

Conference Paper

The Implementation of Interactive Media for Learning in Blended Learning on Business Ethics

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Abstract

The objectives of this research were; (1) to know the implementation of interactive media in blended learning on Business Ethics at Faculty of Economics UNNES to improve students' ethical knowledge; and (2) to know the implementation of interactive media in blended learning on Business Ethics to improve students' generic skills. It was a quasi-experimental research approach with static group comparison design. There were an experimental class and a control class. Then, data were processed and analyzed by using descriptive analysis and inferential analysis (independent sample t test). The results of the study showed that (1) there were differences in student learning outcomes between control class and experimental class at Business Ethics; (2) from various skills in generic skills, blended learning was able to improve learning mastery on ICT, numeracy, work organization, problem solving and cooperation. Furthermore; blended learning stimulates students learn independently through social media; either facebook or blog since lecturers provided materials and also practiced questions in groups through social media, then the results were also sent via e-mail.

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Keywords: Interactive Media For Learning, Blended Learning, Business Ethics Knowledge, Generic Skills, Accounting Education Students

1. Introduction

Their experiences in the university will always changing adjust to characteristic of students, learning matter, and environment always evolves. Observations of real in the field, learning today less creative students. There are still many lecturer in a conventional in a monotonous manner in learning activities in the class, so that the atmosphere learn impressed stiff and dominated by lecturers. In addition, learning aimed to reach target of existing material in curriculum, give priority to the to the process memorization the concept not on comprehension.

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Now lecturers obtain input to increase innovations in in the design learning and of the scoring in learning. It is expected to develop discipline and facilitate to the development of interpersonal strong and skill analyze to create sustainable lessons in students teacher cadet accounting. A challenge to increase development and skills high knowledge for accounting it is using the philosophy of learning involving to actively and adjustment in a class [2, 15].

Harwood and cohen (1999) has suggested that the needs to grow a lifetime learning skills with a focus not on what i have been taught by lecturers but emphasis on how learning. In this context, also changed in practice by prioritising the liveliness student learning. The purpose of improving liveliness in their experiences not only to reach approach of learning which he deeper but also to enhance the capacity of communication and social interaction in their experiences.

Many lecturer complained about the lack of time in for the delivery of material accompanied by exercise. Limited have time in a face-to-face meeting (face-to-face) to also by using computer technology in the world education. Learning by using help from technology as e-learning have been applied in college. Facilities teaching and learning ease of use technology as e-learning and blog for a lecturer provided to interact with without having to limited by time. E-learning provided by the Universitas Negeri Semarang (UNNES) is ELENA. But lecturer not use them with optimal and maximum. The following are activity is blended learning.

1. Learning face to face (learning face to face in classrooms).
2. A video conference (face to face online).
3. E-learning (activities performed in the use of management software content learning).
4. Blended learning blends various teaching methods used technology.
5. Virtual technology could be used to learning process blended.
6. Blended learning can work effectively with adjust agreed conditions all parties.

As for the application of done in addition to e-learning namely by blended learning. Sneezing (2004) explained blended learning is a ease learning that combines various ways delivery, model teaching, and the force learning, introduce a choice variety of media dialogue between facilitators to the individual who are teaching. According to kaczynski, A. Harding, and I.Wood (2005) blended learning also as a combination of teaching directly (face-to-face) and teaching online, but more than that as a from

social interaction. Details blended learning is learning approach that integrate traditional learning face to face and learning the far use up learn online and multiple choices communication that can be used by teachers and students. In this research will be conducted the application of learning that can grow liveliness (interactive) use the facilities blended with ELENA on learning material business ethics.

Gardner had been 2006 result in a finding of that knowledge early constitutes a learning to university students in an activity, of the learning is the spacecraft the occurrence of the negotiation process meaning between lecturers and students from pertaining to with matter of learning. Set out from knowledge and initial experiences students, so on when negotiating the meaning take place, received information changed very slowly from its context the general to the special in the context of the field of science, then connected with a broad range of activities or occurrence will be triggered an imaginary college students to continue to search and discover. In addition, in blended learning needed skill generic. Heidi Fung & Will W. K. (2014) said that there was a correlation attitude students to video learning delivered lecturer and improved the skills of generic students in using the video. In addition, skill generic is skill required for various the field of employment and life, that individuals can be successful in perform his/ her job.

