

POE2WE Learning Management Based on Google Classroom Blended Learning

(Alternative Models in Learning during WFH Pandemic Covid-19)

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ABSTRACT: *This study aims to describe the application of the POE2WE model based on blended learning using Google Classroom media to increase student interest during the WFH Pandemic Covid-19 Period. Along with the lack of mastery of technology by educators as well as the lack of mastery of the material delivered by educators to students. Therefore, learning has not maximally impacted student interest in learning. For this reason, there is a need for models and methods from educators to increase student interest in learning, one of which is to use blended learning methods and POE2WE learning models using the Google Classroom media. The results of the study indicate that the application of the POE2WE model based on Blended Learning with Google Classroom media can be used as a solution to the problem in the WFH Pandemic Covid-19 Learning Process.*

Keywords: *Predict, Observe, Explain, Elaborate, Write, and Evaluate*

I. INTRODUCTION

Covid-19 pandemic forced the people in the entire world to define the meaning of life, learning objectives and the nature of humanity. If all this time people have been forced to live in fast-paced situations, endless work, and the pursuit of economic growth targets in the competition system. However, the spread of the Corona virus (Covid-19) which has become a major crisis for modern humans, forces us to take a deep breath for a moment, stopping from the vortex of the system, and look back at life, family, and social environment in the true sense. Humans are forced to 'stop' from their routines, to interpret what is actually sought from life.

Indonesia has a big challenge in handling Covid-19. From all aspects, education is no exception, which is a challenge today. The Covid-19 pandemic forced social distancing policy, or in Indonesia it was introduced as physical distancing to minimize the spread of Covid-19. The purpose of this policy is to slow down the spread of the Corona virus in the community. To that end, the Ministry of Education and Culture of Indonesia responses by deciding a policy, it is learning from home through online learning and the elimination of the National Examination for this year. (Dikbud, 2020).

The massive spread of the Corona virus in various countries has forced educators to see the reality that the world is changing. And also have to see how the changes in the fields of technology, economics, politics to education in the midst of the crisis due to Covid-19. This change requires educators to prepare themselves to

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response with attitudes and actions while simultaneously demanding to learn new things. Indonesia is not alone in finding solutions for students to keep learning and fulfill their educational rights. The new corona virus pandemic (COVID-19) continues to experience a surge in cases in several countries. Corona virus that attacks the respiratory system has recorded more than 1.5 million cases from almost all countries in the world and there are still increasing and increasing cases every day. Based on World O Meters data, as of Thursday, April 9, 2020, the total number has reached 1,508,295 positive cases of COVID-19. (Nurfajriani, 2020).

All affected countries have tried to make the best policy in maintaining the continuity of education services. Indonesia also faces several real challenges that must be immediately resolved: (1) technological disparities between schools in big cities and regions, (2) limited teacher/lecturer competencies in the use of learning applications, (3) limited resources for the use of educational technology such as the internet and quota, (4) teacher/lecturer-student-parent relations in online learning that are not yet integral. (Suharwoto. 2020).

Efforts to limit contact with others are the best way to reduce the spread of coronavirus 2019 (Covid-19). The World Health Organization (WHO) uses several terms namely social distancing, physical distancing, quarantine and isolation. But there is also a PSBB (Large-scale Social Limitation) (Lusiana Mustinda 2020). Enforcement of physical distancing policy which then becomes the basis of the implementation of learning from home, with the use of information technology that applies suddenly, infrequently makes educators and students shocked, including parents and even everyone who is at home. Learning information technology has indeed been implemented in recent years in the education system in Indonesia. However, online line learning, which took place as a surprise from the Covid-19 pandemic, surprised almost all lines, from districts/cities, provinces, centers and even the international world.

As the spearhead at the lowest level of an educational institution, universities' leaders /principals are required to make quick decisions in responding to circular letter of the Minister of Education and Culture which requires Higher Education Schools to implement learning from home. Educators feel shocked because they have to change the system, syllabus and learning process quickly. Students are stammer because they get a pile of tasks/instructions during learning from home (Kemendikbud, 2020). Meanwhile, parents feel stressed when accompanying their children with the learning process which full with assignments, in addition, they have to think about the survival and work of each in the middle crisis.

