

## What is the Effect of Learning from Home Policy on the Perspectives of Islamic Boarding School Graduates (Pesantren) on Digital Learning in Higher Education ?

**Nuril Mufidah**

UIN Maulana Malik Ibrahim Malang, Indonesia  
E-mail: nurilmufidah86@uin-malang.ac.id

**Lubna Farah Khan**

National University of Modern Languages Islamabad, Pakistan  
E-mail : lubnafarah@gmail.com

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### Abstract

This article aims to describe the impact of government policies on learning from home and the effects on student perspectives on learning Online learning. The method used is descriptive qualitative with observation instruments, online surveys, discussion group forums with the research subjects of students majoring in Arabic language education graduates of Islamic boarding schools in 2019 at UIN Maulana Malik Ibrahim Malang, Indonesia. Research results are utilized on campus e-learning, which is integrated with SIAKAD and other applications such as WhatsApp and Zoom as well as Google Meet for teleconference facilities during student presentations and discussions. Islamic boarding school graduate students can take online lectures well. The student's perspective on online lectures after the learning from home policy is not suitable due to internet connection constraints and lectures using the assignment method only.

**Keywords:** Learning from Home; online; digital learning; students perspective, higher education

### Abstrak

Artikel ini bertujuan untuk mendeskripsikan dampak kebijakan pemerintah pada pembelajaran dari rumah dan pengaruhnya terhadap perspektif mahasiswa dalam pembelajaran Online. Metode yang digunakan adalah deskriptif kualitatif dengan instrumen observasi, survei online, forum diskusi kelompok dengan subjek penelitian mahasiswa jurusan bahasa Arab lulusan pesantren tahun 2019 di UIN Maulana Malik Ibrahim Malang, Indonesia. Hasil penelitian menunjukkan kampus memanfaatkan e-learning kampus yang terintegrasi dengan SIAKAD dan aplikasi lain seperti WhatsApp dan Zoom serta fasilitas Google Meet untuk telekonferensi untuk presentasi dan diskusi. Mahasiswa alumni pondok pesantren bisa mengikuti perkuliahan online dengan baik. Perspektif mahasiswa terhadap perkuliahan online setelah kebijakan belajar dari rumah kurang baik. Hal ini karena kendala koneksi internet dan perkuliahan hanya menggunakan metode tugas.

**Kata Kunci:** Belajar dari rumah; online; pembelajaran digital; perspektif mahasiswa, pendidikan tinggi

## A. Introduction

In the 2017-2018 period, the Indonesian government released online learning (DARING) as a form of implementation that can be listened to on the <http://spada.ristekdikti.go.id/> page. So this policy was welcomed by UIN Maulana Malik Ibrahim Malang with an E-Learning program that prepared an interactive and exciting application and tutorial by IT team on the <http://elearning.uin-malang.ac.id/login/index.php> page. The socialization was carried out starting from the central / university level, faculty to departmental level with different gradations of attention in each department, and lecturer personnel who administered courses.

Digital learning, or E-Learning, which is based on the use of technology media for learning, has received mixed responses from lecturers and students. Some technical obstacles for lecturers include uploading materials, consulting rooms, uploading videos, and assignments. Sometimes the material uploaded is not communicative, so it raises many questions from students regarding assignments, for example, so that the student work results are not maximized as expected by the lecturer. The student constraints, among others, relate to the process of uploading tasks according to the agreed time. In many cases, students apply for an extension of time collectively in one class. This is because the collection of assignments in e-learning <http://elearning.uin-malang.ac.id/login/index.php> also features a time limit set by the lecturer.

Students' critical power is one of the educational goals recorded as the vision and mission of the Ulul Albab campus, which is to help prepare people who have spiritual depth, the breadth of knowledge, and professional maturity<sup>1</sup>. Discussions, case studies, critical incident methods, simulations, and demonstrations are effective ways of learning for students, while learning media, learning methods, or learning techniques only have a small effect<sup>2</sup>.