Business ethics matter is subject matter that must be learned students as provision in doing business and entrepreneurship well and correctly. It means not unlawful norms and in effect in the public so that showed behavior that well behaved and polite. In ethics business contains the concept of the basis of business required as to study business knowledge more detailed in the advanced study. In addition examined for practical knowledge so that would be capable of handling her own business, to provide more jobs, and efficient action in daily life. Hence this research will be looking at (1) The application of the interactive media for learning in blended learning on any material business ethics at the Economics Faculty of UNNES in advance their knowledge good manners; and (2) The application of the interactive media for learning in blended learning on any material business ethics in improving generic skills. From exposure above the made two hypothesis:

1. Ho1: There is no discernible difference the level of knowledge of ethics the business of in the application of the interactive media for learning in blended learning on the eyes a college friend of introductory businesses in the Faculty of Economics of UNNES.

2. Ho2: Do not study uncovered the differences in generic skills to support their livelihood in the implementation of the the interactive media for learning in blended learning on the eyes a college friend of introductory businesses in the Faculty of Economics of UNNES.

The purpose of this research is (1) Know the application of the interactive media for blended learning to the matter ethics business in school of economics unnes in improving the knowledge and ethics; (2) Know the application of the interactive media for blended learning to the matter ethics business in improving generic skills.

2. Methods

Research is adopting quantitative research a quasi experiment with a static comparison group. In the design would be compared between 2 class, first class into a buoyant experiment and a second being class control. The two groups will be given pre-test before class starts to see academic ability to see their intellectual ability of homogeneity. A class experiment will observed improvement the ability of generic skills and knowledge ethics businesses in each meeting, but the measurement of the level of mastery of generic skills and knowledge business ethics is going to be judged twice in the first meeting of before the class began and at a meeting in the final third of treatment. Next will be compared the achievement of business ethics generic skill and knowledge between grade class experimentation and control by the use of paired test sample t-test.

The population research is a student who follow matter ethics business in class introductory business. Using techniques ramdom so simple sampling obtained the two, that is one as a class control is Accounting Education B (PAKTA) and class experiment is Accounting Education B (PAKTB).

As for the pattern used as follows.

There are three set the questionnaire in this research as an instrument to collect the data. The questionnaire first used to see consistency in using blended learning in task and evaluate the use of blended learning. The questionnaires used is a questionnaire built by harding, Kaczynski and Wood (2005) given two parts that measure oneself ourselves about duration features of blended learning with 5 scale likert from never given to score 0 always be a score and the second part to evaluate in general in learning using blended learning.

TABLE 1: Nonequivalent Control Group Design.

Class	Pretest	Treatment	Posttest
Experiment (PAKB)	O ₁	X ₁	O ₂
Control (PAKA)	O ₃	X ₂	O ₄
Source: Sugiyono (2016)			
Explanation:			
O ₁ = <i>pretest</i> experiment class			
O ₂ = <i>posttest</i> experiment class			
O ₃ = <i>pretest</i> control class			
O ₄ = <i>posttest</i> control class			

The questionnaire second used to seen any effect of learning blended learning in improved the skills of generic. This questionnaire built based on an indicator that was mentioned by these by the bushes as that is quoted fee on their web site Proffesional Standard of Council (2004) in Kamsah, M. Z., (2004) clearly identify seven generic skills which are much needed by in a variety of the field of employment, in a working meeting with:

1. The collection and the informed analysis.
2. Communicate ideas and information
3. Plan and organize the activity
4. Cooperates with each other.
5. Use ideas and techniques of a useful or valuable.
6. Solve problem.
7. The use of technology.