This phenomenon is an important notice for the world of education which forces them to pursue online learning quickly. In fact, technically and systemically are not ready. This is because, so far online learning is only as a concept, as a technical tool, not as a way of thinking, as a learning paradigm. In fact, online learning is not a method to change face-to-face learning with digital applications, nor does it burden students with a lot off assignments every day. Online learning must actually encourage students to be creative in accessing as many sources of knowledge as possible, producing work, honing insights and ultimately shape students to become lifelong learners. For this reason, Indonesia needs to improve the quality of workforce skills with digital technology, including in education. (Parray, 2017).

The problem often faced by educators, namely the reasoning and concepts of students is still low. Nana's study (2018), states that "... in the process of teaching and learning, interaction will occur between the teacher and students, where the teacher conveys information to students in the form of concept transfer through lectures. Therefore, students only receive the information provided, whereas in this day and age technology has developed rapidly and it demands educators to utilize renewable technology. This is because in the learning

practices that they have been doing so far are teacher centered. For this reason, educators need to change the learning paradigm towards student centered based learning, both in terms of methods, materials, and learning media, which is in line with revolution of industrial era 4.0.

One solution that can be utilized by educators in changing the paradigm of teacher centered learning to student centered, is first; Blended Learning, it is a learning approach that integrates traditional face-to-face learning and distance learning that uses resources and online learning as well as a variety of communication options that can be used by teachers and students (Harding, kaczynski and Wood, 2005). Rooney, J. E. (2003), emphasized that the method of Blended learning is an approach that combines face-to-face meetings and online learning in an effort to combine the advantages of the two types of methods used.

Blended learning for students tends to be more to the mastery of learning concepts well. According to Bawaneh (in Kholiql, 2017), blended learning can improve student performance. In line with the blended learning model, educators must also use the POE2WE model in their learning. Because the POE2W model is a learning model developed to find out students' understanding of concepts, using constructivist approaches. (Nana, 2018). So that learning becomes better in mastering the material and technology. The combination of the stages of learning the POEW model and the learning model with the constructivist approach of the POE2WE model, can be done through 6 steps: (1) Prediction, (2) Observation, (3) Explanation, (4) Elaboration, (5) Write, and ((5) Write, and (6) Evaluation. (Nana and Surahman (2019: 84-87),

Second, in terms of media that can be used by educators in online learning, is to create virtual classes with google classroom. Google classroom is a product of Google. In 2014, Google also developed a free LMS under the name Google Classroom (GC). GC is a blended learning porch designed to facilitate the world of educators, in designing, sharing, and grouping material, assignments/instructions, paperless questionnaires (Bell, 2015; Keeler & Miller, 2015) in (Sujana, I, et al 2019). GC has several advantages including: the setting process that is fast and convenient, saves time, can improve collaboration and communication, centralized data storage, and sharing resources quickly. Google Classroom is a free online service for schools, non-profit organizations, and anyone who has a Google Account. Google Classroom makes it easy for students and teachers to stay connected, both inside and outside the classroom. Google Classroom is a mixed learning platform developed by Google for education that aims to simplify the creation, distribution and assignment of tasks in a paperless manner. In addition, Google Classroom is an Internet-based service provided by Google as an e-learning system. This service is designed to help lecturers create and share assignments with students paperless. Users of this service must have an account at Google. In addition, Google Classroom can only be used by schools that have Google Apps for Education. (Hakim 2016).

The expected impact is an increase in the knowledge of educators and students about online learning and also the existence of learning media that increases motivation and effectiveness of teaching and learning based on research results. For that matter Subiyantoro, (2017), emphasized that; by using google classroom (1) the teacher/lecturer can create a virtual class, invite students to join the class, provide information related to the learning process, provide teaching materials that students can learn in the form of exposure files and learning videos, give assignments to students, make a collection schedule duties and others; (2) after the stages of the account creation process are complete, the lecturer can post and upload the lecturer file according to the meeting. (3) students registered either independently or registered by the administrator in this case are lecturers, and they can download the file; (4) Educators/Teachers can also open forums that can be responded to by other

members of the forum in this case are registered students; (5) Another feature given is that the lecturer can make assignments that can be done online with a deadline given by the lecturer, if there are students who collect late from the deadline will be seen from the history of the task collection. " Because of the benefits that can be obtained from this technology, it is necessary to implement it, Google Classroom is intended for learning in the Era of Industrial Revolution 4.0 ".