The emergency study from home policy that the government set in March 2020 for all schools and universities in Indonesia caused a shock and demanded rapid adaptation from all parties. Efforts are made to strive for the adaptation and learning process of e-learning to achieve learning goals and targets. Determining goals is one of the determinants of students' self-regulated learning (SRL) success in completing tasks well. In every teaching and learning activity usually go through planning, preparing, and controlling their own emotions. Generally, the weakness of SRL will make students fail to complete or pass lectures with maximum scores. Of the 3 phases of SRL, Nuril (2018) states that the implementation phase is the key to success. While PBA students' initial observations, pesantren graduated (ex-students), experienced difficulties, and were not interested in using UIN's e-learning.

So it is crucial to study the effect of the new normal era learning policy on digital learning and Self Regulated Learning Islamic boarding school graduated at UIN Maulana Malik Ibrahim Malang. This research is useful for obtaining an overview of government policies and their implementation on campus and their effects on student perspectives in learning.

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<sup>1</sup> Abdul. Haris, "Rekonstruksi Visi Dan Misi," UIN MALIKI, 2017, [www.uin-malang.ac.id](http://www.uin-malang.ac.id).

<sup>2</sup> Yusnimar Yusri, "Strategi Pembelajaran Andragogi. Al-Fikra," *Al-Fikra* 12 No.1 (2013).

## B. Method

To support the achievement of this study's objectives, researchers used a qualitative approach with a grounded theory design to identify the phenomenon of teaching Arabic online through in-depth observations of the teaching and learning process, interviews with students and lecturers, and group discussion forums. Then the researchers categorized the phenomena obtained from the results of data collection using Straus & Corbin's (1990) analysis as conclusions and inputs to design an online learning model based on Self-Regulated Learning that is appropriate for pesantren graduated students (ex-students).

This study uses a qualitative approach by applying a grounded theory design. Qualitative research is a comprehensive collection, analysis, and interpretation of narrative and visual (non-numeric) data to gain insight into certain exciting phenomena. Grounded theory is a systematic methodology that involves finding a theory or model through several data analysis phases.

The primary data collection instrument is the researcher himself as an observer and interviewer. The subjects of this study were students of Arabic Language Education 2019. The secondary instruments used were observation and interview guides and triangulation recording. The data collection techniques used are:

1. Researchers, as participants and observers, make observations of the situation being observed, then write field notes on all class activities during the learning process.
2. Researchers interviewed eLearning user lecturers and students. The interview type was semi-structured, where some questions had been prepared before the interview. Interviews were conducted to collect qualitative data or confirm the results of observations. The purpose of the interview was to obtain data on student and lecturer perceptions of online learning.
3. Discussion Group Forum
4. Online survey
5. Verification of recording

Apart from observations and interviews, data were also collected from documentary evidence. This third data collection technique aims to verify records and data through triangulation.

Researchers adopted a three-stage grounded theory analysis technique<sup>3</sup>, namely: 1) open coding is a process of labeling observed phenomena through identification, 2) axial coding is a process of connecting the relationships between categories and has been identified, 3) selective coding is the core selection process of categories and relationships between categories through storylines, the relationships between categories then conclude and provide managerial theoretical, methodological implications.

## C. Results And Discussion

### E-Learning and Online Learning Development for Students

E-Learning has various meanings so that many scientists define e-learning from various points of view according to their respective paradigms. According to Matthew Comer Hero in E-Learning Concept and Techniques, defines e-learning as a means of

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<sup>3</sup> J. Corbin and A. Strauss, "Grounded Theory Research: Procedures, Canons and Evaluative Criteria," *Zeitschrift Fur Sociol* 19, n (1990): 418-27.

education that includes self-motivation, communication, efficiency, and technology. Because there are limitations in social interactions, students must keep themselves motivated.

The online learning model also provides new experiences that are more challenging than conventional learning models<sup>4</sup>. Because in this development, all technology is very easy to reach and can help overcome problems in humans. Then there are video-based applications that are used by lecturers to substitute for learning.

Davis 1974 revealed that the learning system involves organizing collaboration between people, learning experiences, supporting facilities, controlling, and regulating interactions between learning actors. Learning can be carried out anytime, anywhere, and with anything. In this modern, learning can be done through online media, or we call it E-learning. Nowadays, online platforms are increasingly existing in the world of education. The learning method using E-learning is different from face-to-face learning. Thanks to the sophistication of information technology, it provides proper facilities such as face to face. Online learning provides various facilities needed to support learning.

