

# STUDENTS' OF MATARAM PERCEPTION ON E-LEARNING DURING THE COVID-19 PANDEMIC

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## Abstract

*This study aims to analyze the perceptions of students in Mataram about online lectures during the Covid-19 pandemic. This research is a qualitative study using interview techniques. The informants in this study were active students from three different universities in Mataram: 3 students are from University of Mataram, 7 students are from The State Islamic University of Mataram, and 8 students are from Mataram Technopreneur University. The result shows that applications that are preferred in online lectures, as many as 10 students or 55.5% of students choose E-learning, as many as 7 students or 38.8% of students choose Google Classroom, GoogleMeet and WhatsApp, and 1 student or 5.5% of students chooses Zoom Meeting application. Students perceived that online lectures during this pandemic were good enough to reduce the spread of the Covid-19. However, in its implementation, students as a whole or 100% prefer face-to-face lectures compared to online lectures.*

**Keywords:** Online Lectures, E-learning, Covid-19, Students' Perception

## INTRODUCTION

The Corona Virus Disease 2019 (Covid-19) pandemic was announced by the WHO (World Health Organization) on March 11, 2020. The first Covid-19 incident was reported to the public on January 31, 2020 in Wuhan, Hubei Province, China. Entering the third week of April 2020 there were more than 170,000 victims who died, as many as 640,000 recovered from a total of more than 1.4 million confirmed positive people (www.corona.help.com, April 2020).

The Covid-19 outbreak spread outside the city of Wuhan on January 30, 2020. This outbreak has spread to all parts of the world. Currently, more than 26,000,000 people are affected by the Covid-19 outbreak worldwide. The World Health Organization (WHO) has decided that COVID-19 has been designated as a pandemic.

The Covid-19 pandemic outbreak in whole countries in the world has affected all aspects of human life in every sectors. Industry, economic, even education has

changed dramatically. Indonesia, as one of big countries in South East Asia has got the impacts of this global pandemic. When the first two Covid-19 cases were announced in Indonesia in early March, the country was in a panic. In respond to that, Indonesian government took several strategies to minimize the impacts (Mardiah, 2020:49).

In education sector, Indonesian Education and Culture Minister, Mr. Nadiem Anwar Makarim, has issued Minister circular letter Number 302/E.E2/KR/2020. It requested students to study from home (SFH), the classes would be held virtually. The shift real teaching-learning process in the classroom context into virtual classroom is the culmination of the government's efforts to prevent Covid-19 from entering university populations and spreading to local communities. However, schools (teachers) and universities (lecturers) are obliged to teach and monitor the learning process using online/digital platforms or what is widely known as online learning or E-learning (Mardiah, 2020:50).

Numbers of universities quickly responded to government instructions, including the University of Indonesia (UI) by issuing a letter of instruction on preventing the spread of the corona virus disease (Covid-19) within the University of Indonesia. In the circular, there are 10 points and one of them is a recommendation to implement online learning. There are around 65 universities in Indonesia that have implemented online learning in anticipation of the spread of Covid-19 (Sadikin and Hamidah, 2020).

All routines activities seem to be stopped due to corona virus. This situation makes all Indonesian students' population are not attending school/college (Destianingsih and Satria, 2020: 147). The form of lectures that can be used as a solution during the Covid-19 pandemic is online learning. Universities during the WFH period need to carry out strengthening of online learning (Darmalaksana, 2020). Online learning is needed in learning in the era of the industrial revolution 4.0 (Pangondian, R. A., Santosa, P. I., & Nugroho, E., 2019).

Hicks (2020: 8) explained that during these past 65 days or so of pandemic pedagogy, I, too, have been making transitions. For me, this semester was a 'fully online' one to begin with, and the transition that I felt in mid-March was simply to help the

educators in my masters and doctoral courses as they, too, were moving into a new role as remote educators.

E-learning is an internet-based online learning that can be accessed wherever students are located, including from home. This E-learning model can also be used in educational course or distance learning. The term of E-learning is more precisely intended as an effort to make a transformation of the learning process in schools or colleges into a digital form that is bridged by internet technology (Munir, 2009:169).

In this condition, activities in the field of education can still run online through the use of online service provider vendor applications using online learning media, and become a trend and are used by students, teachers or lecturers, and educational institutions. Several video conferencing platform applications that allow teacher or lecturers having interactions with students such as Edmodo e-learning, Google Suite for Education in the Form of Google Class Room or Google Meet, Smart Class, Microsoft Office 365 for Education, Quipper School, Ruangguru, Sekolahmu, Skype, UmeetMe, WebEx, Webinar, Zenius, Zoom, are alternative applications used (Taufik and Ayuningtyas, 2020: 26-27).