This study aims to describe "Application of the Google Classroom-based POE2WE Model Based on the Learning during WFH Pandemic Covid-19." Along with the development of information technology and the internet today is so rapid that not only affects electronic products, but also in the world of education, especially in learning methods and media. One online learning model that is currently being developed and put into use is Google classroom. However, the use of google classroom as a learning media to improve student learning outcomes during the WFH Pandemic Covid-19 Period needs to trace the truth through scientific studies, research in depth and specifics.

II. RESEARCH METHODS

The research method used on this research is literature study. Data collection is done by searching and gathering information related to e-learning, virtual classrooms, and google classroom (Nurfalah, 2019). The information obtained is analyzed from the literature relating to education which is studied in more depth, and conducted surveys to see the effectiveness of the use of e-learning virtual class based, and google classroom. The research design used was the One Shot Case Study, where subjects were given certain treatments followed by observations when applying the treatments and taking measurements of the effects of these treatments. (Nirfayanti & Nurbaeti. 2019). The treatment referred to in this research is learning by applying the POE2WE model based on Google Classroom Blended Learning and looking at the aspects of its benefits.

III. RESULTS AND DISCUSSION

Results

Based on the results of a literature study about the Implementation of the POE2WE Model Based on Google Classroom Blended Learning, it cannot be summarized that the use of online learning media using Google classroom makes it easy for users to get a lot of material from the internet. Virtual-based learning makes activities occur interactively between educators and students. The use of Google Classroom does not need to do a complicated installation process. After an administrator has setup a Google account, educators and students can use Google classroom with their respective Google email accounts. In accordance with the research objectives above, to illustrate the Implementation of the Google Classroom-based POE2WE Model, then in this section, it is presented as follows:

3.1. Blended Learning

Blended Learning is a learning approach that integrates traditional face-to-face learning and distance learning that uses resources and online learning and a variety of communication options that can be used by teachers and students (Harding, Kaczynski and Wood, 2005) and (Rooney, JE (2003),

The application of Blended learning in education is very important for the current conditions, given the number of educators and education staff in Indonesia at this time is very much in number of nearly millions. With this huge number of educators and education staffs, it is impossible to conduct a comprehensive education of all educators and education staffs in a short time. This is due to the limitations of our country, especially The Ministry of Education and regions, such as the limited number of educational and training institutions, the number of trainers or training instructors and the limited time for educators to attend education and training simultaneously and continuously.

Garner & Oke (in Akkara; 2019), said "blended learning learning is a learning environment that is designed by uniting face to face learning (face to face/F2F) with online learning that aims to improve student learning outcomes". Illustration of blended learning appears in the following picture:

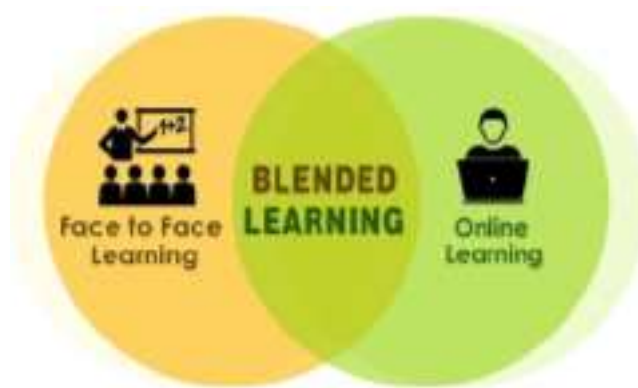


Figure 1. Illustration of blended learning learning

Source: adapted from Garner & Oke (in Akkara; 2019), developed by the author

The implementation of this approach allows the use of online learning resources, especially those based on the web without leaving face to face with this implementation of blended learning, learning takes place more meaningful because of the diversity of learning resources that might be obtained.

