning as a process that results in long-lasting behavioral change, which from practice or other forms of experience naturally produces a variety of behaviors in certain ways and in certain capacities. He then further argues that student learning begins with the knowledge and skills brought to the situation, which are developed and refined as one of the learning functions.

English language achievement

After finishing the teaching and learning process, it is expected to know how far the students master the given material and achieves the instructional objectives. It is also in English teaching and learning process. Test or evaluations are needed to measure how far the students master the material. In general, students will try to achieve success in learning English. Most of them consider that English is very important that is examined in final test and their success in the final test will determine their future education opportunities.

From the explanation above the author concludes that achievement is the effort and skills of students in the field of study as a result of special teaching or learning. The result that student reaches are in the learning process within a certain period and is reflected in symbols, numbers, letters, or sentences. Achievements relating to this research are the results of learning scores, student book reports in English lessons.

Method

This study uses a survey method with correlational techniques. This study includes two independent variables, namely students' perceptions of online learning media and self-efficacy. And one dependent variable is the students' English learning achievement. Research on this method is research by knowing the effect of one independent variable on one dependent variable (bivariate) or the effect of more than two variables on one dependent variable (multivariate) based on simple regression analysis and multiple regression. The variables studied used three variables consisting of independent variables, namely students' perceptions of online learning media (X1) and self-efficacy (X2), while the dependent variable was English learning achievement (Y). This method was chosen according to the research objectives and the researcher wanted to find out how the influence between student perception variables on online learning media on English learning achievement, how the influence between self-efficacy variables on English learning achievement, how the influence between students' perception variables on online learning media and self-efficacy variables on learning achievement in English together, and how the contribution of lifestyle variables and learning motivation variables on learning achievement in mathematics. The following is an influence research design:

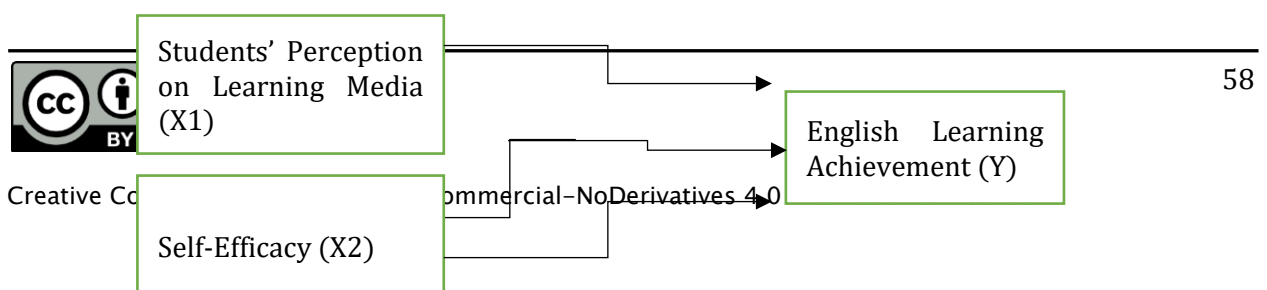


Figure 1 The relationship between variables

The sample method used is proportionally simple random. This research was conducted on class XI students of SMAN 8 Depok, SMAN 9 Depok and SMAN 10 Depok with a population of 530 students. The author tries to make a sample size that can represent the population, and with a representative sample, generalization of the research results can be done. S. Nasution (2007), wrote that there are no strict rules about the number of samples needed in research from the existing population. There is also no clear definition of what is meant by large sample and small sample. Later he wrote, the appropriate number of samples is often also called the rule of tithing. So 10% of the total population. Meanwhile, Sugiono (2016) argues, if the research is to conduct multivariate analysis (correlation or multiple regression for example), then the number of sample members is at least 10 times the number of variables studied. With the aim of obtaining more accurate and complete research data, the author determines the sample to be 100 samples out of 530 population.

Results and Discussion

Results

This study was carried out with 100 students as sample which is used to measure three variables; Students' Perception on Learning Media (X1), Self-Efficacy (X2) as independent variables, and English Learning Achievement Semester 3 Grade 11 (Y) as dependent variable.

The compilation of the data is as follow:

Table 1 Descriptive Statistics

		Statistics		
		Perception on Learning Media	Self-Efficacy	English Learning Achievement
N	Valid	100	100	100
	Missing	0	0	0
	Mean	115,73	146,62	82,34
	Median	116,00	145,00	82,00
	Mode	120	145 ^a	80
	Std. Deviation	6,075	15,149	2,893
	Variance	36,906	229,491	8,368
	Skewness	-,318	-,190	,156
	Std. Error of Skewness	,241	,241	,241
	Kurtosis	,042	-,449	-,843



Std. Error of Kurtosis	,478	,478	,478
Minimum	100	110	77
Maximum	130	175	88

1. Descriptive

of Variables X1, X2 and Y

Statistics

From the table above, we can see that there are three research variables: Variable X1 is the students' Perception on Learning Media, Variable X2 is the students' self-efficacy and Variable Y is the English learning achievement. This study has a sample of 100 students taken from three schools'. Based on the numbers from those three variables, it can be concluded as follow: The minimum score from each variable sequentially from variable of students' perception on learning media (X1), variable of self-efficacy (X2) and variable of English learning achievement (Y) is 100, 110 and 77. Further, the maximum score for each variable sequentially is 130, 175 and 88.