The purpose of this study was to find out more about the perceptions of students in Mataram, West Nusa Tenggara, regarding online lectures during the Covid-19 pandemic which the government calls for the work from home policy to minimize virus blockages by continuing to carry out educational activities through various online applications.

Previous research used as a reference was a research belonging to the University of Tribuana Tunggadewi entitled "Students' Perceptions of Learning Effectiveness through Facebook Groups", a further research entitled "Public Perceptions of the Radio Suara Kendari Take and Give Program", and a study entitled ". Both of those studies are descriptive qualitative research. The first study used 10 informants by purposive sampling, and the second used 5 informants with the help of quantitative data. The first research object was 10 students of Communication Science from Tribuana Tunggadwi University itself, and the second research object was informants from field observations who were listeners of Radio Suara Kendari.

The difference between this study and the previous research mentioned earlier is that the object of this research is that some students as informants in Mataram, where all universities in Indonesia and even in the world are implementing an online lecture system. This is due to the Covid-19 pandemic which means this research is quite actual.

## **RESEARCH METHOD**

This research is a qualitative study using interview techniques to find out the perceptions of students in Mataram about online lectures during the Covid-19 pandemic. In interview technique, the researcher interviewed some students from different institutions to find out their reactions to online learning system. The informants in this study were active students at three different universities in Mataram, West Nusa Tenggara. The informants are 3 students from University of Mataram (UNRAM), 7 students from The State Islamic University of Mataram (UIN Mataram), and 8 students from Mataram Technopreneur University (UTM), who were selected using simple random sampling technique. The students at University of Mataram are majoring in Department of Accounting, Agricultural Technology, and Magister of Management. The students at The State Islamic University of Mataram are majoring in English Departement, Islamic Primary School Teaching Training, and Early Years Islamic School. The students at Mataram Technopreneur University are majoring in Diploma in administrative management. The data collection instrument used interview which were applied online using WhatsApp application.

## **RESULT AND DISCUSSION**

Students in Mataram are students from various regions, some are from Mataram, and others are from districts outside Mataram. Therefore, it is different for each students in getting internet network access, depend on their location. When they were asked where the usual place they attend online learning, almost all of the students answered that they attend online lectures at home, but there is 1 student of 18 students who answer at her boarding house or sometimes at internet cafes.