Learning using this model is possible at this time<sup>5</sup> because all students have communication tools in laptops, tablets, and smartphones, making it easier to access the material provided through electronic media. This provides the advantage that learning is obtained faster. Online learning is also flexible in access because students can easily access material wherever and whenever.

Online learning certainly requires media; What is meant by learning media can convey everything that can be used as a message channel from the sender to the recipient of the message to generate a sense of attention. Learning media certainly have functions, namely: clarifying messages so that they are not verbal, overcoming space and time limitations, creating enthusiasm for learning, enabling students to learn independently according to their interests, abilities, and talents, and giving the same touch, homogenizing experiences and accumulating the same impression<sup>6</sup>. The media used by UIN Maulana Malik Ibrahim Malang is campus e-learning. Online learning or in a network (online) utilizes campus e-learning, integrated with the Academic Information System (SIKAD). Features in SIKAD include lecture schedules, guardianship, Study Result Cards (KHS), and academic announcements. This makes it easier for students to log in, recognize, and operate it even though they are new students because they have known and used SIKAD since officially becoming a student at UIN Maulana Malik Ibrahim Malang.

E-learning is distance learning that utilizes computer technology, computer networks, or the internet. Online learning is the use of an internet network for students in the learning process. The online learning approach has the following characteristics<sup>7</sup> :

1. Requires students to build and create knowledge independently (constructivism);

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<sup>4</sup> Eko Kuntarto, "Keefektifan Model Pembelajaran Daring Dalam Perkuliahan Bahasa Indonesia Di Perguruan Tinggi," *Jambi: Journal Indonesian Language Education and Literature* Vol. 3. No (2017): 109.

<sup>5</sup> Fahrur Rozi Sukardi, "Pengaruh Model Pembelajaran Online Dilengkapi Dengan Tutorial Terhadap Hasil Belajar," *Jurnal Ilmiah Penelitian Dan Pembelajaran Informatika* Vol. 4 (2019).

<sup>6</sup> Elihami Syaparuddin, "Peningkatan Motivasi Belajar Siswa Melalui Vidio Pada Pembelajaran Pkn Di Sekolah Paket C," *STKIP Muhammadiyah Enrekang* (2019).

<sup>7</sup> Mhd Isman, "Pembelajaran Moda Dalam Jaringan (Moda Jaringan), The Progressive and Fun Education Seminar," n.d., 587.

2. students will collaborate with other students in building knowledge and solving problems together (social constructivism);
3. Forming an inclusive community of learners;
4. Utilizing online media (websites) that can be accessed via the internet, computer-based learning, virtual classes or digital-based classes;
5. Interactivity, independence, accessibility, and enrichment<sup>8</sup>

The use of e-learning is open; that is, each lecturer can choose to use it or not. For lecturers who choose to use it, they can also combine it with other media and other lecture models. The application in lectures can be very diverse because each lecturer has different methods and plans. UIN's e-Learning also allows lecturers to enter various media, both text and audio, and video. The lecturer's creativity in managing the lecture dashboard, which at the implementation stage in the classroom, will also give different responses from students.

Through online learning, students have the freedom to study both alone and with the lecture. Students can study anytime and anywhere. Be more efficient in learning. By utilizing these increasingly advanced information technology, students fully carry out online learning by accessing and studying course material, doing exercises (assignments), conducting discussions, and sharing knowledge and sharing experiences with other students. During the learning process, students are guided and facilitated online. Learning with this technology's support has enormous potential for higher education, especially at the undergraduate and postgraduate levels, because it is beneficial and efficient.

In learning, of course, there are various media used to fulfill a learning process. One of them is technology. Technology can help as a medium of learning support for both teachers and students. Now, learning designs are arranged in an interactive form that allows learning activities to be carried out without face-to-face between lecturers and students<sup>9</sup>

In learning, the role of a teacher is needed. There are four main components of a good lecturer, namely the ability to think critically, knowledge of students, and how to learn. Besides that, a teacher knows the lessons to be taught and can teach and communicate well<sup>10</sup>. Lecturers' ability to communicate with students in the new average period dramatically affects how the next lecture will run. The actions and reactions of lecturers to recovery at each online meeting affect student learning outcomes.