Those three variables sequentially have a mean of 115,73 for students' perception (X1), 146,62 for self-efficacy (X2) and 82,34 for English learning achievement (Y). As for the median score, the scores are 116 for students' perception (X1), 145 for students' self-efficacy (X2) and 82 for English learning achievement (Y). Based on the mode, the statistic shows that in the students' perception variable the score is 102, for self-efficacy variable is 145 and for the English learning achievement variable is 80.

According to the size of the dispersion, the size of the standard deviation shows that the variable of students' perception has 6,075, the variable of self-efficacy has 15,149 while the variable of English learning achievement has 2,893. Then, to compare which variable that is more heterogeneous than the others, the score from variance could be compared then times with 100 percent. From these three variables, it is shown that the variable that is more heterogeneous is the students' self-efficacy variable with 229, 491.

2. Normality Test

Table 2 Normality Test

		One-Sample Kolmogorov-Smirnov Test			
		Perception on Learning Media	Self Efficacy	English Learning Achievement	
N		100	100	100	
Normal Parameters ^{a,b}	Mean	115,73	146,62	82,34	
	Std. Deviation	6,075	15,149	2,893	
Most Extreme Differences	Absolute	,132	,110	,161	
	Positive	,111	,098	,161	
	Negative	-,132	-,110	-,101	
Kolmogorov-Smirnov Z		1,322	1,099	1,607	
Asymp. Sig. (2-tailed)		,061	,178	,011	
a. Test distribution is Normal.					
b. Calculated from data.					

The table above shows that the hypothesis test which states the distribution of data in this regression analysis follows the normal distribution. All asymp score indicates this; Sig > 0,05 indicates that all data are normally distributed.

3. Multicollinearity Test

Table 3 The result of Multicollinearity Test

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Perception on Learning Media	,992	1,008
	Self Efficacy	,992	1,008

a. Dependent Variable: English Le



The result of multicollinearity test in table 3 shows that the tolerance result was $0,992 > 0,1$ or an inflation factor (VIF) variant was $1,008 < 10$. So, it can be stated that there is no multicollinearity between perception on online learning media and self-efficacy in this multiple regression analysis.

4. Regression Analysis

Table 4 Regression Analysis

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		100
Normal Parameters ^{a,b}	Mean	0E-7
	Std. Deviation	2,848453
Most Extreme Differences	Absolute	,107
	Positive	,107
	Negative	-,058
Kolmogorov-Smirnov Z		1,069
Asymp. Sig. (2-tailed)		,203
a. Test distribution is Normal.		
b. Calculated from data.		

Table 4 shows that the hypothesis test stating the residual distribution in this regression analysis follows the normal distribution. This is indicated by the score of $Z = 1,069$ and $Sig. = 0,203 > 0,05$. It means that the assumption or requirement of the regression analysis are fulfilled.

5. Regression Linearity

Table 5 The Result of Variable Y Regression Linearity over X1

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
English Learning Achievement * Perception on Learning Media	Between Groups	(Combined)	79,795	17	4,694	,514	,939
		Linearity	10,534	1	10,534	1,154	,286
		Deviation from Linearity	69,261	16	4,329	,474	,953
Within Groups			748,645	82	9,130		
Total			828,440	99			

Table 5 shows that the result obtained by calculating Deviation from Linearity with $F_0 = 0,474$ and $Sig. = 0,953 > 0,05$. This has the understanding that the variable of Self-Efficacy with English learning achievement has linear relationship.



Table 6 The Result of Variable Y Regression Linearity over X2

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
English Learning Achievement * Self Efficacy	Between Groups	(Combined)	114,352	14	8,168	,972	,488
		Linearity	12,461	1	12,461	1,483	,227
		Deviation from Linearity	101,891	13	7,838	,933	,523
	Within Groups		714,088	85	8,401		
Total			828,440	99			

Table 6 shows that the result obtained by calculating Deviation from Linearity with $F_o = 0,933$ and $Sig. = 0,523 > 0,05$. This has the understanding that the variable of Self-Efficacy with English learning achievement has linear relationship.