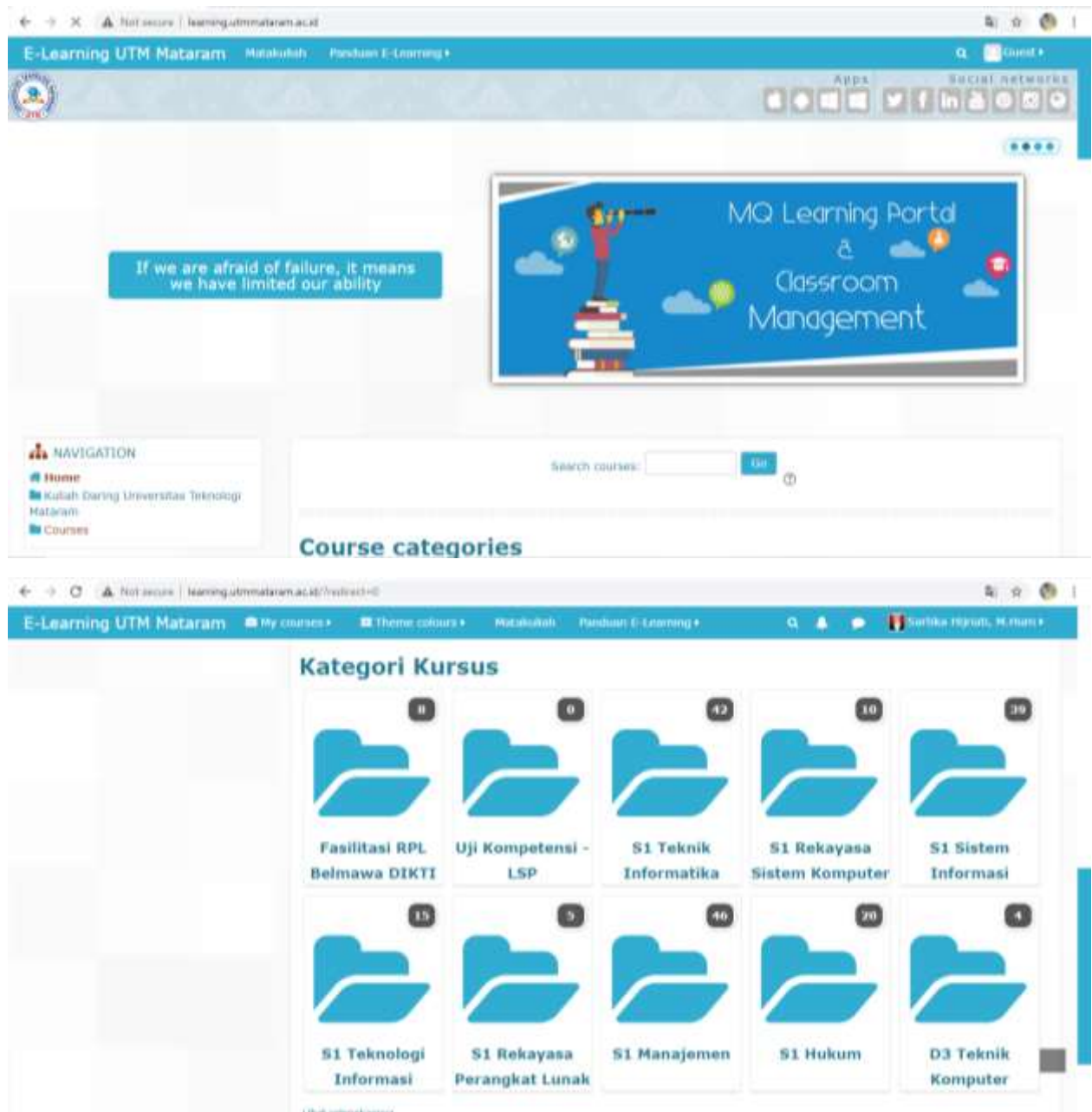
The electronic devices used by the students to attend online learning are smartphone and laptop. As many as 13 students or 72.2% of students use both smartphone and laptop while doing online lectures, as much as 4 students or 22.2% of students said they use their Smartphone<sup>3</sup> only, and 1 student or 5.5% of students uses smartphone or sometimes computer rentals.

Based on the analysis, all students mentioned that there are several different online lecture media besides campus E-learning websites for online lectures. These online media include: WhatsApp Group, Zoom Meeting, Google Classroom, Google Meet, Schoology, Email, and YouTube. Lecture materials are given in the form of power points, pdf, short videos, and reading materials.

One of many things concern in online learning is the implementation of online learning. Recently, many students complained about the higher number of assignments given by the lecturers without sufficient materials. Hence, they were somewhat overwhelmed in the learning process. Even some applications such as Zoom Meeting, Schoology and E-learning still confuse them. Online lectures do require adaptation and effort to run smoothly. In addition, efforts are needed to understand material that is usually conveyed orally into writing and video or live streaming. However, in line with that, there are several perceptions that are felt by students where they begin to feel boredom due to the monotonous learning method.