The third questionnaire is used to see the effect of learning Blended learning in improving business ethics knowledge built from indicator (1) before learning, (2) structured in the schemata, (3) as declarative and procedural knowledge, (4) partially explicit and partially tacit, (5) contains knowledge of metacognitive content and knowledge, (6) dynamic in nature and stored in early knowledge base (Dochy, 1996). The data has been collected then analyzed using descriptive analysis and the different t-test the different t-tes used for the testing of hypotheses conducted using paired sample t-test test, with the help of the 21 spss version. The criteria Ho if sig (2 tailed) more than 0,05 and rejected Ho when sig (2-tailed) less than 0,05.

3. Result and Discussion

3.1. Pretest data analysis

3.1.1. Normality test

The normality test used to know whether the normally distributed or not. This test to determine statistical tests next, if the normally distributed, so the test statistic is parametrik if the data was not normally distributed, then statistical tests executed is the other end the non parametrik. Testing on the spss 23 shapiro wilk and lilliefors with standard trust 95 % and $\alpha = 5\%$ or 0,05. The results of the Shapiro Wilk and Lilliefors. Value p value (sig) lilliefors 0,200 in the 2 groups in which $\alpha > 0,05$ so based on the lilliefors, data each group of normal distribute. P value test shapiro wilk in the 1 is 0,884 $> 0,05$ and on a group of 2 of 0,778 $> 0,05$. Because all $> 0,05$ the group equally normal distribute based on the Shapiro Wilk.

3.1.2. Homogeneity test

Homogeneity test used to see if variance the data equivalent or not. The probe done as a prerequisite in the analysis independet sample t test. The assumption that is basic in analysis variant is that variant of the population is the same. Test of homogeneity in this research using SPSS 23, One Way Annova such a resolution if the probability $> 0,05$, so H_0 will not be averted so variance same. If the probability $< 0,05$ so ho rejected so variance different ([5]: 70). The following table Tevene’s Test Of Equity to see homogeneity group.

TABLE 2: Homogeneity Test.

Levene’s Test of Equality of Error Variances ^a			
Dependent Variable: VAR00001			
F	df1	df2	Sig.
,752	10	44	,673

Source: Processed Data (2018)

The table above show results test of homogeneity with the methods Levene’s test with p value (sig) as much as 0,673 in which $> 0,05$ which means there are in common variance sectarian or which means homogeneous.

3.1.3. Two-together equivalence test

The two-point equality test aims to determine whether or not there is a difference in initial ability before treatment is given. The two-point equality test uses the t test formula. The t test is influenced by the equality test results of two variance (homogeneous). The two equality test equations in this study used SPSS 23.0 Independent Sample Test program. Independent Sample Test with significance level $\alpha = 0,05$ then homogeneous data using equal variance assumed if probability $> 0,05$ then homogeneous data whereas if probability $< 0,05$ then data not homogeneous. Based on the results of the research shows that the probability is 0,000 which means the data is not homogeneous. This means there is a difference in initial capability.

3.2. Posttest data analysis

3.2.1. Normality test

The normality test of posttest data is performed as normality test on pretest data, the difference lies in the data being tested. In normality test of pretest data, processed is pretest value of student, whereas in test of normality posttest data is processed is student posttest value. Test results Shapiro Wilk and Lilliefors. The value of p value (Sig) lilliefors 0,200 in 2 groups where > 0.05 then based on the lilliefors test, the data of each group is normally distributed. P value of Shapiro wilk test in group 1 was 0.884 > 0.05 and in group 2 was 0.778 > 0.05 . Because all > 0.05 then both groups are equally normal distribution based on Shapiro Wilk Test.

3.2.2. Homogeneity test

The homogeneity test of posttest data is performed as homogeneity test on pretest data, the difference lies in the data being tested. In homogeneity test of pretest data, processed is pretest value of student, whereas in homogeneity test posttest data is processed student posttest value. the result of homogeneity test by Levene's Test method with p value (sig) equal to 0,673 where $> 0,05$ meaning there is similarity of variance between group or that mean homogeneous.