The characteristics of learning outcomes<sup>11</sup> can be proven by changing individuals' attitudes. The point is someone who has undergone a learning process; his behavior will change. Behavioral changes as a result of learning, have the following characteristics:

1. A conscious change that is that everyone who experiences the learning process realizes that his skills and knowledge have increased; he becomes more confident, and so on.
2. Changes that are continuous (continuous), changes in behavior as a result of learning will experience continuity, meaning that any changes that have occurred will cause other changes

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<sup>8</sup> Prosiding Temu Ilmiah Nasional Guru, "Prosiding Temu Ilmiah Nasional Guru (Ting VIII'.,," *Prosiding Temu Ilmiah Nasional Guru* November, (2016): 1-9.

<sup>9</sup> S.R. Alessi, S. M. & Trollip, *Multimedia for Learning: Methods and Development*. (3rd Ed). (Boston MA: Allyn and Bacon, Inc., 2001).

<sup>10</sup> Yuliezar Perwira Dara Faizah, Ulifa Rahma, *Psikologi Pendidikan Aplikasi Teori Di Indonesia* (Malang: UB Press, 2017).

<sup>11</sup> Daryanto Tutik Rachmawati, *Teori Belajar Dan Proses Pembelajaran Yang Mendidik* (Yogyakarta: Gava Media, 2015).

3. Changes that are functional, namely changes that have been obtained as a result of learning that provide benefits for the students concerned. For example, proficiency in speaking Arabic is beneficial for learning broader matters.
4. Changes that are active, meaning that changes occur through activities in a person. Therefore change does not happen by itself.
6. Changes that are permanent.

Learning activities are considered a collaborative process between educators and students because they do not only focus on tasks and responsibilities to one of the parties. However, both of them both have their respective duties and responsibilities. These duties and responsibilities must be carried out so that the objectives of learning activity can be achieved<sup>12</sup>.

One of the extrinsic elements in learning activities is the technique or method used by educators in learning. There are several models of learning methods that can be used by educators in teaching and learning activities. However, not all of these methods can be used. An educator must adjust the method applied in the process of learning activities with several things that will later support applying the method. This includes, among others, the situation and conditions in the classroom, the facilities and infrastructure needed, and others. These things must be considered so that the method applied is successful, and the objectives of the learning process can be achieved according to the desired target. About the use of e-learning UIN, the lecturer dashboard features can help and stimulate the selection of the appropriate method.

E-learning is an innovation that can be used in the learning process. Not only the material obtained by students through e-learning but also changes in the abilities of other competencies. From some of the above definitions, it can be concluded that e-learning is a learning tool that provides comprehensive knowledge through sophisticated electronic tools, provides a broader understanding, and develops knowledge. Through this e-learning learning, students can not only listen to the description of the teacher's material, but students can also be more active in observing, doing, demonstrating, and so on. Teaching materials can be virtualized in various formats so that they are more exciting and dynamic to motivate students to further the learning process. According to Thorne (2003: 2), E-learning represents an opportunity to integrate the innovative and technological advances offered by online learning with the interaction and participation offered in the best of traditional learning.

In class application, UIN e-learning begins with the student login process, merely using the Student Identification Number (NIM), and automatically they have a private room according to the courses programmed in that semester. In addition to the flexibility of e-learning, it is also an effort to provide a learning experience by utilizing information technology. The need for information and communication is essential in line with the increasingly developing times and increasingly sophisticated technology. Moreover, it is hoped that students will be able to better master electronic devices not to miss information and compete with others. That way, it is not enough to only study at the campus. Nevertheless, it also has to be interspersed occasionally with learning outside the classroom, either by learning online (e-learning), etc. Online learning is considered powerful enough to expand student knowledge.

