

Action Research to Improve Online Teaching and Learning Activities at STIE Indonesia Banjarmasin

Meldasari Said^a, Riswan Yudhi Fahrianta^{b,*}

^{a,b}Sekolah Tinggi Ilmu Ekonomi Indonesia Banjarmasin, Indonesia

* Corresponding author e-mail: riswan@stiei-kayutangi-bjm.ac.id

ARTICLE INFO

DOI: 10.32832/jm-uika.v15i1.15424

Article history:

Received:

9 November 2023

Accepted:

6 Januari 2024

Available online:

5 Februari 2024

Keywords:

Action Research,
Online Learning,
Synchronous,
Asynchronous

ABSTRACT

This study aims to analyze the readiness STIE Indonesia Banjarmasin students in facing online learning, and what actions are good to take so that learning outcomes can be achieved. This study used action research methods. The method of data collection through observation of three classes with a total of 145 students, complemented by interviews with eight students from representatives of each class as informants. Observations were made in three cycles, namely online synchronous class cycle, the online asynchronous cycle using video, and the online asynchronous cycle using video plus quizzes. Each cycle goes through four stages, namely design, implementation, evaluation, and rethink. The results show that postgraduate students prefer online classes because it saves travel costs and is more flexible in terms of time. They prefer synchronous classes because there is direct interaction. While undergraduate students prefer offline classes so they can focus, avoid a non-conducive learning environment. In addition, for the learning method with video, it is more effective if it is added with a quiz at the end of the material to increase students' access to watching online learning videos.

1. INTRODUCTION

Online The transformation of information and communication technology has fundamentally changed the way we learn and teach (Carstens et al., 2021). Learning online has become the norm in higher education and schools in this digital age, especially during the Covid-19 pandemic. Since the Covid-19 pandemic, the STIE Indonesia Banjarmasin has also carried out online learning. Even though the pandemic has been declared over, online learning is still carried out in several courses. However, there are some difficulties that are often faced by students in learning online, namely: first, lack of social interaction (Mahmudah, 2020). Online learning tends to isolate students from the social interactions that usually exist in classroom learning settings. This can lead to a sense of loneliness and lack of social support, which can affect a student's mental well-being.

Secondly, lack of personal discipline: online learning requires a high level of self-discipline. Students must manage their own time, create learning schedules, and follow the material without direct supervision. For many college students, this can be a big challenge. Research (Pranitasari et al., 2023) shows that a student's self-control ability can affect his behavior in spending time or busying himself to avoid learning by accessing the internet for personal interests (*cyberloafing*).

Third, limited access to resources (Ndibalema, 2022). Not all students in developing countries have the same access to the hardware, software, and internet connection needed to study online. This can be a serious obstacle in achieving educational equity. Fourth, the quality of Internet connections is one of the biggest problems in online learning (Dyrek et al., 2022). Slow or unstable networks can disrupt online learning sessions and hinder active participation in virtual classes.

Fifth, limited space and learning environment (Khan & Jamil, 2022). Students may have to learn from non-ideal environments, such as thin-walled homes, where distractions from the surrounding environment can disrupt their concentration.

Sixth, difficulty communicating (Alawamleh et al., 2022). While there are a variety of online communication tools, some students may have difficulty communicating with faculty and classmates effectively. This can hinder material understanding and collaboration. Still in the same previous research, the seventh problem faced by students in online learning is difficulty understanding the material: learning independently through online material requires a high level of understanding (Alawamleh et al., 2022). Students must be able to process information without direct assistance from lecturers, which may be difficult for some.

Eighth, the negative effects of computer screens (Thao et al., 2023). Students often feel exhausted because there is too much time in front of a computer screen or mobile device. This can lead to burnout and decreased motivation.

Ninth, lack of involvement and motivation (Li et al., 2022). Missing out on the physical aspects of the classroom, such as face-to-face interaction with faculty and classmates, can reduce the

sense of involvement and motivation in learning. Tenth, assessment in the context of online learning can be more complicated. Some students may face difficulties in taking online tests or feel less confident in their academic integrity (Chang et.al., 2021).

