

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the theoretical framework of the study. It concerns the field theoretically related to the study conducted. Based on the concentration of this research, this chapter focuses on the discussion of online learning, international credit transfer, and learning experience.

2.1. Online Learning

The development of information technology has changed the lifestyle of the world community in almost all aspects of life. Especially nowadays the usage of artificial intelligence-based information technology is mostly used in many applications. The artificial intelligence can be accessed easily by every device user. This condition cannot be avoided, including in the education and training circumstance that utilizes this technology in the distance learning process with the internet network as the main platform.

2.1.1. Definition of Online Learning

Online learning is already popular in the world of education. Online learning known as e-learning became increasingly popular during the COVID-19 pandemic season, when the learning process at school was stopped and all students studied from home. Online learning or e-learning means learning connected to devices between computers on the internet network. Online learning is also known as distance learning because the learning process takes place between students and teachers who are not in the same place.

According to Moore et al. (2011), online learning is characterized using the Internet for educational purposes including elements such as flexibility, availability, connectivity, and opportunity to participate in various learning activities. While Hoi et al. (2021) stated that online learning

is a distributed and open learning environment that uses pedagogical tools to facilitate the production of knowledge and learning through relevant actions and interactions. Online learning is made possible by the internet and network-based technology (Baety, 2021).

As for according to Adedoyin & Soykan (2023), computer networks that are connected to other computer networks throughout the world are known as online learning. In this online learning, feedback is given in real-time. Teachers must also actively involve students in using various technologies that can be accessed through the Internet, so that an excellent and stable internet connection becomes the main thing (Escabillas & Ilustre, 2022).

In sum, online learning is learning that is connected via an internet network it can be accessed from anywhere, making it easier for teachers and students to obtain information or learning materials.

2.1.2. Principles of Online Learning

In implementing online learning, it needs to be accompanied by meaningful learning. Effective and meaningful online learning requires the ability to design the experience to improve learning outcomes and interactions. However, online learning still requires attention to many principles that support the existence of online learning. The principles of online learning according to Tanis (2020) are:

2.1.2.1. Accessibility

Ensure content is available to all students, including those with learning disabilities. In this way, the principle of accessibility becomes a measure of success in learning. Whether the learning activity is intended for certain individuals or groups, or whether it is applicable and permitted to all individuals/groups without discriminating between one another. This principle also includes the ease of getting internet network access, a platform that is also friendly for various types of devices, and a rapid

connection without obstacles from the beginning to the end of the learning process.

2.1.2.2. Vivid Communication

Provide clear instructions, expectations, and feedback. Frequent network and device problems already make the learning process ineffective; teacher should avoid the unclear during the teaching activity. Teachers conveying messages and the way they speak must be clear, firm, and clear so that it does not give different interpretations and understandings from their students. In addition, teacher-student interactions support vivid communication during the online class. Positive teacher-student interactions consist of individual needs, the safe and structured environment, and student engagement, which are robust across different learners (Berg, 2020). Teacher-student interaction can actively increase student participation and improve students' learning motivation.

2.1.2.3. Active Learning

One method in learning that encourages success and optimization of learning outcomes is active learning. Active learning is a learning approach that involves students and abilities in the learning process, such as group discussions, projects, and simulations. In this method, students are inducted and facilitated to play an active role during the learning process.

The goal of active learning is to enhance students' understanding and ability to solve problems, as well as promote student involvement in learning. According to Ribeiro-Silva et al. (2022) that active learning has become a popular research topic in the field of Higher Education, and research shows that the use of active learning methods can improve student performance in science, engineering, and mathematics. While the results of other studies also show that active learning methods can affect student well-being.

With this method, the teacher does not need to constantly exercise control over learning because the teacher must always provide instruction. By actively involving students, it encourages the creation of dynamic and not boring learning. Interaction also occurs not only between teachers and students but also between students.

2.1.2.4. Flexibility

Allow students to progress at their own pace and on their schedule. The principle of flexibility also includes how teachers control the learning process with flexible rules. This will make students feel comfortable to continue learning. Providing learning content by teachers can be done innovatively using media and content delivery modes, such as through social media. This determines the flexibility of online learning content. Besides, the supporting capacity of communication technology, using the Learning Management System (LMS) optimally, can regulate the organization of online classes flexibly. To support this idea, teachers must determine independent learning strategies, so that students have the freedom to determine learning methods and use effective learning media (Isakovna et al., 2022).

2.1.2.5. Evaluation

The evaluation model provided in online learning should also continue to be refined and corrected to find the most effective method. This means that apart from learning evaluations, the learning success level. The evaluations must be carried out easily and simply.

Meanwhile Masalimova et al. (2022) stated that online learning for adults will be effective if it includes two things, namely: 1) flexibility of interaction opportunities that support the formation of knowledge while empowering students, and 2) learning materials designed in detail per section made for each individual student.