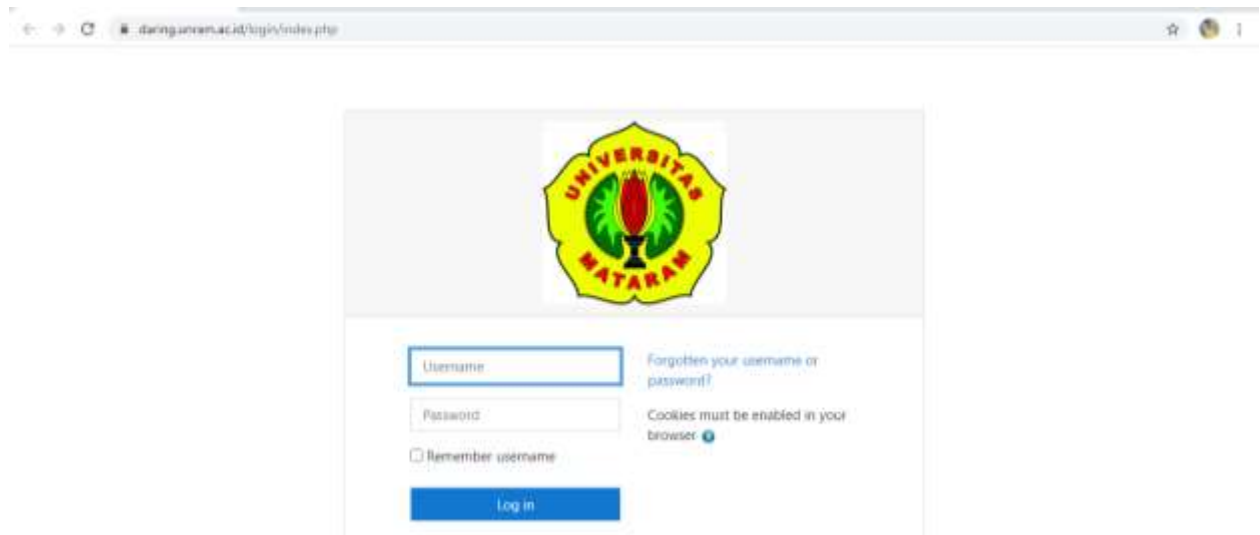
Applications that are preferred in online lectures, as many as 10 students or 55.5% of students choose E-learning, as many as 7 students or 38.8% of students choose Google Classroom, GoogleMeet and WhatsApp, and 1 student or 5.5% of students chooses Zoom Meeting application.

The picture below is the Mataram Technopreneur University E-learning Website which can be accessed via the page in link <http://learning.utmmataram.ac.id> :



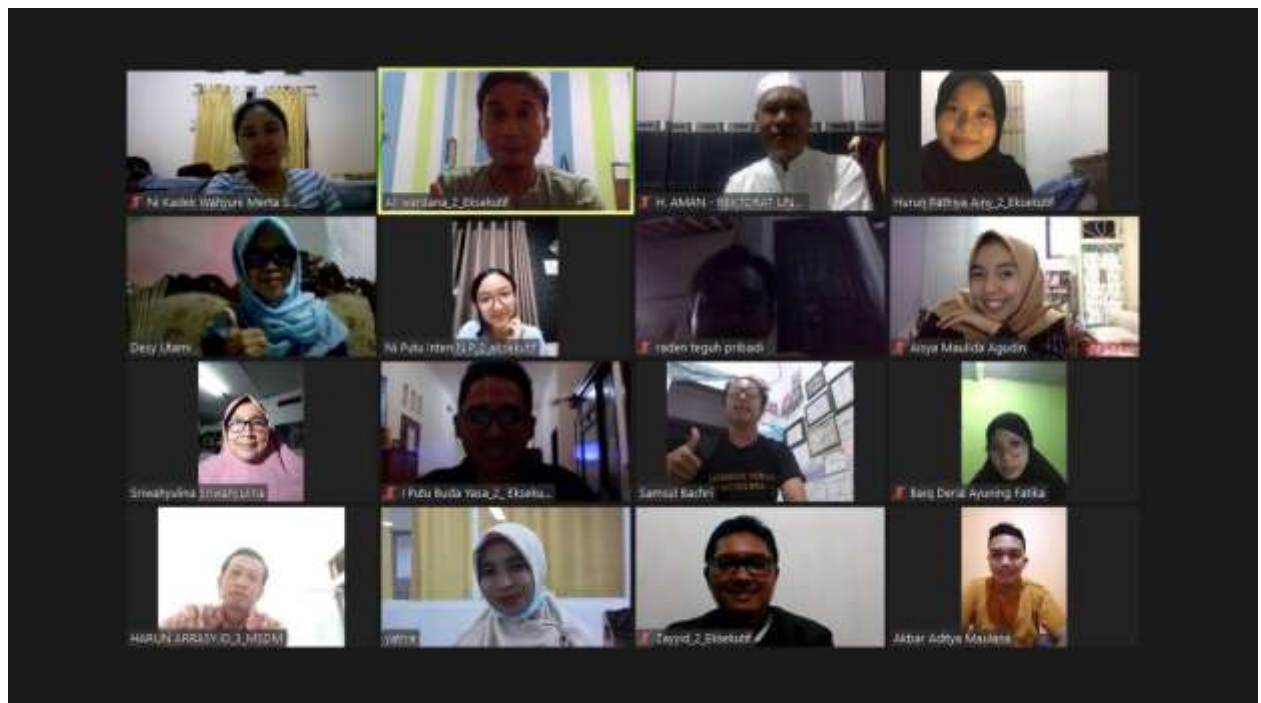
Picture 1. E-learning UTM

Below is the Mataram University E-learning Website which can be accessed via the page in link <https://daring.unram.ac.id> :