Online learning as part of distance education has always been a concern of providing access to learning behaviors that are at least more flexible in terms of time and space, as campus-based education (Anderson, 2011). Student learning behavior in online classes can be seen from the Community of Inquiry (CoI) which lists three intersecting learning experiences, namely social presence, cognitive presence, and teaching practice (Garrison et al., 1999). Social presence involves participants in projecting each other's personalities, identifying, and communicating with communities, and developing interpersonal relationships through interactions in e-Learning systems. Whereas cognitive presence refers to the continuous reflection and discourse of learners, which indicates cognitive involvement in an activity. Then the presence of the Master is the design, facilitation, and social direction and cognitive processes to realize relevant learning outcomes (Man et al., 2019)

Synchronous and asynchronous learning are the two main approaches to distance learning. Synchronous refers to learning that occurs in real-time where instructors and participants follow learning sessions at the same time, usually via video conference or live chat (Ambarita & Yuniati, 2022). Allows direct and immediate interaction between participants and instructors, like a physical classroom setting. On the other hand, asynchronous is learning that is not tied to a specific time; participants have the flexibility to access the material and participate at any time according to their schedule (Ambarita & Yuniati, 2022). This method allows students to manage their own study time and can be a more flexible solution, especially for those who have other commitments or live in different time zones. The combination of these two approaches can create a balanced and adaptive learning experience according to individual needs and learning contexts. Students in distance or online learning rely on a variety of technologies and applications that allow them to access, interact and participate in the learning process.

As blended learning, which combines face-to-face and online teaching, becomes the dominant form of teaching at all levels of education, it is laying the groundwork for an integrated model (Picciano, 2017). Picciano's rationale is based on the idea (Anderson, 2011) which proposes an E-learning model by describing two main actors: students and teachers and their interactions with each other through learning content. Students can interact directly with the content they find, and, in any way, they choose, particularly on the web. However, most learners choose to have their learning sorted and directed through the help of the teacher. This multi-component learning environment allows for the learning of social skills, collaboration, and the development of personal relationships between participants.

Bosch (2017), created a model that suggests blending goals, activities, and approaches in different modalities for effective learning for many students depending on the approach used. So that, to observe which approaches are most effective in online learning, this study used

action research methods. Action research is a qualitative methodology, a reflective process, in contrast to isolated and spontaneous reflection in that it is planned, methodical, and usually requires some sort of evidence to be provided to substantiate claims (Pracht et al., 2022).

According to Lewin (Adelman, 1993), the action research evaluation process provides the planners with an opportunity to identify the project's strengths and weaknesses, which in turn informs the next step and forms the basis for the overall modification of the planned change. This cycle of action research is then followed by a review and iteration of the entire process. Ultimately, the new process is implemented because of the action research process.

Action research is a circular process with steps that include planning, development and reflection with the aim of changing existing practices (Mong & Standal, 2022). In this study modified the steps action research cycle described by Casey et.al. (Bennie, 2021). Steps include planning/design, acting/implementing, evaluating and rethinking. The current project should be viewed as one that consists of multiple cycles – that is, as a cycle within a cycle. The action research cycle in this paper is shown in Figure 1.

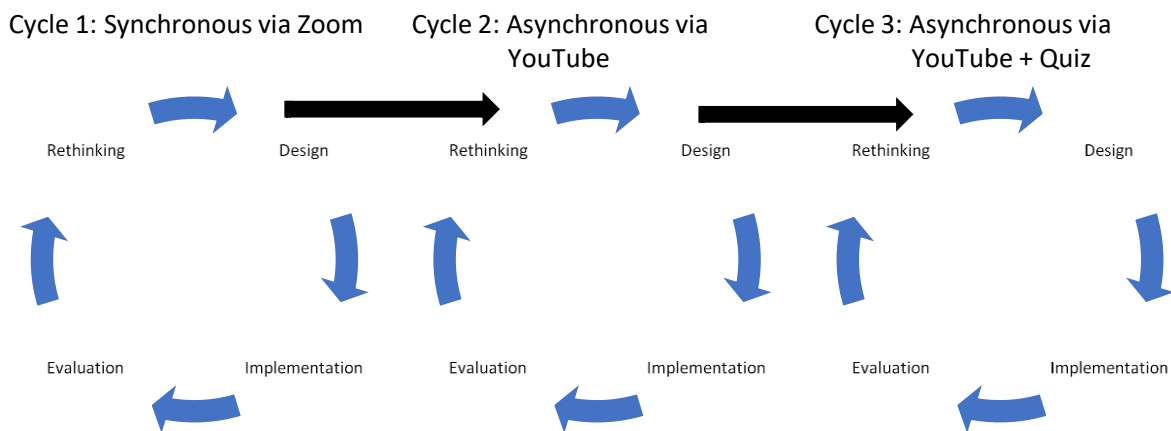


Figure 1. Action Research Cycle

Source: Researcher, 2023

Overcoming the difficulties of the students in following online learning requires holistic solutions, including adequate academic and technical support, available resources, and effective lesson planning. In addition, it is important for educational institutions and lecturers to strive to create an inclusive and supportive online learning experience for all students. Therefore, this study aims to analyze how prepared STIE Indonesia Banjarmasin students are in facing online learning, and what actions are good to take so that learning outcomes can be carried out. For this reason, action research is carried out in determining the best method when carrying out online learning. By observing the barriers and limitations associated with the learning environment, we used three cycles of action research to get the best approach in implementing online learning.