3.2.3. Hypothesis testing

Hypothesis test 1

This test is used to know the implementation of blended learning model can improve the learning result of business ethics material. This test uses SPSS 23 Paired Sample T Test on posttest-pretest grade of experiment class and posttest-pretest grade of control grade with significance level α 5%. H_a accepted if the value of t arithmetic > t table.

TABLE 3: Result of Hypothesis Test

	Learning Method	N	Mean	Std. Deviation	Std. Error Mean
Business Ethics Learning Outcomes	Blended learning	55	82,89	3,998	,539
	Varied Talk	57	69,79	8,495	1,125

Source: Processed Data (2018)

The table above shows the Mean or the mean of each group, ie in group 1 with blended learning method and group 2 with varied lecture teaching methods. Group 1 with student 55 resulted in mean 82,89 while group 2 yield mean 69,79. The mean of group 2 is lower than the mean of group 1.

Higher mean values can be determined by looking at the mean values in the Paired Sample Statistic table, or at t arithmetic. A positive t count means the mean after treatment is higher than before treatment and vice versa negative t means mean after treatment is lower than average before treatment. The following table Paired Sample Statistics.

TABLE 4: Result of Paired Samples Statistics.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	59,8545	55	9,58281	1,29215
	Posttest	82,8909	55	3,99848	,53916

Source: Processed Data (2018)

Result of Paired Sample Statistics Test shows that mean pretest 59,8645 with standard deviation 9,58281 while posttest result shows mean 82,8909 with standard deviation 3,99848. Therefore it can be concluded that there are group differences 1 (experimental class) and group 2 (control class). To know this difference is meaningful or not it can be seen in the following Independent Sample Test table.

Levene Test results for homogeneity is the same as above, ie homogeneous. Since homogeneous, then use the first line of the value t arithmetic 10,380 at df 110. DF on

TABLE 5: Independent Samples Test.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learning Outcomes	Equal variances assumed	35,851	,000	10,380	110	,000	13,101	1,262	10,600	15,603
	Equal variances not assumed			10,500	80,278	,000	13,101	1,248	10,619	15,584

Source: Processed Data (2018)

test t is $N-2$, ie in this case $112-2 = 110$. This value of t arithmetic you compare with t table at df 110 and probability 0,05. H_0 reads that there is no difference of business ethics knowledge in applying interactive media for learning in blended learning in introductory course of business in FE UNNES "denied". This means that there is a difference of business ethics knowledge of control class and experiment class. This is indicated by the results of statistical analysis in the Independent Sample Test table by looking at the value of Sig (2 tailed) or p value. In the above case the p value value is 0.000 where $<0,05$. Because $<0,05$, the difference was statistically significant or significant at probability 0.05. The magnitude of the mean difference or mean of the two groups is shown in the Mean Difference column, which is 13.101.

Hypothesis 2

Hypothesis 2 there is no difference in generic skills in the application of interactive media for learning in blended learning on business ethics material. The observation result shows that there is an increase of generic skill in the control class and experiment class. Meaning H_0 is rejected. However, the increase is higher in the experimental class when compared to the control class. The following generic skills are observed in this study.

The result of the generic skills of the control class and the experimental class is shown in the following table.

TABLE 6: Generic Skills.

Generic Skills	Description
Communication	Verbal, written, discussion, communication with customers (eg sales, marketing, handling relationships with customers), fostering relationships, professional communication (eg skills influence/negotiate).
Improved Learning and Self-Performance	Think independently, independently, self-development, personal effectiveness, willingness to learn, professionalism.
Information Technology	Typing, computing, information technology skills (eg word processing, spreadsheets, data handling, email, internet).
Management	People, performance, sources, changes, projects, contracts, and risk management.
Numeration	Applying numbers, counting.
Working Organization	Administration, planning, forward thinking, scheduling, work processes (eg work allocation, organization, target setting, time management, efficiency).
Problem Solving	Innovation, responsibility, flexibility, adaptive, ability to handle change/ pressure, analytical thinking, judgment/ critical thinking, decision making.
Teamwork	Ability to work with others, horizontal communication (eg coordination), collaborative work, work motivation.