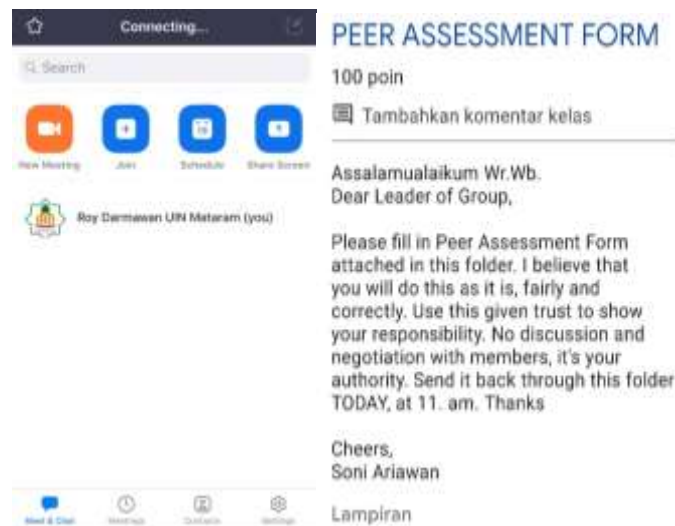
Picture 2. E-learning UNRAM

Other applications that students used in online learning such as Zoom Meeting and Google Classroom, as seen here:

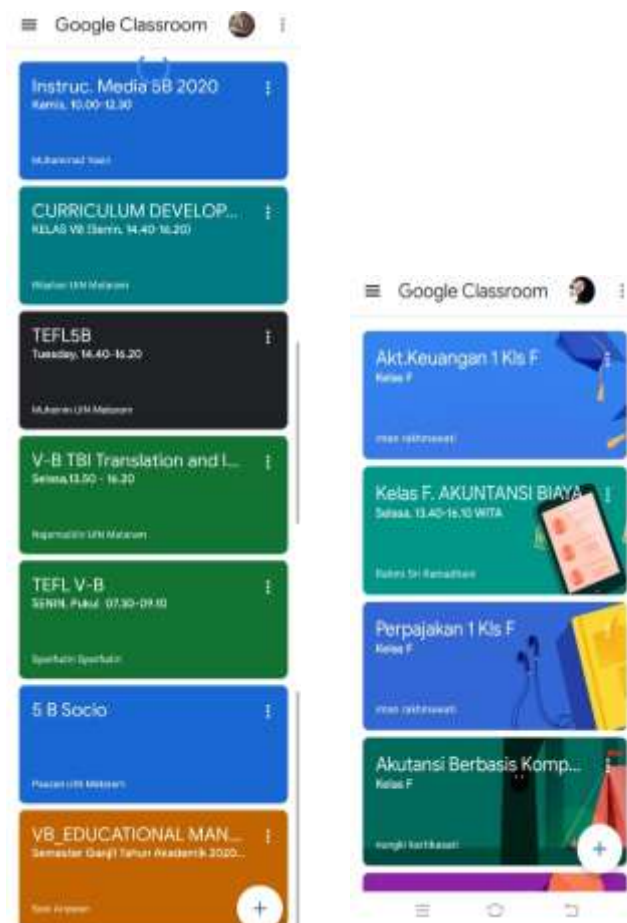


Picture 3. Zoom Meeting of Magister Management Class of UNRAM





Picture 4. Zoom Meeting and Google Classroom of UIN Mataram



Picture 5. Google Classroom of UIN Mataram (LEFT)

Picture 6. Google Classroom of UNRAM (RIGHT)



Most students, as many as 10 of 18 students think that e-learning has some advantages, including much faster in understanding the material, convenience through multimedia facilities in the form of visualization, text, animation, audio, and video. Based on this theory, of course it should make students as the participants in online lectures able to absorb the material well through the ease of multimedia facilities. Nevertheless, it was found that they were divided into two; *first*, those students who felt the material was quite effective and well conveyed, hesitated to state that the material was conveyed well; and *second*, those who stated that the material was ineffective or not well conveyed. As a result, there were three students who stated that online course materials were quite effective and well conveyed. There are three students who feel hesitant in stating the effectiveness of the material to be conveyed properly because of personal considerations, and the last four students think that online course material is not conveyed well.