2. RESEARCH METHODS

Observations were made on 145 students of STIE Indonesia Banjarmasin who came from three different classes, namely class AB Human Resource Management (HRM) course (40 postgraduate students), CDE class Human Resource Management (HRM) course (60 undergraduate students), and Human Resource (HR) Planning class (45 undergraduate students). The observation was carried out for three months in the even semester of the 2022/2023 academic year, complemented by interviews with eight students as informants who represent their classes. Observation of teaching and learning activities via zoom (synchronous) was carried out four times in each class, and observation through the teacher's YouTube channel (asynchronous) was carried out twice which was divided into postgraduate classes and undergraduate classes.

Observations were made in three cycles, namely the cycle of (1) synchronous classes via zoom, (2) asynchronous cycles with videos, and (3) asynchronous cycles with videos plus quizzes. Each cycle goes through four stages, namely design, implementation, evaluation, and rethinking as shown in Figure 2.

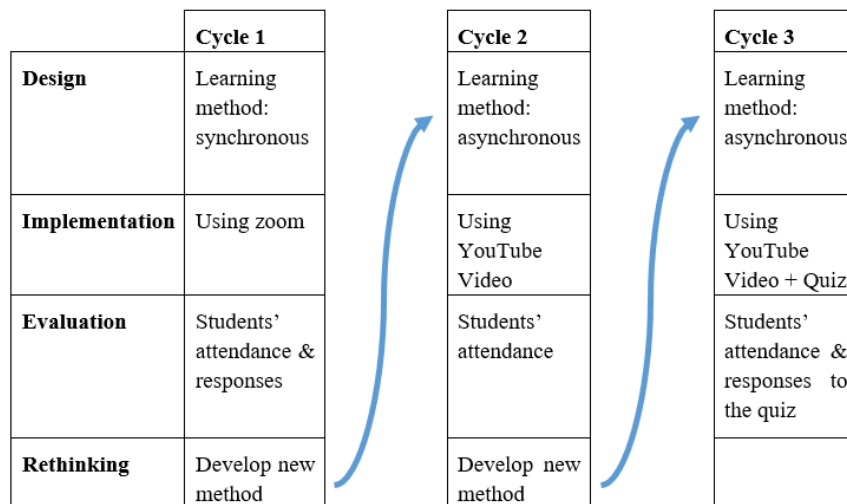


Figure 2. Research Framework

Source: Researcher, 2023

In the design step determines the learning method consisting of synchronous and asynchronous. While in the second step (implementation) shows the learning media used, in this case zoom, YouTube, and quizzes through the google form. In the third step (evaluation) refers to the presence and response of students to the learning methods and media used, the results become a reference for the fourth step (rethinking) to the stages in the next cycle.

3. RESULTS & DISCUSSION

The following are the observations from the three cycles of action research carried out.

First Cycle Observation Results. Student attendance in synchronous classes via the Zoom platform is an important factor in assessing the level of participation and quality of distance learning. This report will analyze student attendance rates in three different classes, namely HRM AB, HRM CDE, and HR Planning, during four meetings. Each percentage of attendance can be seen in Table 1.

Table 1. Cycle 1 Synchronous Class Attendance Observation

CLASS	TOTAL STUDENTS	ATTENDANCE OBSERVATION (%)			
		1	2	3	4
HRM AB	40	82,5	85	85	75
HRM CDE	60	96,7	91,7	93,3	83,3
HR Planning	45	100	86,7	68,9	37,8

Source: Data Processed (2023).

AB HRM Class: This class has a total of 40 students, and the average attendance rate is above 80% in the first three meetings. However, there was a significant decrease in attendance at the fourth meeting to 75%. It should be noted that consistency in attendance is still required.