3.2. Google Classroom

Google Classroom is also called virtual classes, virtual classes is a mixed learning porch for the scope of education that can facilitate teachers in making, sharing and classifying any paperless assignments. Google Classroom is designed for four users namely teachers, students, guardians and administrators. (Judges 2016 and Sujana, I, et al. 2019). For more details in the following picture:



Picture 2. Maya Class Design

Source: adapted from (Judges 2016 and Sujana, et al. 2019) developed by the author

For teachers, it can be used to create and manage classes, assignments, grades and provide real time input. For students to monitor material and class assignments, share materials and interact in the class stream or via email, send assignments and get input and grades directly. Homeroom teachers can use it to get e-mail summaries related to student assignments. This summary includes information about assignments that are not done, subsequent assignments and class activities. But the homeroom teacher cannot log into the class directly. Homeroom teachers receive email summaries through other accounts. For administrators to create, view or delete classes in their domain, add or remove students and teachers from the class and view assignments in all classes in their domain.

3.3. POE2WE model

Learning model of Prediction, Observation, Explanation, Elaboration, Write and Evaluation (POE2WE) are developed from the learning model of Constructivistic (Samosir, in Nana, 2018). POE2WE and learning models with constructivist approaches is a learning model developed to determine students' understanding of a concept with a constructivist approach. This model provides opportunities for students to construct their own knowledge, make observations of phenomena and communicate ideas and discussion results so that students will more easily master the concepts being taught. Therefore, the POE2WE learning model is student-centered learning, because students can play an active role in learning. For more details, see the following picture:



Figure 3. POE2WE Syntax

Source: (Samosir, 2010) developed by the author

According to Nana and Surahman (2019), the merging of the learning stages of the POE2W model and the learning model with the constructivist approach can be arranged in the steps of learning management, among others in the table, as follows:

Table 1 . Management of the POE2WE Model Learning

o.	Phase s	Teacher's Activity	Student Activity
	<i>Prediction</i>	<ul style="list-style-type: none"> - Conveying learning objectives. - Asking questions to students - Inventory predictions and reasons in front of students. 	<ul style="list-style-type: none"> - Pay attention to the explanation from the teacher. - Predict answers to questions from the teacher -Discuss the results of predictions
	<i>Observation</i>	<ul style="list-style-type: none"> -Encourage students to work in groups - Sharing LCK format -Supervise the conversation activities carried out by students 	<ul style="list-style-type: none"> - Form a group - Experiment - Collecting experimental data - Conduct group discussions - Summing up the results of an experiment
o.	Phase s	Teacher's Activity	Student Activity
	<i>Explanation</i>	<ul style="list-style-type: none"> - Encourage students to explain the results of the experiment. - Ask students to present students the results of their experiments 	<ul style="list-style-type: none"> - Express their opinion about the results of the experiment - Expressing opinions about new ideas based on experimental results.

		<ul style="list-style-type: none"> -Clarify the results of the experiment -Explain new concepts/definitions 	<ul style="list-style-type: none"> - Respond to presentations from other groups.
	Elaboration	<ul style="list-style-type: none"> -Give problems related to the application of concepts. - Encourage students to apply new concepts in new situations. 	<ul style="list-style-type: none"> - New concepts from teachers can be accepted - Applying new concepts in new situations or everyday life.
	Writing	<ul style="list-style-type: none"> -Asking questions for the assessment process - Assess students' knowledge -Provide feedback on students' answers 	<ul style="list-style-type: none"> - Record the results of the explanation and conclusions from the teacher and group discussions
	Evaluation	<ul style="list-style-type: none"> -Meng ask questions for the assessment process - Assess students' knowledge -Provide feedback on students' answers 	<ul style="list-style-type: none"> - Answering questions based on data - Demonstrate ability in mastering concepts

Sources: Nana & Endang Surahman (2020)

Table 1, above shows that: (a) Prediction is a stage of prediction in which students make predictions or initial allegations of a problem. Problems which are found stem from questions and pictures about the material submitted by the teacher in the Student Worksheet/student book before students make predictions. Preparation of prediction in the Prediction phase in the POEW model is identical to the Engagement phase in the constructivist approach. The teacher asks questions that can encourage students to be able to make predictions or temporary answers to a problem. (b) Observation, is a stage to prove predictions that have been made by students. Students are invited to conduct experiments related to problems or problems that are found. Furthermore, students observe what is happening, then students test the truth of the provisional allegations that have been made. The Observation Phase in the POEW model is identical to the Exploration phase in the constructivist approach. (c) Explanation, the students provide an explanation of the results of experiments that have been conducted. Explanation from students is done through discussion with group members then each group presents the results of the discussion in front of the class. If the predictions made by students happen in the experiment, the teacher guides the students to summarize and provide an explanation to strengthen the results of the experiments carried out. However, if students' predictions do not occur in the experiment, then the teacher helps students find an explanation why the predictions or guesses are incorrect. The explanation phase is identical to the explanation phase of the constructivist approach. (d) The elaboration stage, namely students make examples or apply concepts in everyday life. The elaboration stage is taken from a constructivist approach. This stage the teacher encourages students to apply new concepts in new situations so that students