Source: Processed Data (2018)

TABLE 7: Recapitulation of Student Activity Observation Result During Learning.

Number	Aspect of Assessment	Experiment Class			Control Class		
		Pert.1	Pert.2	Pert.3	Pert.1	Pert.2	Pert.3
1	Aspect 1	80%	85%	95%	80%	88%	90%
2	Aspect 2	88%	90%	97%	83%	88%	92%
3	Aspect 3	81%	90%	95%	76%	81%	90%
4	Aspect 4	60%	72%	80%	50%	63%	71%
5	Aspect 5	45%	60%	70%	43%	51%	58%
6	Aspect 6	40%	62%	75%	40%	43%	60%
7	Aspect 7	60%	75%	80%	60%	65%	75%
8	Aspect 8	75%	80%	90%	78%	80%	85%
	Classical Average	66%	77%	85%	64%	70%	78%

Source: Processed Data (2018)

3.3. Differences in knowledge of business ethics of students in the application of interactive media for learning

Ho1 reads that there is no difference of business ethics knowledge in applying interactive media for learning in blended learning on business ethics subject "denied". This means that there is a difference of business ethics knowledge of control class and

experiment class. This is indicated by the results of statistical analysis in the Independent Sample Test table by looking at the value of Sig (2 tailed) or p value. In the above case the p value value is 0.000 where $<0,05$. Because $<0,05$, the difference was statistically significant or significant at probability 0.05. The magnitude of the mean difference or mean of the two groups is shown in the Mean Difference column, which is 13.101. Thus it can be stated that the experimental class gets different results from the control class.

The learning outcomes (knowledge) of experimental class business ethics are better than control classes because they have the opportunity to practice more questions than the control class. This is in line with research conducted by Izzudin Syarif that there is a significant difference between motivation and student achievement using blended learning model and students using face-to-face learning model, there is a significant increase of motivation and student achievement due to the application of model blended learning. In addition, there is no interaction influence the application of learning models and motivation to student achievement. Learning will be more interesting when using Interactive media for learning (IML) by utilizing ELENA in a blended learning based learning approach. According to Harding, Kaczynski and Wood (2005) blended learning is also a combination of face-to-face and online teaching, but more so as an element of social interaction. Detailed blended learning is a learning approach that integrates traditional face-to-face learning and distance learning using online learning resources and a variety of communication options that educators and learners can use.

Learning with blended learning model is able to shift the learning principle from teacher center to student center dynamically. Learning blended learning model is complementary to the lack of learning model face to face learning and e-learning, because according to Munir (2012) weaknesses of e-learning learning such as physically separated teachers so that face-to-face interaction becomes reduced. In addition e-elearning tends to be in training rather than education that leads to cognitive and psychomotivating abilities and less attention to affective aspects. Through face to face learning the teacher is able to function himself as an educator and provide motivation directly and expressively on the students. Blended learning model makes the activities in the classroom becomes more varied and not only rely on information submitted by the teacher.

Hurst (2001) states that to support the learning process of students on and off campus, lecturers can perform a combination of various tools and methods. Lecturers should be able to support and facilitate students to be able to design various situations

and learning experiences that are comfortable with their learning style, and provide social interaction through appropriate methods. Many online learning systems provide lecture notes and materials in one session and try to achieve social interaction with media developed within its boundaries, such as chats, forums, voice and video conferences. In addition, cultural differences and the ability of students in using computers and information technology is crucial to the success of online learning.

3.4. Differences of generic skills of students in the application of interactive media for learning

Management of learning by lecturers by implementing the blended learning method during the learning activities took place observed with observation guidelines, the results can be seen in the following table:

Observation criteria are given values 1-4

1 = Less

2 = Enough

3 = Good

4 = Very Good

TABLE 8: Observation Result.