CDE HRM Class: This class has a total of 60 students, and the average attendance rate is very high, above 90%, in the first three meetings. Although there was a decrease in attendance at the fourth meeting, it was still at an acceptable level.

HR Planning Class: This class has a total of 45 students, and the attendance rate at the first meeting is 100%, however, there is a drastic decrease in the third and fourth meetings. Attendance was only 68.9% at the third meeting and 37.8% at the fourth meeting. This requires special attention from lecturers to understand the factors causing this decline.

Student attendance and participation in synchronous classes are critical in assessing the effectiveness of distance learning. The average in each synchronous class meeting is 90-120 minutes. Students are given time to ask questions or share experiences and discussions in the last 30 minutes. Observation notes of student responses in three different classes at STIE Indonesia Banjarmasin: HRM AB, HRM CDE, and HR Planning are presented in Table 2.

Table 2. Synchronous Class Quantity of Responses

CLASS	TOTAL STUDENTS	QUANTITY OF RESPONSES			
		1	2	3	4
HRM AB	40	5	6	2	1
HRM CDE	60	8	6	3	4
HR Planning	45	13	0	5	0

Source: Data Processed (2023).

In the AB HRM class, although attendance is quite good, student responses in the form of questions or sharing experiences seem to tend to decrease as the meeting progresses. This could be a sign of the need to increase student engagement or provide more opportunities for them to participate.

CDE's HRM class shows a better participation rate compared to AB's HRM. Although there is variation in the number of responses, this figure is stable throughout the meeting. This could indicate more engaged classes and students who feel comfortable participating.

The HR Planning class has significant variation in student responses. The first meeting showed high participation, but the absence of responses at the second and fourth meetings may require special attention. There has been a significant decrease in student interaction, and further investigation is needed as to the cause.

Based on observations of student responses in 3 classes at STIE Indonesia Banjarmasin, it can be concluded that student responses are still quite low. From the data provided, the average student response in the AB HRM class was 3.5 per meeting, in the CDE HRM class it was 5.3 per meeting, and in the HR Planning class it was 4.2 per meeting. This shows that only about 8.75%, 8.8%, and 9.33% of students actively respond to each meeting.

Based on the data, the decrease in class attendance is suspected because students in the three classes are workers who have their own busy lives. So it needs to be tested to take part in asynchronous classes in the form of teaching videos that have been prepared by lecturers and uploaded on the lecturer's personal YouTube channel. Students are given access to the link and can be accessed in a flexible time within one week (one meeting period). Videos are made with a duration of about 30 minutes, the total video is adjusted to the teaching material from the lecturer, so that one lesson can be divided into 2-3 videos.

Second Cycle Observation Results. Asynchronous classes through video learning are a form of distance learning that allows students to access learning materials at any time according to their own time and rhythm. In this context, observations were made of asynchronous classes provided by lecturers (researchers) through personal YouTube channels, with details on two different levels of education: post-graduate and undergraduate.

Table 3. Total Video Accessed in Asynchronous Class

CLASS	TOTAL STUDENTS	PART 1	PART 2	PART 3
POSTGRADUATE	100	106	98	NONE
UNDERGRADUATE	45	8	3	6

Source: Data Processed (2023).

In postgraduate classes, there is an eye-catching sign. The number of access to learning videos exceeds the number of students enrolled, which is 100 people. This suggests several possibilities: (1) Multiple Access Possibilities: Some students may access the video more than once to understand the material better. This could indicate high interest and engagement in the material; and (2) External Visitors: In addition to enrolled students, it is possible that some people outside the classroom also access the video, such as students from other programs, or people interested in the topic. In both cases, a higher number of accesses than the number of students enrolled is positive, as it shows a high interest in the learning material.

In undergraduate class, observations show a lower amount of access compared to graduate classes. However, this can be explained by several factors: (1) Possible Student Inactivity: Undergraduate students may have more other responsibilities compared to graduate students, such as part-time jobs or extracurricular activities. This could reduce the time they have to access the material; (2) Lack of Video Access Obligations: Professors may not require students to access all videos or follow them strictly, resulting in variations in access; and (3) Material Context: The level of access can also be influenced by how important or relevant the video material is in the curriculum or student needs. In this case, lecturers need to adjust increase student participation, namely by making quizzes at the end of the video that must be answered and collected by all students through the google form link that has been made.

Third Cycle Observation Results. After introducing quiz answering obligations as part of learning materials, observations were made to observe changes in how quizzes might affect access rates to learning videos on YouTube at two different levels of education: post-graduate and undergraduate.