better understand the concepts taught by the teacher. This stage is the development of a constructivist approach. (e) writing stages, namely conducting written communication reflecting students' knowledge and ideas. Like students writing down the results of discussions and answering questions on the Student Worksheet. Also at this write stage, students make conclusions and reports from experimental results. This stage is the development of the think-talk-write (TTW) model. (f) the evaluation stage of the knowledge, skills and changes in the thinking process of students. At this stage students are evaluated about the material in the form of straight motion oral and written. This stage is the development of a constructivist approach.

If the Learning Management of the POE2WE Model is simplified it appears in the following figure:

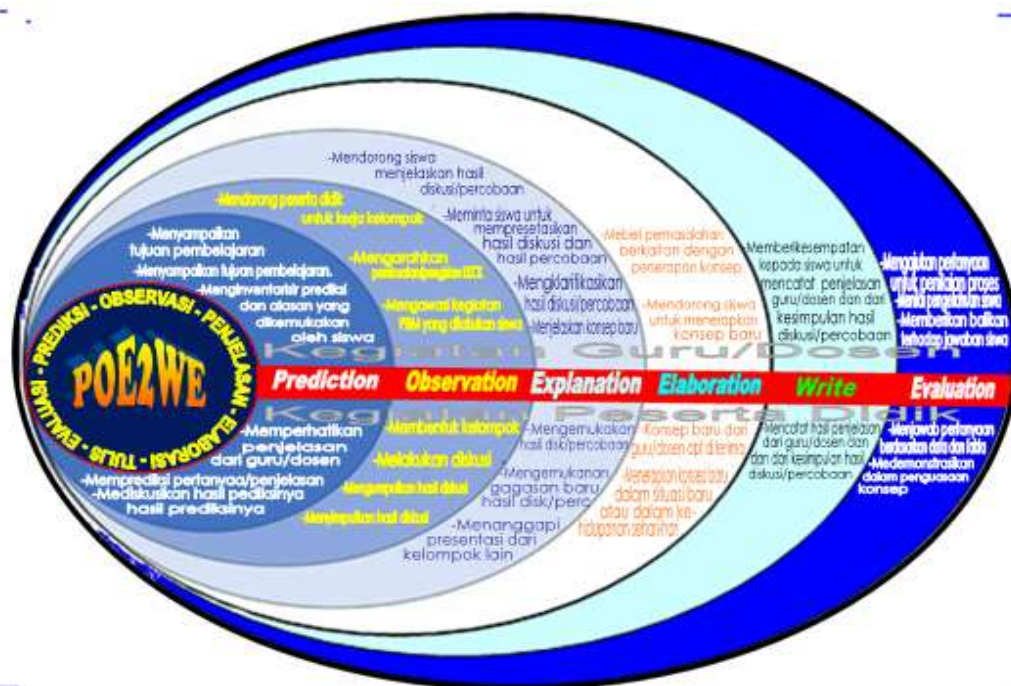


Figure 4. Learning Management Model with POE2WE approach

Source: developed by the author

3.4. Implementation of the POE2WE Model Based on Blended Learning with Google Classroom Media

Blended learning is done online and can be accessed in accordance with the agreement between the teacher and students. The stages of material development are determined by the learning implementation plan that will be carried out by the teacher. Making a story board determines the learning that will be done in google classroom. Learning topics are obtained through analysis of core competencies, basic competencies, indicators and learning objectives. The results of the analysis get the topic of learning to be implemented. The activity plan is about what will be done at google classroom, such as providing videos, questions, discussions or material. All of this depends on the teacher as the user and must be adapted to the characteristics of the learning topic. According to Mulyani and Syaodih (in Nasution and Delima, 2019), high-class students are at the stage of probing, trying, and experimenting. Students at that age are technology literate, ready to accept the development of the times through existing technology.

