

The Effect of Distance Learning on Student's Learning Outcomes and Interest

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Abstract. This research is motivated by the existence of the COVID-19 pandemic so that learning cannot be done directly in class, but learning is carried out by distance learning (PJJ). The implementation of PJJ also certainly has an impact in various ways, including the impact on the learning outcomes and interest of students in the Biology Education study program grade III, especially in the Agribusiness course, both personal interests, situational interests or psychological interests. The purpose of this study was to analyze the effect of PJJ on student's learning outcomes and interest in the Biology Education study program FKIP, Kuningan University. The indicators of student learning interest include feelings of pleasure, students' interest, attention and involvement. The research method used was a weak experimental research design with The One-Group Pretest-Posttest Design. This study only used 1 experimental class that was given treatment to assess the effect of the treatment, without being compared with the control class. The instruments used were essay questions and interest in learning questionnaires. The result of this research is that there is a significant effect of PJJ on student's learning outcomes and interest.

1. Introduction

The Covid-19 pandemic, which is currently still ongoing, has brought changes to the distance learning method (PJJ). Based on the data obtained, as of June 18, 2020, the number of people exposed to Covid-19 in Indonesia reached 42,762, an increase of 1,331 (Task Force for Handling Covid-19, 2020). Meanwhile, North Sumatra itself has been exposed to Covid-19, which has reached 993 (Task Force for Handling Covid-19, 2020). The increase in the number exposed to Covid-19 is a concern for all parties including the various ministries in charge of universities in Indonesia. Various tertiary institutions in the red, orange and yellow zone are no longer allowed to conduct face-to-face lectures (official announcement from the Ministry of Education and Culture of the Republic of Indonesia: 94% of students study from home, 6% in the Green Zone are allowed face-to-face), that is the same as what happened at the University of Kuningan, teaching and learning activities are carried out online through the use of e-classes.

Higher education institutions that used to fully implement the face-to-face method during lectures and thesis guidance and other academic activities now need to turn it into the PJJ method. In foreign terms it is called distance learning. In various other studies it is also known as online learning, e-learning (electronic learning) and online (in a network). Now it is a challenge for lecturers and students who like it or not have to be ready to face the existing online learning. The Differences of

face-to-face learning and distance learning (PJJ) have a different effect on the quality of student learning (Karwati, 2014).

PJJ which is carried out in learning certainly has a positive and negative impact on students' learning outcomes and interest. This can be seen from the final grades and students' responses related to interest in learning. As we know that learning outcomes are changes in behavior as a result of learning in a broader sense including the cognitive, affective, and psychomotor fields. From the students' point of view, learning outcomes represent the end of teaching from the top of the learning process (Nana Sudjana, 2009).

Meanwhile, according to Hamalik (2008) learning outcomes are a change in behavior in a person that can be observed and measured in the form of knowledge, attitudes and skills. This change can be interpreted as the occurrence of improvement and development for the better from those who not knowing to knowing..

Learning outcomes are also defined as overall students' achievement which becomes an indicator of competence and the degree of behavior change of students. Competencies that must be mastered by students need to be stated in such a way that they can be assessed as a form of student learning outcomes that refer to direct experience (Mulyasa, 2008).

One of the psychological factors that influence learning a lot is the interest factor. Interest is a constant tendency factor to pay attention to and reminisce about certain activities. It has a very big influence on learning outcomes, because if it is not in accordance with the interest, that person will not do his job as good as possible. Likewise in learning. Interest really needs to get attention in learning. Interest will trigger the attention and have a good effect on concentration, because interest is a constant desire to pay attention or do something. It can generate enthusiasm in carrying out activities so that the objectives of these activities can be achieved. And that spirit is the main asset for each individual to carry out an activity.

Interest is also a tendency for the soul to be relatively sedentary to a person and is usually accompanied by feelings of pleasure (Fathurrohman, 2012). Meanwhile, learning is a process of effort carried out by a person to obtain a whole new change in behavior, as a result of his own experience in interaction with his environment. According to Fathurrohman, learning is an activity that causes a change in behavior that is relatively constant and that change is carried out through deliberate activity or effort.