Table 4. Total Video Accessed After Additional Quiz

CLASS	TOTAL STUDENTS	PART 1	PART 2	PART 3
POSTGRADUATE	100	189	226	NONE
UNDERGRADUATE	45	33	NONE	NONE

Source: Data Processed (2023).

In the postgraduate classes, it was seen that after introducing the obligation to answer quizzes, the amount of access to learning videos increased. If previously the video part 1 was accessed 106 times and part 2 was accessed 98 times, then after the introduction of the obligation to answer the quiz, access increased to 189 times for part 1 and 226 times for part 2.

Increased access to learning videos can be considered a positive indicator. This may indicate that the obligation to answer the quiz has stimulated student interest and engagement in the learning material. It is likely that students access the video more often because the obligation to answer the quiz allows them to understand the material better, or because they need additional information to answer the quiz correctly.

Likewise, in the undergraduate class, there was an increase in access to YouTube videos to 33 times. However, this figure is not comparable to the total number of students in the undergraduate class which amounted to 45 people. This means that there are still students who have not accessed learning videos at all.

Interview Results. In addition to observation, interviews were also conducted with eight informants, namely students who were randomly selected to represent their respective classes. The characteristics of informants 70% are postgraduate students, and the rest (30%) are undergraduate students. 60% of informants are already employed, some hold managerial/leader positions, others are still staff. All informants claimed to have understood how to learn through Google Classroom. Likewise, the use of google forms, email and WhatsApp applications Most claim to be very helpful in online learning, except for 1 person who claims not to be helped by these applications.

Most informants (55%) prefer synchronous or live learning via zoom for reasons that are more interactive, and 45% like asynchronous learning or access teaching videos that have been prepared by lecturers on YouTube for reasons that are not bound by schedules, can be accessed anytime. However, 2 informants still chose offline classes to focus more on class, although most (6 informants) preferred online classes because it saved travel costs to campus and was more flexible in time. Even 2 informants wanted a hybrid class so that social interaction with other fellow students occurred.

The biggest obstacle informants face in online learning is network connection problems. Other problems include frequent power outages in the area, disruption of the surrounding environment while studying, and limited internet quota. To complete the reference, most informants use the Google search engine, some others through printed books, YouTube, GPT chat, and research journals. All informants really like interactive classes and expect lecturers to deliver communicative teaching with case examples, as well as interesting presentation slides, containing not only writing but also illustrations/images. Giving quizzes at the end of the material is judged by all informants to be very effective in reviewing understanding.

In synchronous classes, there was a significant decrease in student attendance in three classes at STIE Indonesia Banjarmasin at the fourth meeting. Also, based on observations, student responses in all classes are still quite low. From the data provided, the average student response in class was 3.5 per meeting. This shows that only about 8.75% of students actively respond to each meeting. This is allegedly because students feel social interaction is lacking in online classes, so it is also difficult to communicate or express opinions. Feelings of strangeness in online classes cause students to feel embarrassed to ask questions, communicate, and even interact in class (Alawamleh et al., 2022; Rona Mahmudah, 2020). In addition, the low response of students can be caused by the allocation of time to ask questions and discuss and share experiences in only 30 minutes, so not all students get time to talk.

Factors that may influence the low response of students may also be due to the presence of some students may have a passive attitude and not interested in participating in class discussions. This can be caused by various factors, such as lack of learning motivation, nervousness or fear of being wrong, or displeasure with the subject matter (Q. Li et al., 2022). Furthermore, lecturer teaching methods that do not actively involve students can reduce student interest in participating in class discussions (Q. Li et al., 2022). Learning environments that are not conducive, such as the atmosphere where students access online learning that is too crowded or rowdy, can also make students feel uncomfortable and difficult to focus, let alone participate in class (Khan & Jamil, 2022).

Based on observations of asynchronous classes through learning videos that have been prepared by lecturers through their personal YouTube channel, it can be concluded that the level of access to learning videos in the postgraduate class is higher than the undergraduate class. In postgraduate grades, the average video access part 1 is 1.06 times per student, and the average video access part 2 is 0.98 times per student. While in undergraduate class, the average video access part 1 is 0.18 times per student, the average video access part 2 is 0.07 times per student, and the average video access part 3 is 0.13 times per student.