The implementation of learning by using Google Classroom causes most students to feel interested in participating in learning. So that students' interest in implementing the blended learning POE2WE based model with Google Classroom media is very high. (Blended POE2WE)

The POE2WE theoretical framework is built on the views of several theories that frame the POE2WE learning model. In POE2WE three types of interactions are integrated including social interaction, charge interaction, and lecturer interaction. Shown in the picture, the following:

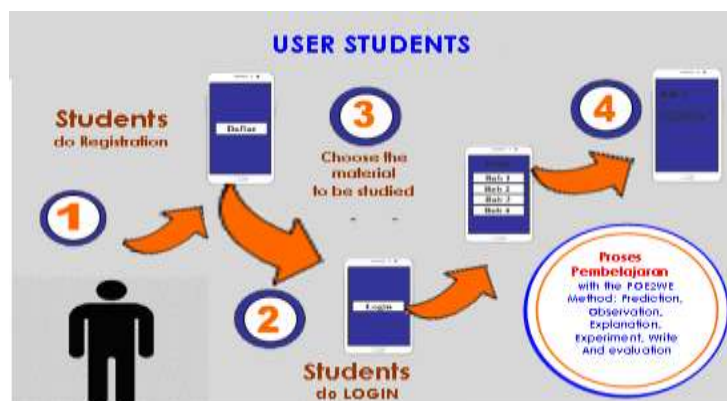


Figure 4. POE2WE-based E-learning process

Source: Developed by the author

Figure 1, shows that: (1) The first type of interaction is with lecturers who become active learning facilities and face-to-face interactions that occur in a social setting. However, it is the lecturer who designs and manages the sequence of learning and selects appropriate media before interacting with students. Furthermore, lecturers use e-learning to do distance learning and the collection of assignments and communication online. Students can discuss with other students and with students can discuss with other students with the lecturer at the same time so that interpersonal communication and feedback will occur. (2) The second interaction is the content of this interaction bridging cognitive interactions with the concepts and skills contained in the learning module. The module is accompanied by instructions for use and mind mapping for each topic so that learning objectives are clearly represented. (3) Finally, social interaction is intended as the ability of learners (students) to perceive themselves as a positive interdependent community (cooperation). Such interactions can occur throughout the entire learning process because they will not work hard enough to demand cooperation.

As we know the dimensions of interaction (social discourse). This meaning is then divided among group members who contribute to building shared knowledge through their own responses. This is already a high level of cognitive achievement (Aviv, 2000).

Web-based E-learning presentations allow lecture information to be real time and interactive. This e-learning site can be accessed through the address 'alearning.unsgd.ac.id Through this e-learning, it is presented presenting lectures on educational policies:

Table. 2
Learning Courses Education Policy Model POE2WE Learning

o	Lecturer	College student
	Compiling Syllabus Uploading Lecture Material	Accessing information and materials Lecture Meng- download course materials

Give assignments to students	Conduct transactions duties lectures
Receiving Student work	Doing task
Make a test/Quiz	Take a test/quiz
Provide value	Seeing the achievement of learning outcomes
Monitor student activity	See attendance
Cultivating student grades	See the value
Interact with students and fellow lecturers through discussion and chat forms	Interact with fellow students and lecturers through discussions forum

Source: Developed by the author

IV. CONCLUSIONS

From the various discussions that have been described, it can be concluded that the POE2WE model based on blended learning can improve learning activities in the classroom. And learning media also increase the activeness and comfort of students in constructing their knowledge. Teachers/lecturers and students can take advantage of various features found in Google Classroom. Does not rule out the possibility that the first time a failure occurs, reflection and monitoring is needed in applying the POE2WE model based on Blended Learning with Google Classroom media. Because of the benefits that can be obtained from this technology, it is necessary to implement it. Google Classroom is intended for learning in the Industrial Revolutionary Era 4.0".

Considering the various limitations contained in this writing, it is hoped that further studies will be developed to develop learning using the POE2WE model based on blended learning with Google Classroom media, both in terms of learning design, learning material and new things that are considered to be able to support writing of this learning so that it becomes better and easier to implement.

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