2.1.3. Advantages of Online Learning

Internet-based learning methods or online learning are an alternative for a more flexible and practical learning process. In the current digital era, online learning can be an alternative learning method in many situations. The flexibility of online learning provides opportunities for lecturers and students to carry out teaching and learning activities anywhere and anytime. In addition, they are not limited by place and time. 32.01% out of 100 responses agreed that a comfortable environment was the most common advantage identified for online learning (Kerimbayev et al., 2023). Education can be expensive, but through online learning, students can reduce transportation costs to campus. Besides that, virtual coursework can also reduce costs for textbooks.

While online learning offers many advantages, it is important to note that it may not be suitable for every individual based on the above ideas, if can be stated that. Effective online learning often requires self-discipline, time management, and access to a reliable internet connection.

2.1.4. Disadvantages of Online Learning

Despite the many advantages of online learning, some disadvantages are worth considering. One of the main drawbacks of online learning can be the lack of face-to-face interaction. According to Aqdas et al. (2023) there are several weaknesses of online learning such as 1) Lack of face-to-face interaction. Students in online learning miss out on direct interactions with instructors and peers, which can limit social and collaborative learning experiences. Without realizing it, this activity will form an individual's life pattern which will later lead to anti-social attitudes; 2) Self-motivation. Online students need strong self-discipline and motivation to keep going, as there may be fewer external sources of responsibility; 3) Technical issues, such as internet connection problems or platform failures, can disrupt the learning experience; 4) Home or distance learning environments can be filled with distractions that hinder concentration and productivity. Moreover,

if there are several children in one family who are also taking part in online learning, this will of course give rise to much more complex problems: 5) Limited networking possibilities. Creating professional networks and connections can be more challenging in an online-only environment; 6) Cheating and Plagiarism. Online assessments may be more susceptible to fraud and plagiarism without proper monitoring or involvement of other parties to improve learning evaluation results; 7) Technology Requirements. Not all students have access to the technology and devices necessary for online learning, which creates gaps in access; and 8) Individual learning curve. Some individual students may find it difficult to adapt to online learning platforms and digital tools, especially if they have limited technology skills.

In line with Aqdas's ideas, it is important to recognize that the effectiveness of online learning depends on a variety of individual learning styles, subject matter, and the quality of the online material or program (Pérez-Villalobos et al., 2023). Besides, combining online and in-person learning, or hybrid models can help overcome some of these shortcomings and provide a broader educational experience (Ong & Young, 2023).

2.2. International Credit Transfer Program

The Independent Campus Learning Policy (MBKM) encourages all universities in Indonesia to collaborate with other universities, both domestically and abroad, to develop each other (Santri Fahmi, 2022). One form of collaboration between campuses is the international credit transfer program. Muhammadiyah University of Malang is one of the universities carrying out this program to support the MBKM policy.

Based on Vhalery et al. (2022), this program received sufficient response and enthusiasm from students to realize their interest in increasing knowledge and skills to complement the knowledge and skills in the field of study they are currently taking. However, this is not without obstacles experienced by some

students who take part in the program. As for the obstacles in question, among others, first there are several courses taken in this ICT program have been taken, so students must retake the courses taught. Second, the difference in the platform used on the destination campus with the home campus, so that students are not easy enough to adjust when the learning process takes place, and third, the timing between activities at home and the rhythm of lecture activities at the destination campus. This is the dynamic as well as the problem that exists in the implementation of the ICT program.

2.2.1. Definition of International Credit Transfer Program

Academic credit transfer is the process of assessing qualification components to determine equivalence with other eligibility, it can be through the consolidation of comparable credits for academic achievement and individual achievement (Rahmat et al., 2021). This idea in line with Francisco's (2022) statement, he stated that credit transfer is a mechanism for recognizing a student's workload and achievements from one higher education institution to another. In addition, credit Transfer and Acquisition is a recognition of the results of the educational process determined in semester credit units of learning competency by the curriculum. Moreover, credit transfer can be done between the same or different study programs (Kemal et al., 2021a)

2.2.2. Goals and Objectives of the International Credit Transfer Program

The International Credit Transfer Program provides Indonesian students with the opportunity to interact with students and communities abroad. In this way, students will get added value in the form of improving hard skills and soft skills, expanding, and strengthening networks, cooperation, socio-cultural understanding, and internationalization of the higher education system in Indonesia (Arsyad et al., 2022). Institutionally, in Aprianti & Maulana (2022) view, the paradigm shift in the quality,

network, and innovation of education will be the result of learning experiences in the context of self-development that can make a positive contribution to national development and national competitiveness at the international level in the 21st Century.

One of the benefits of the International Credit Transfer Program is allowing students to explore new horizons and gain an appreciation for diverse cultures (Mawarini Sukmariningsih et al., 2022). Studying abroad not only broadens students' perspectives but also promotes cross-cultural communication and mutual understanding, as individuals learn to interact with others from different backgrounds and cultures. This program helps develop new relationships between students and faculty from around the world, creating personal and professional networks that last a lifetime.

2.3. Learning Experience

One of the goals of learning is to gain direct experience during the learning process (Collins et al., 1988; Teixeira & Shin, 2020). During the learning process, it is possible to experience both good and bad experiences. Besides, the experience will be remained as a learning process that will not be easily forgotten by every perpetrator. Therefore, this learning experience is important for every learner to be able to absorb knowledge and skills directly into themselves.