Some factors that may affect the difference in the level of access to learning videos in the two classes could be caused by factors of self-control and self-awareness (Pranitasari et al., 2023). Graduate students generally due to a more mature age have higher self-control than undergraduate students. High self-control can encourage students to be more active and disciplined in accessing learning materials, including learning videos. This is also reinforced by the results of interviews with graduate students who prefer online lectures because it can save time and travel costs to campus, and can be accessed more flexibly. Meanwhile, informants from undergraduate students prefer offline classes because they are easier to focus, this strengthens research (Khan & Jamil, 2022).

Based on observations of access to teaching videos on YouTube after adding the obligation to answer quizzes, it can be concluded that the level of access to learning videos increased significantly in both classes, both post-graduate and undergraduate. In the graduate class, the average video access part 1 increased to 1.89 times per student, and the average video access part 2 increased to 2.26 times per student. While in undergraduate classes, the average video access increased to 0.73 times per student. The obligation to answer quizzes can increase student motivation to access learning videos. Students will feel more motivated to watch learning videos if they know that they will be asked to answer a quiz. This opinion was confirmed by informants in interviews who stated that quizzes are effective for improving learning. This is also in accordance with the concept (Z. Li, 2022) which states that giving quizzes through learning videos can improve the review of student knowledge and experience, and increase learning effects.

In undergraduate classes, although video access increased after the quiz was applied, based on data there are still students who do not access YouTube videos. This could be due to limited resources such as insufficient internet quota for undergraduate students to access online videos. Undergraduate informants also admitted that the obstacle to online learning was limited internet quota because they did not have large income or pocket money. Limited resources such as internet quota confirm the research conducted by (Ndibalema, 2022). In addition, according to (Yu-Fong Chang et al., 2021) it could be that some students may face difficulties in taking online tests or feel less confident in their academic integrity.

Problems in online learning as above can be solved by means of lecturers must still play an active role in providing direction to achieve learning objectives. Students, especially at the undergraduate level, cannot be released independently to access online learning content, because according to (Anderson, 2011) most students choose to have their online learning sorted and directed through the help of teachers.

Furthermore, the concept of integration of pedagogy and technology emphasized by (Bosch, 2017) and (Picciano, 2017) in online learning needs to be applied through; (1) engaging learning content. This is confirmed by all informants who prefer presentation slides that contain not only writing, but also interesting pictures or illustrations. Learning videos should also be made professionally using production house services. Although in the beginning it was expensive, but videos can continue to be accessed for a long time. (2) Social and emotional aspects of students need to be maintained, by the way lecturers must be diligent in greeting students personally in online learning, especially in synchronous classes. This was confirmed from interviews that the informants agreed the class should be interactive. (3) Lecturers actively ask open-ended questions to provoke student reactions or responses. (4) Discussion and sharing of experiences are also important to improve student response and reflect on learning for other class members. This is also confirmed from the results of interviews, most informants want lecturers to raise cases to be discussed. (5) The interactive learning aspect is a necessity to turn on e-learning activities. Lecturers can divide their learning modules into asynchronous systems in the form of videos for presentation of concepts, while synchronous systems can be done for discussion sessions, sharing experiences, and answering questions from students. (6) Evaluation through assignments and quizzes based on observation and interviews with informants has been shown to improve learning responses.

In brief, action research to improve online teaching and learning activities at STIE Indonesia Banjarmasin can be seen in Table 5.

Table 5. Summary of Action Research for Improving Teaching and Learning Activities

CYCLE	DESIGN & IMPLEMENTATION	EVALUATION	RE-THINK
1	4x Observation through synchronous learnings via zoom 90-120 minutes, with a question-and-answer session or discussion in the last 30 minutes	There has been a steady decline in student attendance. Student responses at each meeting averaged under 10%.	Allegedly students are busy with other activities such as work, extracurricular etc. Learning access is needed that provides flexibility in time.
2	Learning content is recorded in videos uploaded to the lecturer's personal YouTube channel. Students can access the link provided within a period of 1 week. Videos are created in about 30 minutes, so each learning content can produce 2-3 videos.	There are differences in learning video access behavior between postgraduate students and undergraduate students. Graduate students are quite diligent in accessing videos. Meanwhile, undergraduate students are still very low (around 13%).	Postgraduate students who are older than undergraduate students can control themselves better, so they are more disciplined in studying. There must be an element of coercion in learning.
3	Learning is still carried out asynchronously via YouTube videos which are uploaded to the lecturer's personal channel. Students can access the link provided within 1 week. Only this time there is an obligation to answer a quiz related to the content presented.	There has been a significant increase in video access. Even in postgraduate classes, access figures can be seen reaching 2x the number of students, meaning that 1 person may access the video twice to repeat the material. In undergraduate classes there has also been an increase, but it has not yet reached the total number of students in the class.	Lecturers must be proactive in providing clear directions to students and be more firm in supervision. Lecturers must also apply available pedagogical and technological integration concepts. Must further improve learning content, pay attention to students' social and emotional needs, create more interactive classes (question-answer and reflection), collaborative learning techniques, and continue to carry out evaluations in every end of learning session.