So, learning interest is a psychological aspect of a person that shows itself in several symptoms, such as; passion, desire, feelings like to carry out the process of behavior change through various activities which include seeking knowledge and experience, in other words, learning interest is attention, love, interest in learning that is shown through enthusiasm, participation and activeness in learning .

2. Literature review

Nana Sudjana (2009) defines student learning outcomes as behavior changes as a result of learning in a broader sense covering the cognitive, affective, and psychomotor fields. From the student side, learning outcomes represent the end of teaching from the top of the learning process.

Meanwhile, according to Hamalik (2008) learning outcomes are the occurrence of behavior changes in a person that can be observed and measured in the form of knowledge, attitudes and skills. This change can be interpreted as the occurrence of improvement and development for the better from those who not knowing to knowing.

Learning outcomes are also defined as overall student achievement which is an indicator of competence and the degree of behavior change of students. Competencies that must be mastered by students need to be stated in such a way that they can be assessed as a form of student learning outcomes that refer to direct experience (Mulyasa, 2008).

Interest is the constant desire to pay attention or do something. It can generate enthusiasm in carrying out activities so that the objectives of these activities can be achieved. And the spirit that

exists is the main asset for each individual to carry out an activity. Interest is attention that contains elements of feeling. It also determines an attitude that causes someone to be active in a job. In other words, interest can be the cause of an activity (Mahfud S, 2001).

Interest is a mental tendency that is relatively settled to a person and is usually accompanied by feelings of pleasure. (Fathurrohman, 2012). Meanwhile, learning is a process of effort carried out by a person to obtain a whole new change in behavior, as a result of his own experience in interaction with his environment. According to Fathurrohman, learning is an activity that causes a change in behavior that is relatively constant and that change is carried out through deliberate activity or effort.

So interest in learning is a psychological aspect of a person that shows itself in several symptoms, such as; passion, desire, feelings like to carry out the process of behavior change through various activities which include seeking knowledge and experience, in other words, interest in learning is attention, love, interest in learning that is shown through enthusiasm, participation and activeness in learning .

Learning Interest Indicators

There are several indicators of students who have high interest in learning. This can be recognized through the learning process in class and at home, including:

1) Feelings of pleasure.

A student who has feelings of pleasure or likes about a lesson, then he has to keep studying the materials related to that subject. There is absolutely no feeling of pressure to study particular field.

2) Learning Attention.

Attention is also an indicator of interest. Mindfulness is the concentration or activity of our souls on observation, understanding, etc., to the exclusion of anything else. Someone who has an interest in a certain object will automatically pay attention to the object so he tries to pay attention to the explanation from his teacher

3) Learning materials and teacher attitudes are interesting.

Not all students like a subject because of their own interest factors. Some develop an interest in the subject area because of the influence of their teachers, classmates, and interesting subject matter. However, over time, if the student is able to develop a strong interest in the subject, he will be able to get successful achievements even though he is classified as a student with average abilities. As stated by Brown, being attracted to the teacher means not hating or being indifferent, being interested in the subject being taught, having high enthusiasm and controlling his attention, especially to the teacher, wanting to always join class groups, wanting his identity to be known by others. His habitual and moral actions were always in self-control, always remembering lessons and relearning them, and always controlled by his environment.

4). Benefits and Functions of Subjects

In addition to the feeling of pleasure, attention to learning and also learning materials and an attractive teacher attitude. The existence of benefits and learning functions is also an indicator of interest. Because every lesson has its benefits and functions.

PJJ is expected to increase the learning outcomes and interest in students of the Biology Education study program in the midst of the Covid-19 pandemic.

3. Research methodology

The research method used in this study is weak experimental with the research design of The One-Group Pretest-Posttest Design (Fraenkel, 2007). This study only used experimental class given treatment to assess the effect of the treatment without comparing with control class. The research design is as follows:

Table 1. Research Design *The One-Group Pretest-Posttest Design*

O	X	O
Pretest	Treatment	Posttest

The population in this study were all students of the Biology Education study program, Kuningan University, totaling 94 students. The sample used in this study was taken by purposive sampling as much as 1 class, namely the 6th semester students of the biology education study program FKIP, Kuningan University with a total of 24 students, namely students who are taking Agribusiness courses.