Students' perceptions about this online lecture are diverse. In terms of interaction, it is also divided into two, namely students who during online lectures the interactions experienced are going well, and students who feel the interactions that are taking place are not satisfactory. When students were interviewed how far the material presented through online lectures could they understand, as much as 3 students or 16.6% of students answered very well and admitted that the interaction between students and lecturers was going well, as much as 4 students or 22.2% of students answered very well understood, as many as 9 students or 50% of students answered sometimes understood and as much as 2 students or 11.1% of students became unintelligible. This indicates that online lectures are still effective in avoiding the Covid-19 pandemic, but creativity is needed from lecturers to develop online lectures. As expressed by Lalu Naufal that everything could be understood clearly as he said:

*Semua dapat dipahami dengan jelas sampai akhir perkuliahan.* (Lalu Naufaldi Amri, UIN Mataram Student)

Moreover, Komang claimed that the understanding of the material is sufficient as in his words:

*Sejauh saya belajar pemahaman akan materi cukup namun kurang penjelasan secara mendalam saja.* (I Komang Rianti Putra, UTM Student)

On the other hand, Syasyaqi claimed that she rarely understands the material and felt that their interactions were sometimes not going well, it depends on the character of each lecturers.

*Sebenarnya tergantung Dosennya untuk menyampaikan materinya, karna beda-beda dosen itu, beda cara menyampaikannya. Ada dosen yang hanya memberikan tugas tetapi tidak pernah menyampaikan materi dan ada dosen juga yang menyampaikan materi tetapi, yang namanya kuliah online kita jarang untuk paham dengan materi tersebut. (Dini Febriyanti Syasyaqi Putri, UIN Mataram Student)*

Similarly, Laili revealed that her understanding is approximately 50 percent of what the lecturer delivered. As she mention:

*Pemahaman saya kurang lebih 50 persen dari yang disampaikan dosen. Kecuali yang menggunakan google meet. (Laili Atil Far'i, UIN Mataram Student)*

In terms of the number of assignments, the majority of students stated that the number of assignments given during online lectures was much higher than during conventional lectures, and the rest said it was uncertain depending on the lecturer. There are 13 students or 72.2% of students who feel that the number of assignments they get when studying online is increasing. As many as 5 students or 27.7% stated that the number of assignments depends on the lecturer.

The majority of students said that the presence of online lectures was quite clear in different ways. In contrary, 3 students of 18 students felt that the attendance system during online lectures was not clear because the lecturer did not pay attention to the activeness and seriousness of students in attending each meetings during online lectures.

In the learning process, students are less active in responding to instructions given by lecturers. Likewise, when the learning process is carried out synchronously. Most of them are only lecturers who are actively speaking. Students tend to be shy about expressing their opinions openly through the media of web conferences which are held for synchronous online learning.

In the learning methods, both face-to-face lectures and online lectures, of course there are supporting factors and inhibiting factors from the strategy and application

of the learning methods. Most of students' responses are positive when asked what factors support the online lecture process. As Komang said:

*Menurut saya kelebihanannya dapat menghemat biaya pulang pergi ke kampus dan makan, dan kuliah daring dapat dilakukan dimana saja jadi mahasiswa tidak perlu izin libur karna ada acara mahasiswa dapat tetap masuk walaupun ada acara. (I Komang Rianti Putra, UTM Student)*

Sibawai also expressed the strengths of online learning as stated:

*Menurut saya iyaa mendapatkan materi-materi mata kuliah dan diskusi yang baik antara Dosen dan mahasiswa atau mahasiswa dengan mahasiswa. (Muhammad Sibawai, UTM Student)*

Dzurriyatan stated that the advantages of online lectures are that she can studying while relaxing at home and doing other stuffs as long as she doesn't turn on the video feature.

*Kelebihan dari kuliah online adalah bisa kuliah sambil santai, rebahan, nyuci dan lain lain kalau lagi nggak nyalain fitur video. (Dzurriyatan Toyyibah, UIN Mataram Student)*

Syasyaqi said that so far what we have experienced when studying online is the advantage of being able to gather with family for the whole day.

*Dari sejauh ini yang kita alami saat kuliah online kelebihanannya cuman bisa berkumpul dengan keluarga untuk sepanjang harinya. (Dini Febriyanti Syasyaqi Putri, UIN Mataram Student)*

Moreover, Nada added that learning from home can maintain her immune system by always staying at home.