Source: Data Processed (2023).

4. CONCLUSION & SUGGESTION

In order to improve understanding of various aspects of distance learning via the Zoom and YouTube platforms, a series of analyzes have been carried out. Here are the main takeaways from the entire analysis.

First, Synchronous Class via Zoom. Analysis of student attendance in synchronous classes via Zoom showed variations in attendance rates between HRM AB, HRM CDE, and HR Planning classes. Consistency in student attendance and participation is key to improving the

effectiveness of distance learning. Special measures are needed in each class according to the conditions of their respective attendance to improve the quality of distance learning.

Second, Asynchronous Classroom Through Video Learning. Access to learning videos on YouTube may vary depending on education level (post-graduate and undergraduate). In this case, post-graduate classes are more actively accessing videos. This is reinforced by the interview results which show that postgraduate students prefer online classes because they are flexible in time, while undergraduate students prefer offline classes so they can focus more on learning. Adjusting learning strategies based on video access observation is important to increase student participation and understanding of learning material.

Third, The Effect of Quiz Answering Obligations. In the post-graduate classroom, the introduction of the quiz answering obligation increases access to learning videos, indicating that this obligation stimulates student interest and engagement in the material. In the undergraduate class, the introduction of mandatory quiz answering still results in increased video access, but based on the number of access numbers of 33, it is estimated that not all students numbering 45 people access the video. Based on the interview results, undergraduate students have limited internet quota to access online videos.

Overall, the results of this analysis show that distance learning through online platforms requires good attention to aspects of attendance, participation, and access to learning materials. Lecturers need to be responsive to changes in student engagement levels and consider steps to improve them. Periodic evaluation of the effectiveness of learning methods and appropriate follow-up are key to ensuring a quality distance learning experience. Moreover, higher education needs to build and develop special resource capabilities as a competitive strategy, which becomes a unique resource so that it can lead to competitive advantage and university reputation, because it will encourage collaboration with various parties (Gunarto & Mawardah, 2023).

REFERENCES

- [1] Adelman, C. (1993). Kurt Lewin and the Origins of Action Research. *Educational Action Research*, 1(1), 7–24. <https://doi.org/10.1080/0965079930010102>
- [2] Alawamleh, M., Al-Twait, L. M., & Al-Saht, G. R. (2022). The effect of online learning on communication between instructors and students during Covid-19 pandemic. *Asian Education and Development Studies*, 11(2), 380–400. <https://doi.org/10.1108/AEDS-06-2020-0131>
- [3] Ambarita, J., & Yuniati, E. (2022). Pelatihan Dan Pendampingan Penulisan Artikel Ilmiah Bagi Guru Dengan Metode Synchronous Dan Asynchronous. *Wawasan: Jurnal Kediklatan Balai Diklat Keagamaan Jakarta*, 3(1), 64–82. <https://doi.org/10.53800/wawasan.v3i1.129>
- [4] Anderson, T. (2011). *The Theory and Practice of Online Learning* (2nd ed.). AU Press Athabasca University.
- [5] Bennie, A. (2021). Book Review: Conducting Practitioner Research in Physical Education and Youth Sport. *Sport, Education and Society*, 26(7), 812–814.