The method of collecting students' learning interest data was carried out by distributing electronic questionnaires (equestionnaire). The distribution of electronic questionnaires was carried out through Whatsapp by sending it to class groups in Biology Education Study Program, FKIP UNIKU. The distribution to the collection of primary data took place in a period of approximately 1 month during the Covid-19 pandemic in Indonesia, especially Kuningan City and its surroundings. The electronic questionnaire is made in the form of questions with the available options (closed-ended questions). After the data was collected, then it was analyzed descriptively by tabulating the percentage of each question that was answered completely by the student. Furthermore, it is discussed with literature study. While the data collection of student learning outcomes was carried out by pretest and posttest, starting with scoring for the pretest and posttest, calculating the N-gain, data analysis using the Software Statistical Package for Social Science (SPSS) for Windows version 16.0.

4. Results and discussions

The results of the research will be presented sequentially as follows (1) the difference in student learning outcomes between the initial test and the final test on Agribusiness learning (2) an increase in student learning outcomes through PJJ in Agribusiness learning, (3) student interest in learning towards PJJ.

The results of the validity and reliability test instrument has got the data described in Table 4.1 below:

Table 2. Results of Validity and Reliability Trials

No	Statistic test	Score	Conclusion
1.	Validity test	0,74	High
2.	Reliability test	0,65	High

The results of the trial analysis which included the validity test showed a value of 0.74 meaning that all questionnaires had high validity. The reliability test results showed a value of 0.65 which means that overall the test questions to measure student learning outcomes have high category reliability. Based on the results of the validity and reliability tests, it can be concluded that the test questions can be used as instruments in further research.

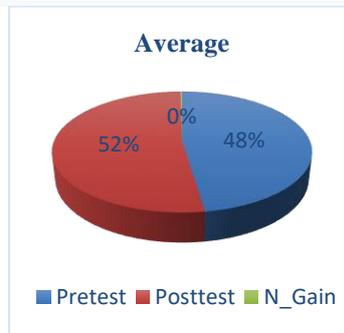
4.1 Differences in students' learning outcomes between the pre-test and the final test in PJJ

To find out how student learning outcomes in PJJ, the pretest and posttest results were tested. The following in Table 3 is presented the average results of the pretest and posttest experimental class.

Table 3. Average Pretest, Posttest and Learning Outcomes Gain Index

Class	Number of Student	Learning Outcomes		
		Pretest Average	Posttest Average	Gain Index
Experiment Class	24	21,35 (79,6)	23,57 (87,1)	0,38

Table 3 shows the average pretest results for the experimental class, namely 21.35 or about 79.6 if converted. After being treated by using PJJ then students were given a posttest to see student learning outcomes. The posttest result shows the number 23.57 or about 87.1.



Picture 1. Pretest average, Posttest average and Gain Index

From the results of statistical testing, the data obtained is normally distributed and homogeneous, so the hypothesis testing is done by using the one-sample t-test parametric statistical test (one sample t-test). The test results with the complete t test of learning outcomes can be seen in Table 4.

Table 4. Result of t-test analysis of Learning Outcomes

Data Source	Score	Signifikansi	α	Keputusan
Posttest	23,57 (87,1)	0,005	0,05	Terima H_1

Based on Table 4, it can be seen that the t test results show a significance of $0.005 < \alpha$ ($\alpha = 0.05$), so it can be concluded that there is a significant effect of PJJ on students' learning outcomes.

4.2 Improving Learning Outcomes through the Implementation of PJJ

To determine the increase in learning outcomes in the experimental class as a whole based on the results of the pretest and posttest, it is calculated using the N-gain formula and then classified. The recapitulation of the results of the N-gain calculation is described in table 5 below:

Table 5. N-gain Test Result

Class	Score	Category
Experiment	0,36	Medium

From table 5 above, it can be seen that the N-gain value obtained in the experimental class in total is 0.36 in the moderate category, meaning that PJJ in agribusiness learning can improve students' learning outcomes by 0.36 in the moderate category.

Furthermore, the normality and homogeneity tests were carried out on the gain value of student learning outcomes. Normality and homogeneity tests are used as prerequisites for subsequent statistical tests.