*Menurut saya kelebihan kuliah online adalah bisa membuat saya betah di rumah dan menjaga imun untuk selalu di rumah aja. (Nada Nurlatifa, UTM Student)*

The supporting facilities provided by the campus are also precious things that students pay attention to, because they involve the smooth and well running of online lectures. The provision of facilities from campus is considered important. This is important considering that students have already paid tuition fees, but because of Covid-19 pandemic they cannot enjoy face-to-face learning activities and currently unable to use campus facilities optimally such as buildings, classes, laboratory, library, and so on. In exchange, students use a lot of internet quota for online lectures. Therefore, the facilities received by students are in the form of two things. First, the campus provides relief from paying tuition fees with a discounted fee per semester.

Second, the campus facilitates government policies that is free internet quota for each students and lecturers from Ministry of Education and Culture. Here are the following SMS except when the quota from the Ministry has entered the student's smartphone:



Picture 7: Internet Quota from Ministry of Education and Culture

Some students get facilities in the form of additional internet quota in an appropriate amount from the government, by registering or filling in the telephone number on the form informed by the campus. Moreover, they get a tuition fee discount of around of IDR 300,000 and also a waiver for postponement of tuition fees for 3 installments before the implementation of the Final Semester Examination.

Nevertheless, the students also response to the inhibiting factors of online lectures. The students have to find the best spot to get better Internet signal. Although the institution gave out free internet data package, this problem might not be solved properly.

As Samsul said that main obstacle is that online lectures are very dependent on the internet, quota and signal.

*Kuota, sinyal, waktu yang terbatas dan suara yang tidak jelas.* (Samsul Hadi, UIN Mataram Student)

In addition, Roy expressed that *Kuota, jaringan tidak stabil dan fasilitas tidak memadai.* (Roy Darmawan, UIN Mataram Student)

Aluh also said that *Kuota dan sinyal adalah hambatan dalam kuliah online.* (Aluh Astrid Irsandy, UTM Student)

Furthermore, Ria stated that online lectures have many weakness, including quota and low signal of internet networking that rarely make her classes on online application running smoothly.

*Kuliah online sangat tergantung pada internet, jika jaringan kita tidak bagus maka kita akan ketinggalan dalam pembelajaran, apalagi ketika menjawab soal kuis dan ujian kalau jaringan tidak mendukung kita terlambat dalam menjawab soal dan terlambat mengumpulkannya sesuai batas yang sudah ditentukan dalam learning.* (Ria Yuspita, UTM Student)

After that, Milenthia expressed that some problem during online learning are mostly quota and internet connection.

*Kuota, koneksi internet, dan suasana lingkungan rumah yang tidak mendukung, belum lagi biaya yang harus dikeluarkan semakin bertambah selain UKT yang harus tetap dibayar, jadwal kuliah yang sering berubah-ubah, koneksi internet yang seringkali membuat dosen dan mahasiswa salah faham. Tingkat pemahaman mahasiswa kurang. Dan kurangnya komunikasi antar mahasiswa dan dosen maupun sesama mahasiswa.* (Milenthia Alfaini, UIN Mataram Student)

Tara also pointed out that her obstacle was that she didn't understand the material being conveyed and sometimes the network was unstable.

*Hambatan saya yaitu kurang memahami materi yang di sampaikan lalu terkadang jaringan tidak stabil, serta Kekurangan kuliah online ini tentu saja cara menyampaikan materinya yang susah mengerti karna kita hanya membaca materi saja tidak seperti kuliah tatap muka. Juga*

*kekurangan pada fasilitas karna tidak semua mahasiswa mempunyai laptop dan HP yang canggih untuk bisa memaksimalkan kuliah online ini. (Tara Jayanti, UTM Student)*

Fatanah also mentioned that there are four obstacles he experienced during online learning.

*Hambatan pertama susah signal dikarenakan cuaca yang buruk, kedua ketika mati lampu yang secara otomatis jaringan lelet, ketiga format pengumpulan tugas bermacam2 sesuai ketentuan menu daring, keempat kuota, karena kita tidak begitu produktif sebagai mahasiswa walaupun ada kuota gratis tidak begitu maksimal penggunaannya. (Fatanah, UTM Student)*

As the result, all of students choose face-to-face lectures compared to online lectures. Regarding the effectiveness of online lectures during this pandemic, from the results of the interview, it was found that all of students felt that online lectures were less or less effective because of dissatisfaction in receiving material during online lectures. Lalu Naufal prefer face-to-face lectures because the learning soul in online felt lost, as he said

*Saya memilih kuliah tatap muka karna kalok online nyawa pengajar dan belajar itu hilang. Rasanya juga beda yang dulu kita belajar langsung dosen sekarang kita cuman liat laptop. (Lalu Naufaldi Amri, UIN Mataram Student)*

Villa also prefer face-to-face lectures, because it is easier to understand the material and online lectures having less interaction in class.