<https://doi.org/https://doi.org/10.1080/13573322.2021.1958529>

- [6] Bosch, C. (2017). *Promoting self-directed learning through the implementation of cooperative learning in a higher education blended learning environment* (Issue May). Potchefstroom Campus of the North-West University.
- [7] Carstens, K. J., Mallon, J. M., Bataineh, M., & Al-Bataineh, A. (2021). Effects of Technology on Student Learning. *TOJET: The Turkish Online Journal of Educational Technology*, 20(1), 105–113. <https://files.eric.ed.gov/fulltext/EJ1290791.pdf>
- [8] Chang, J. Y.-F., Wang, L. H., Lin, T. C., Cheng, F. C., & Chiang, C. P. (2021). Comparison of learning effectiveness between physical classroom and online learning for dental education during the COVID-19 pandemic. *Journal of Dental Sciences*, 16(4), 1281–1289. <https://doi.org/10.1016/j.jds.2021.07.016>
- [9] Dyrek, N., Wikarek, A., Niemiec, M., Owczarek, A. J., Olszanecka-Glinianowicz, M., & Kocelak, P. (2022). The perception of e-learning during the SARS-CoV-2 pandemic by students of medical universities in Poland – a survey-based study. *BMC Medical Education*, 22(1), 1–9. <https://doi.org/10.1186/s12909-022-03600-7>
- [10] Garrison, D. R., Anderson, T., & Archer, W. (1999). Critical Inquiry in a Text-Based Environment: Computer Conferencing in Higher Education. *Internet and Higher Education*, 2(2–3), 87–105. [https://doi.org/10.1016/S1096-7516\(00\)00016-6](https://doi.org/10.1016/S1096-7516(00)00016-6)
- [11] Gunarto, M., & Mawardah, M. (2023). Menciptakan Keunggulan Bersaing pada Perguruan Tinggi Swasta (PTS) Melalui Keunikan Sumber Daya: Kajian Empiris Kebijakan Merdeka Belajar Kampus Merdeka (MBKM). *Jurnal Manajemen*, 14(2), 305–315. <https://doi.org/10.32832/jm-uika.v14i2.9399>
- [12] Khan, S., & Jamil, B. (2022). Challenges in Engaging Students during an Online Health Professions Education Course: An Exploratory, Qualitative Study. *Pakistan Journal of Medical and Health Sciences*, 16(5), 1151–1154. <https://doi.org/10.53350/pjmhs221651151>
- [13] Li, Q., Jiang, Q., Liang, J.-C., Pan, X., & Zhao, W. (2022). The influence of teaching motivations on student engagement in an online learning environment in China. *Australasian Journal of Educational Technology*, 38(6), 1–20. <https://doi.org/10.14742/ajet.7280>
- [14] Li, Z. (2022). Influence of Online Learning Behavior and Video Playing Questions on Students' Learning Effect. *International Journal of Emerging Technologies in Learning*, 17(2), 223–238. <https://doi.org/10.3991/IJET.V17I02.28535>
- [15] Mahmudah, S. R. (2020). Pengaruh Pembelajaran Daring terhadap Psikologis Siswa Terdampak Social Distancing Akibat Covid 19. *Jurnal Al-Mau'izhoh*, 2(2), 1–14. <http://jurnal.unma.ac.id/index.php/am/article/view/2293>
- [16] Man, M., Azhan, M. H. N., & Wan Hamzah, W. M. A. F. (2019). Conceptual model for profiling student behavior experience in e-Learning. *International Journal of Emerging Technologies in Learning*, 14(21), 163–175. <https://doi.org/10.3991/ijet.v14i21.10936>
- [17] Mong, H. H., & Standal, Ø. F. (2022). Teaching health in physical education: An action research project. *European Physical Education Review*, 28(3), 739–756. <https://doi.org/10.1177/1356336X221078319>
- [18] Ndibalema, P. (2022). Constraints of transition to online distance learning in Higher Education Institutions during COVID-19 in developing countries: A systematic review. *E-Learning and Digital Media*, 19(6), 595–618. <https://doi.org/10.1177/20427530221107510>

- [19] Picciano, A. G. (2017). Theories and frameworks for online education: Seeking an integrated model. *Online Learning Journal*, 21(3), 166–190. <https://doi.org/10.24059/olj.v21i3.1225>
- [20] Pracht, D., Toelle, A., & Broaddus, B. (2022). Action Research: A Methodology for Organizational Change. *Edis*, 2022(1), 1–3. <https://doi.org/10.32473/edis-4h424-2022>
- [21] Pranasari, D., Afifah, N., Prastuti, D., Hermastuti, P., Syamsur, G., & Suryono, D. W. (2023). Self Control, Self Awareness dan Kejenuhan Belajar Pada Perilaku Cyberloafing Mahasiswa dalam Pembelajaran Daring. *Media Mahajemen Jasa*, 11(1), 56–68.
- [22] Thao, L. Q., Cuong, D. D., Hung, V. M., Vinh, L. T., Nghia, D. T., Hai, D. H., & Nhi, N. N. (2023). Eye Strain Detection During Online Learning. *Intelligent Automation and Soft Computing*, 35(3), 3517–3530. <https://doi.org/10.32604/iasc.2023.031026>