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<sup>12</sup> Wina Sanjaya, *Perencanaan Dan Desain Perencanaan Pembelajaran* (Jakarta: kencana Predana Media Group, 2010).

Learning involves the relationship between stimulus and response and involves a very complex thinking process. According to the theory of cognitivism, knowledge is built in a person through a continuous process of interaction with the environment. This process does not only run in fragments and apart but through a flowing, continuous, and comprehensive process<sup>13</sup>. In this theory, knowledge becomes a crucial element in the learning process. With this knowledge, an educator will differentiate between students who have a lot of information and students who have less information. Learning is a process characterized by a change from a person, change as a result of the form of the learning process can be shown in various forms, such as changes in knowledge, changes in behavior, attitudes, and understanding<sup>14</sup>. Learning itself means an activity or activity of transferring learning material to students or students or students. In this scope, the teacher or educator has a role as an explanation, translator of learning material so that students understand the material<sup>15</sup>.

Learning can run without a teacher or supervisor or formal teaching activities. Teaching includes everything done by educators in the classroom to produce a comfortable atmosphere for students and try to implement the curriculum in the classroom<sup>16</sup>. It can be concluded that learning is a change in a person, which is indicated by the mastery of a new pattern of welcome, which includes understanding, skills, and attitudes from the process being passed.

### Learning From Home and Student Perspective

In the current covid pandemic situation, the teaching and learning process, which is usually carried out at school or campus, must be transferred online to prevent the spread of covid due to direct interaction. The internet is a type of sophisticated technology and is very widely used today. In the teaching and learning process, online media is an alternative used in the learning process that can be accessed via laptops, smartphones, or computers. Several applications such as WhatsApp, telegram, google classroom, Schoology, skype, and zoom can be used to learn. The development of the WhatsApp media in nahwu learning aims to develop the effectiveness and flexibility of learning.

Scientists understand the term instructional media with different understandings. This different understanding is implied by the media's naming, which is sometimes conveyed by technology, learning resources, and teaching aids. Along with the development of the times, the technology media is increasingly sophisticated. Many have made the media the parent of learning technology studies<sup>17</sup>. Today lectures depend on technology both as a medium, learning resource, and communication and student assignments.

The enthusiasm of students in using e-learning can be seen from the beginning of active lectures. Pesantren graduated also do not experience problems in operation and use of e-learning. This is because all can access using their respective Android phones. Also, the

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<sup>13</sup> Mufidatul Ilmi Muyassarrah, "Teori Tentang Belajar Dan Penerapannya Dalam Pembelajaran Bahasa Arab," *Prosiding Konferensi Nasional Bahasa Arab - UM*, 2015.

<sup>14</sup> Muhammad Afandi Dkk, *Model Dan Metode Pembelajaran Di Sekolah* (Semarang: UNISSULA PRESS, 2013).

<sup>15</sup> Nur Kholis Nuril Mufidah, Nihayatus Sa'adah, "Strategi Multilanguage Untuk Pembelajaran Bahasa Arab: Studi Di Ma'had Mahasiswa," *Jurnal Al-Ma'rifah* Vol.16 (n.d.): 1-10.

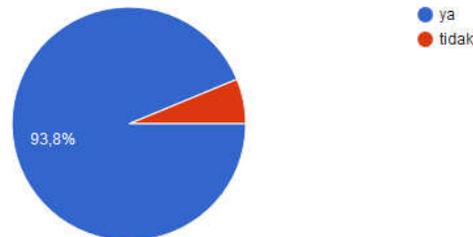
<sup>16</sup> Moh.Suardi, *Belajar Dan Pembelajaran* (Yogyakarta: Deepublish Publisher, 2018).

<sup>17</sup> Muhammad Yaumi, *Media Dan Teknologi Pembelajaran* (Jakarta: Prenadamedia Group, 2018).

existence of the WhatsApp Group (WAG) class helps communication between students and students and students and lecturers who teach courses. In the second month of online lectures, 93.8 percent of students said they were happy and could attend lectures well.

Apakah Anda senang belajar menggunakan media sosial dan e-learning?