2.3.1. Definition of Learning Experience

A learning experience is a process or event through which a person acquires knowledge, skills, or understanding (Newcomer et al., 2020). Generally, it can take various forms, such as formal education, direct practice, observation, or exposure to new information, and it contributes to personal growth and development (Bouilheres et al., 2020).

In a different perspective, Asfihana et al. (2022) that learning experience is a process of a person on certain knowledge or skills that are carried out intentionally or unintentionally that have an impact on changes in performance in the future. This opinion does not consider whether an

experience comes from a good and pleasant event, or from a bad and unpleasant event. An event that involves emotions and becomes an experience that will never be forgotten (Lo et al., 2022).

So experiential learning can be defined as a learning method that involves students to gain direct experience of what they do and obtain conclusions and performance improvements in the future when doing similar work.

2.3.2. Aspects of the Learning Experience

Learning experiences include various aspects that influence how individuals acquire and process knowledge and skills. According to Uhrmacher (2009) that some important aspects include 1) Acquisition of Knowledge and Skills. Learning experiences are the primary means of acquiring knowledge and developing skills, enabling individuals to adapt, solve problems, and succeed in various aspects of life; 2) Personal Growth. Learning experiences often lead to personal growth and development, increasing self-esteem, self-confidence, and a sense of accomplishment; 3) Innovation. Learning experiences encourage innovation by fostering creativity, critical thinking, and problem-solving skills that are essential for developing new ideas and solutions; 4) Environmental Awareness. Learning experiences can increase environmental awareness and sustainable practices, thereby contributing to a healthier planet; and 5) Democracy and Community Involvement. Citizens who are informed and educated are better prepared to participate in democratic processes, so these processes are important for the functioning of a democratic society.

Ammigan et al. (2021) argues that the impact of a learning experience can vary greatly depending on the quality of the experience, individual engagement, and the broader societal context. Therefore, it is important if the teacher applies this learning experience first if the teacher has gone through the learning experience process first (Yan & He, 2022). This will determine when students go through the same event and find

problems in the field, the teacher will easily explain and provide reinforcement to students for the problems they experience. Despite this, learning remains a powerful tool for personal and societal advancement.

2.4. Previous research

To provide a comparison of similar research with this study, a review of a few journal articles has been carried out in Table 1. bellow.

Table. 1. Summary of past research studies

Num.	Research title &; Researcher	Research Methods &; Results	Similarities &; Differences
1	Indonesian Students ' Perception on Communication Language and Cultural Study in International Credit Transfer Program oleh Alimuddin et al. (2023)	<ul style="list-style-type: none"> • Method: Qualitative – descriptive • Respondents: students of the ICT program of the University of Muhammadiyah Parepare. • Research results: Each student has different exceptions to this ICT program. Some perceive ICT programs as a means of communicating with international languages internationally, and some perceive them to exchange cultural knowledge 	<ul style="list-style-type: none"> • The method used is the same, is the same. • The respondents used were also students participating in ICT
2	Student Perceptions in the International Credit Transfer program by Faiz et al. (2022)	<ul style="list-style-type: none"> • Method: Qualitative – descriptive • Respondents: 10 students of the ICT program of the University of Muhammadiyah Parepare. • Research results: the impact of the ICT program is that 	<ul style="list-style-type: none"> • The method used is the same, is the same. • The respondents used were also students participating in ICT

		students are more disciplined and responsible because of the influence of learning culture applied to partner campuses.	
3	Implementation of International Class Program as an Effort to Realize World Class University at Surabaya State University by (Izzi et al., 2022)	<ul style="list-style-type: none"> • Method: Qualitative – case study • Research results: the implementation of class programs conducted at the Faculty of Mathematics and Natural Sciences, Surabaya State University is intended for special students who are willing to follow the bilingual lecture system, namely Indonesian and English. 	<ul style="list-style-type: none"> • The approach used is the same but different in method. • The research context is also different, namely in the aspect of involvement of other parties as partner universities.
4	Unram-UPM Student Exchange: MBKM Learning Innovation in Growing the Toughness of Master of Forestry by Latifah et al. (2021)	<ul style="list-style-type: none"> • Method: Qualitative – descriptive • Research results: these exchange activities benefit the experience and increase students' confidence in the study program they are taking. 	<ul style="list-style-type: none"> • The method used is the same, is the same. • The respondents used were also students participating in ICT.
5	Implementation of MBKM Program in the Curriculum of Indonesian Language and Literature Education Study Program,	<ul style="list-style-type: none"> • Method: Qualitative – literature study • Research results: implementation of MBKM program in the form of student exchanges, internships, teaching assistants, research 	<ul style="list-style-type: none"> • The approach used is the same qualitative approach, but different in method. • The research context discussed is also different.

Palangkaraya University by Christy (2023)	projects, humanitarian projects, entrepreneurship, independent studies and thematic KKN. This research uses a qualitative approach with a literature study method.	This research is a field study report, while Christy is a Solution discourse.
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Source: Literature review of research articles (processed)