6. Hypothesis Test

Table 7 Calculation Result for Multiple Correlation Coefficient Testing Variable X1 and X2 toward Y

Model Summary			
R	R Square	Adjusted R Square	Std. Error of the Model Estimate
,959 ^a	,920	,914	1,359

^a. Predictors: (Constant), Self Efficacy, Perception on Learning Media

Table 8 Calculation Result for Significance of Regression Coefficient Variable X1 and X2 toward Y

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	25,185	2	12,592	1,521	,000
Residual	803,255	97	8,281		
Total	828,440	99			

a. Dependent Variable: English Learning Achievement

b. Predictors: (Constant), Self Efficacy, Perception on Learning Media

Table 9 Calculation Result for Multiple Regression Equations Variable X1 and X2 toward Y

Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta	Beta		
(Constant)	79,222	5,988			13,230	,000
Perception on Learning Media	,059	,048	,124		1,240	,018
Self Efficacy	,025	,019	,133		1,330	,087

Hypothesis 1



The effects of students' perception on online learning media (X1), and self efficacy (X2) collaboratively on English learning achievements (Y). Hypothesis tested:

$$H_0: \beta_{y1}=\beta_{y2}=0$$

$$H_1: \beta_{y1} \neq 0 \text{ dan } \beta_{y2} \neq 0$$

Meaning:

1. H0: there is no influence of students' perception on online learning media and self-efficacy collaboratively on English Learning Achievement.
2. H1: there is an influence of students' perception on online learning media and self-efficacy collaboratively on English Learning Achievement

Table 7 shows a significant influence of Students' perception on online learning media and self-efficacy collaboratively on English Learning Achievement. The acquisition of Sig proved this. $0,000 < 0,05$ and $F_{\text{count}} = 1,521$.

Hypothesis 2

The effects of students' perception on online learning media (X1) towards English learning achievements (Y). Hypothesis tested:

$$H_0: \beta_{y1}=0$$

$$H_1: \beta_{y1} \neq 0$$

Meaning:

1. H0: there is no influence of students' perception on online learning media towards English Learning Achievement.
2. H1: there is an influence of students' perception on online learning media towards English Learning Achievement

Table 9 shows a significant influence of Students' perception on online learning media towards English Learning Achievement. The acquisition of Sig proved this. $0,018 < 0,05$ and $F_{\text{count}} = 1,240$.

Hypothesis 3

The effects of self-efficacy (X2) towards English learning achievements (Y). Hypothesis tested:

$$H_0: \beta_{y2}=0$$

$$H_1: \beta_{y2} \neq 0$$

Meaning:

1. H0: there is no influence of self-efficacy towards English Learning Achievement.
2. H1: there is an influence of self-efficacy towards English Learning Achievement

Table 9 shows that there is a significant effect of self-efficacy towards English Learning Achievement. This is proven by the acquisition of Sig. $0,087 < 0,05$ and $F_{\text{count}} = 1,330$.

Discussion

The result of the research shows that there is a significant effect of students' perception on learning media and self-efficacy both partially or jointly toward English learning achievement.



The data of students' perception on learning media has the value of sig 0.018 < 0.05 with the t-count value 1.240. While the variable of self-efficacy shows the value of sig is known. 0.087 < 0.05 with the t-count 1.330. This shows that the variable of students' perception on learning media has higher to compare to the variable of self-efficacy or the variable of self-efficacy has lower to compare to the variable of students' perception on learning media. It can be said that the effect of students' perception on learning media is more significant compare to the variable of self-efficacy towards English learning achievement.

Based on table 4.8, it can be interpreted that the R score is 0,959. It means that the double correlation of X1 and X2 jointly toward Y is very strong (based on interpretation of coefficient correlation of Mutakin, dkk (2019)). While the value of double determination coefficient is taken from R square with 0,920. It means contribution of X1 and X2 jointly influencing Y is 92%. While the rests are affected by other factors outside variable X1 and X2 being studied.

Furthermore, if it is studied further based on the partial coefficient correlation (partial correlation) which shows that the correlation between the dependent and one of the independent variables after removing the effect of the correlation of the other independent variables. Or the correlation between the dependent variable and one of the independent variables, after the influence of the linear relationship between the variables.

The regression equation based on table 9 is as follow:

$$Y = 79,222 + 0,059 X1 + 0,025 X2$$

From the equations above, it can be interpreted as follows:

- The constant value (a) is 79,222, this can be interpreted if the Students' Perception on learning media and Self-Efficacy variables has the value of 0 then English Learning Achievement (Y) increases by 79,222.
- The coefficient value of the Students' Perception on learning media (X1) variable is 0.059. This means that every increase in one Students' Perception on learning media (X1) unit will result in an increase in English Learning Achievement (Y) of 0.059.
- The coefficient value of self-Efficacy (X2) variable of 0.0,025 means that every increase of one unit of Self-Efficacy (X2) will result in an increase in English Learning Achievement (Y) of 0.460.

Conclusions

There is a significant effect of students' perception on online learning media and self-efficacy jointly towards English learning achievement. The acquisition of Sig 0,000 < 0,05 and $F_{count} = 1,521$ proved this. Students' Perception on learning media has a significant effect on English Learning Achievement. The acquisition of Sig proved this. 0,018 < 0,05 and $F_{count} = 1,240$. Self-Efficacy has a significant effect towards English learning achievement. This is proven by the acquisition of Sig. 0.087 < 0,05 and $F_{count} = 1,330$.

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