*Saya memilih kuliah tatap muka, karena lebih mudah dalam memahami materi yg disertai dapat berdiskusi langsung dengan teman maupun dosen yg dpt mengasah kemampuan berbicara juga di dpn orang banyak. Kalau online, lebih cenderung tidak banyak berinteraksi dalam kelas. (Villa Susanti, UNRAM Student)*

Insira as well as Tina also prefer face-to-face lectures because it is more efficient in understanding practices.

*Saya lebih suka kuliah tatap muka karena lebih efisien dalam kondisi belajar dan memahami secara langsung praktikum maupun menyampaikan materi. (Insira Azhara, UNRAM Student)*

*Saya memilih kuliah tatap muka, karena bisa mendapatkan penjelasan secara langsung dan cepet dimengerti. (Tina Wulantari, UTM Student)*

Thus, students as a whole or 100% of students chose face-to-face lectures, because they could get direct explanations and easier to understood. However, students

answered with doubts on the grounds that they prefer conventional face-to-face lectures in class, but there is no other way other than going online during the Covid-19 pandemic and on the other hand, they must still follow campus procedures, which is online lectures that have been implemented.

Although there are many conveniences provided by online learning via the internet, the results of his study indicate that students prefer face-to-face learning. Based on an interview with an educational psychologist, Eva Maizarra Puspita Dewi, it was stated that there are three reactions to individual behavior when faced with danger. First, he will reject reality. Next, he will bargain, and lastly he will accept. Maybe nowadays students prefer face-to-face learning because they are still in the refusal stage. This is because it has only been months of online learning. There is a possibility that in the next few months when students are asked the same question again, maybe the answer will change because they are able to adjust online learning (Mustakim, 2020).

Several factors were also found to be the cause of the ineffectiveness of the learning from home due to the large number of distractions during the learning process such as signal and internet networking, which made students less focused in implementing the learning process. Lack of effective communication between lecturers and students as well as students and other students causes the learning from home to become boring for students. Several other things that also cause the learning process to be a house to be less effective are the problems with complicated applications or students who are not used to it, both lecturers and students do not master the online learning media platform used.

However, implementation of online learning allows students and lecturers to carry out lectures from their own homes. Students can access lecture materials and send assignments given by the lecturers without having meet physically on campus. This action can reduce the emergence of crowds on campus as happened in face-to-face lectures. WHO (2020) recommends that maintaining distance can prevent transmission of Covid-19.



## CONCLUSION

In conclusion, the perception of Mataram students in attending online lectures during the Covid-19 pandemic is considered quite effective in reducing the spread of the Corona Virus Disease. This was proven by the enthusiasm of students at the beginning to welcome the online lecture policy from the campus, except for some students who were hesitant because there was still no description of what the lecture would be like. The majority of students in Mataram consider this online lecture to be effective. Apart from being based on personal opinions from the experience of online lectures held by campuses, the majority of students thought that online lectures during this pandemic were quite good because they could gather with families even though some students mentioned complaints or shortcomings such as facilities, networks, task intensity, and in terms of depth of material.

Suggestions from the researcher for lecturers, lecturers are required to be able to design learning activities from home in a lighter, more creative yet effective manner, by utilizing the right tools or media according to the material to be conveyed. The types of assignments given must also be designed so that students remain enthusiastic in learning online and do not become a psychological burden. Although learning activities from home with an online system will provide wider opportunities in exploring the material to be taught, lecturers must be able to choose and limit the extent to which the material is covered and the appropriate application of the learning materials and methods used.

Lecturers also need to better understand to the students that the assignment given is not a burden that is an obligation to be completed, but is a process that must be passed to make it easier for students to understand the material. Then to improve the quality of online learning during the Covid-19 pandemic, the provision of learning materials should be conveyed briefly, minimizing sending material in the form of long-duration videos to save quota, choosing media in the form of videos using language that is easy to understand, still providing material before assignment but in giving assignments should not be too many and the questions should be more varied, and assignments should be accompanied by clear instructions.

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