96 tanggapan



After the COVID 19 outbreak entered the city of Malang around the end of March, the campus provided a campus sterilization policy from face-to-face lectures. All of this is for the alertness and health of all campus residents as recommended by the government. This resulted in the entire lecture being suddenly forced online. This change has an impact on student responses to online lectures. In May, 83.3 percent of students said they did not like online lectures. Even so, they still attend lectures with proof of attendance and also work on assignments.

The learning process requires a conscious process that is permanent and changes behavior. In this process, there is a recording and recall of information and knowledge stored in memory and cognitive organization. These skills are then practically manifested in students' activeness in responding and reacting to events experienced by students or their environment<sup>18</sup>. Mutual awareness in this learning process needs to be continuously evaluated from every online meeting because it allows a change in students' atmosphere due to new normal, which has an impact on the way they learn and do assignments.

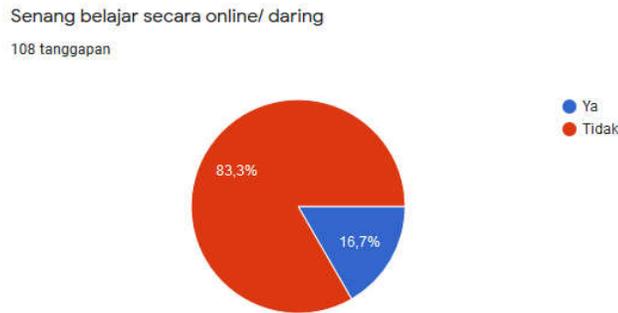
New methods are also needed to achieve a predetermined target<sup>19</sup>. Before determining the learning method, an educator must first make learning targets so that the learning methods used to follow the learning targets have been made. In general, lectures are designed with a face-to-face model and use the lecture method to explain the material. This causes surprise from the lecturer or lecturer because they are used to it and have designed a one-semester lecture plan using this method. The learning method is a way of achieving<sup>20</sup>. The meaning of the word is that the learning method is a way of reaching or achieving the desired learning goals. That is the teaching method and learning activities, both general science and linguistic (language learning). The lecture method is also said to be a lecture technique, a teaching method used to convey knowledge or an explanation of a subject

<sup>18</sup> Arif Mustofa Muhammad Thobroni, *BELAJAR&PEMBELAJARAN* (Yogyakarta: AR-RUZZ Media, 2011).

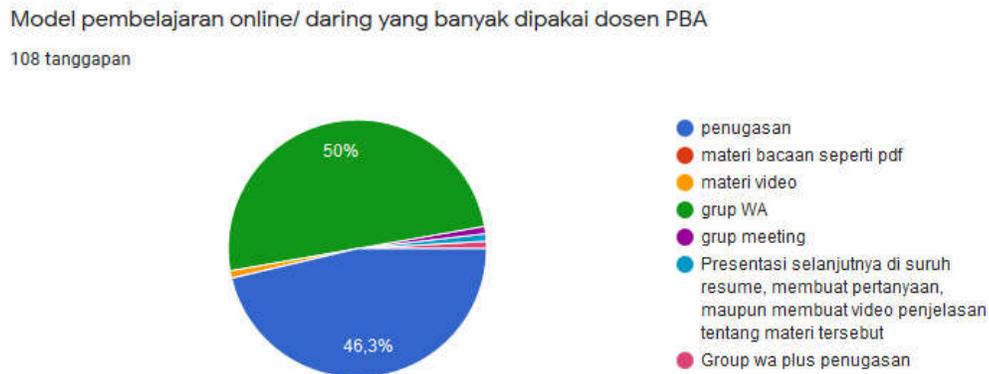
<sup>19</sup> Ulin Nuha, *Metodologi Super Efektif Pembelajaran Bahasa Arab* (Jakarta: Diva Press, 2012).