Number	Variable Observed	Control Class	Experiment Class
1.	The use of language by lecturers	3	3
2.	Learning atmosphere	3	4
3.	Variations in the use of learning resources	3	4
4.	Accuracy of media usage	3	3
5.	Accuracy of method usage	3	3
6.	Award to students	3	4
7.	Accuracy of evaluation	3	4

Source: Processed Data (2018)

From the table above shows the skills of lecturers in the management of learning with a range of assessment 1-4 on the good category (average of all aspects observed, while the generic skills in the learning process can be seen from the following data.

Judging from the various skills in generic skill, with blended learning learning will be better in improving learning, mastery of ICT, numeracy, work organization, problem solving and cooperation. Learning blended learning stimulates to learn independently, with through social media used both facebook and blog. Lecturers provide materials

TABLE 9: Result of Generik Skills.

No	Skills	Aspects Observed	Control Class	Experiment Class
1.	Communication	Verbal, written, discussed, communication with customers (eg sales, marketing, handling relationships with customers), fostering relationships, professional communication (eg skills affect / negotiate)	3	3
2.	Improved Learning and self-performance	Thinking independently, independently, self-development, personal evolution, willingness to learn, Professionalism	3	4
3.	Information Technology	Typing, computing, information technology skills (eg word processing, spreadsheets, data handling, email, internet)	3	4
4.	Management	People, performance, sources, changes, projects, contracts, and risk management	3	3
5.	Numeration	Applying numbers, counting	3	4
6.	Working Organization	Administration, planning, forward thinking, scheduling, work processes (eg work allocation, organization, target setting, time management, efficiency)	3	4
7.	Problem Solving	Innovation, responsibility, flexibility, adaptive, ability to handle change/ pressure, analytical thinking, judgment/ critical thinking, decision making	3	4
8.	Teamwork	Ability to work with others, horizontal communication (eg coordination), collaborative work, work motivation.	3	4

Source: Processed Data (2018)

and also practice questions to be done in groups through social media, then the results will also be sent via e-mail.

Thus, the time is very limited in class, can be overcome by the interaction between lecturers and through cyberspace. Group work will improve communication and teamwork skills. Exercise provided can also improve the ability to do the matter of numerical calculations. The interaction between the lecturers and the outside of the classroom through the social media also enhances the ability in Technology and Communication Studies. The generic skills associated with university education include high-level skills in written communication, verbal communication, critical and analytical thinking, problem solving, collaboration, self-study, information literacy, interpersonal skills, and ethics and values. Because generic skills are relatively free of disciplines, these skills should also be shared by university graduates.

The results of this study are similar to Karadeniz (2009) which resulted in the finding that distance learning began to be widely used in learning, so that learning is not monotonous in the classroom. This learning uses computers and the Internet as the

impact of the development of information and communication technology. The learning environment based on information and communication technology enables learners to access information from anywhere and anytime with widely available mobile devices. Students can communicate, collaborate, get to know the technology, manage time, and perform well. In addition, the success of learning blended learning can also improve professionalism in careers when students work. Because they can operate computers and other information technologies commonly used in a company or agency [6, 13].

4. Conclusion

Referring to the results of research and discussion, first there are differences in student learning outcomes control class and experimental class on business ethics material. Both are seen from various skills in generic skills, with blended learning learning will be better in improving learning, mastery of ICT, numeracy, work organization, problem solving and cooperation. Learning blended learning stimulates to learn independently, with through social media used both facebook and blog. Lecturers provide materials and also practice questions to be done in groups through social media, then the results will also be sent via e-mail.

In relation with the results of research and discussion, to achieve learning outcomes with the application of learning methods in accordance with the expected, the first suggested in the application of a method of learning, is expected lecturers understand and understand well with teaching methods applied because it will greatly affect whether or not achieved goals to be achieved. Secondly, the students should be more active in doing the exercises in groups so that the ability possessed by can be evenly distributed. Third, the culture and characteristics of the students determine the success of blended learning learning. Therefore for the next researcher can examine the student culture variables and ability in using information technology in learning blended learning.

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