<sup>20</sup> Nunuk Suryani dan Leo Agung, *Strategi Belajar Mengajar* (Yogyakarta: Penerbit Ombak, 2012).

matter directly or orally<sup>21</sup>. The following is the student's response to online lectures after the government policy of learning from home

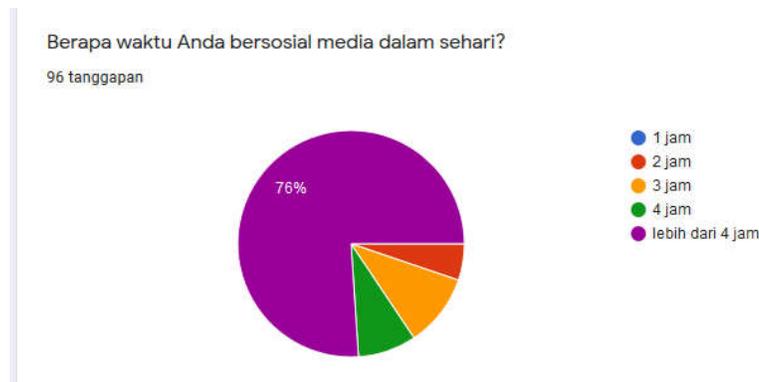


In general, this emergency COVID 19 online lecture uses WAG, and teleconference applications such as zoom and google meet for student presentation tools. Signal constraints from each student's area and quotas were the first lists of their complaints in addition to course replacement assignments. This sudden change impacted the lecturer's readiness because the semester lectures were not under the initial face-to-face delivery of the material, which automatically affected students.



The development of science and information and communication technology today offers many conveniences. Students are familiar and even tied to this in their daily life. It is also not uncommon to find the internet and information technology to be students' attention even though they are in class to study. Lecturers can take advantage of this to improve the quality of education through the available supporting facilities. The application of information and communication technology in the world of education is essential and a necessity. The following is a diagram of the level of use of information technology for PBA students for research subjects.

<sup>21</sup> Nazarwin Saputra, "Perbedaan Pengaruh Pendidikan Kesehatan HIV AIDS Dengan Metode Curah Pendapat Dan Ceramah Menggunakan Audio Visual Terhadap Pengetahuan Siswa SMAN 4 Tangerang Selatan," *Skripsi UIN SYARIF HIDAYATULLAH* (2011).



In this digital application-based millennial era, education, which was initially a face-to-face system, began to lead to an online system, where lecturers and students did not have to meet face to face or be in the same place. This is due to the emergence of many available learning sources and media such as electronic books (e-books) and easy access to digital applications such as e-learning, e-libraries, and e-forums, e-journals and so on. This has resulted in the emergence of distance learning (Sulihin B Sjukur, 2012). However, learning does not only rely on technology because, in essence, but learning is also a process of interaction between educators and students. The importance of the face-to-face process must also be stressed and should not be overlooked. Therefore we need a learning model that combines e-learning with (blending) face-to-face learning methods in an integrated and regular manner, which will make the learning process more meaningful (Putra Wanda, 2017).

During a sudden pandemic, everyone is simultaneously faced with two choices, namely studying online or not being able to carry out lectures at all. The campus provides a study from home or online policy. The shock of this outbreak did not provide sufficient time for all lecturers to prepare online lectures. To ensure the smooth running of the lecture process, learning the selection of learning strategies must pay attention to two principles. The first principle is a strategy that requires a plan or design in advance. The second principle of learning and teaching strategy must always be flexible<sup>22</sup>. Likewise, digital in Arabic learning will be more comfortable and easier for students to master. The selection of appropriate media in learning can affect student interest in learning and the ease with which the message is conveyed. The following are the media that PBA students want



<sup>22</sup> Mohd Ismail Mustari, "Model Pengajaran Dan Pembelajaran Bahasa Arab," *Johor Bahru On* 8.1987 (2012): 867-78.

Using electronic devices and designing them as attractive as possible during the Arabic learning process can attract students' attention and get excited during the learning process. The new era of teaching and learning is combined with multimedia support and new developments in the electronic world (web), it is increasingly helping to realize a more interactive Arabic learning.

#### D. Conclusion

Online learning at UIN Maulana Malik Ibrahim Malang utilizes campus e-learning, which is integrated with SIAKAD as well as using other applications such as WhatsApp and Zoom as well as Google Meet for teleconference facilities during student presentations and discussions. Also, students complete lecture assignments on time. Although not feeling happy with the lectures being carried out.

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