From the statistical results, the data obtained is normally distributed and homogeneous, so the hypothesis testing is done by using one-sample t-test parametric statistical test (one sample t-test). The t test is carried out to see the level of significance of improving students' learning outcomes.

Based on t test results show a significance of $0.005 < \alpha$ ($\alpha = 0.05$), so it can be concluded that there is an increase in students' learning outcomes after PJJ in the agribusiness course.

4.3 Student's Learning Interest

At the end of the lesson, a questionnaire was given to the experimental class students via *Whatsapp* class group in the Biology Education Study Program, FKIP UNIKU as a whole to find out students' interest in learning towards PJJ. The questionnaire made includes 5 indicators which are then developed into several statements about student learning interests. Indicators of learning interest that are used are: Feelings of pleasure, Attention in learning, subject matter, interesting attitudes of lecturers, benefits and functions of courses.

Students are asked several questions through a questionnaire. Questions for students consist of 7 'yes or no' questions. The results of students' questionnaire are:

Table 6. The Results of Students' Questionnaire

No.	About	%
1	Students feel happy in learning	81,75%
2	Students feel more focused on learning	62,25%
3	The learning materials used are easier to understand	75,75%
4	The attitude of the lecturer makes students more enthusiastic in learning	80,50%
5	Courses are very useful for students	80,00%
6	Distance learning makes students more interested in learning	77,25%
7	Study materials according to student needs	78,25%

The results of the student learning interest questionnaire showed a different percentage for each indicator. For the first indicator, feeling happy, the results of the questionnaire showed that 81.75% of students answered "Yes". This means that as many as 81.75% of students feel happy learning to use PJJ, the remaining 18.25% answered "No".

For learning attention indicator, about 62.25% students stated "Yes" which means that students were more focused on learning using PJJ and the remaining 37.75% of students felt less focused in learning when using PJJ.

For learning materials indicator about 75.75% students felt it was easier to understand because they were accompanied by learning videos or youtube, while the remaining students about 24.25% answered "No". Subject materials that attracted students' interest, will often be studied by the students concerned. And on the other hand, learning materials that do not attract students' interest will certainly be ignored by students, as indicated by Slameto that "Interest has a very big influence on learning, because if the learning material being studied is not in accordance with student interests, then students will not learn well, because there is no attraction for them.

For indicator of Lecturer attitudes that attract students, about 80.50% of students stated "Yes" because Lecturer is also an object that can stimulate and arouse student interest in learning. According to Kurt Singer, "A Lecturer who succeeds in fostering a student's willingness to learn means he has done the most important things that can be done for the benefit of his students".

Lecturers who are clever, kind, friendly, disciplined, and liked by students have a very big influence in arousing student interest. On the other hand, lecturer who have a bad attitude and are not liked by students will find it difficult to stimulate student interest and attention. It is the forms of lecturer personality that can influence students' interest.

Therefore, in the teaching and learning process, the lecturer must be sensitive to the classroom situation. He must know and pay attention to teaching methods that are suitable and in accordance with the intelligence level of his students, meaning that the lecturer must understand the needs and mental development of his students (Bergman, 2003).

For indicators the benefits and functions of the course, about 80% of students answered "Yes". It's means that the material being studied has good benefits to be applied in everyday life. about 20% answered "No" meaning they don't need the material in their daily life. Various research results indicate that there are factors that influence student interest in learning. These factors include:

a. Accessibility

The first factor that affects students' interest in distance learning is accessibility. This is in line with the results of previous research which states that access to technology plays an important role in PJJ (Liu, Geertshuis, & Grainger, 2020; Farhan, Razmak, Demers, & Laflamme, 2019; Shen & Ho, 2020; Seale & Cooper, 2010; Amado-Salvatierra, Hernandez & Hilera, 2012).

b. Device Ownership

Related to the second factor, the ownership of the equipment certainly affects students' interest in learning. This is supported by several research results which state that tools or devices play a role in the learning process (Jurkovic, 2019; Kim & Park, 2019).

c. Motivation

A person's interest will be even higher when accompanied by motivation, both internal and external. According to D.P. Tampubolon Interest is "a combination of desire and ability that can develop if there is motivation". A student who wants to deepen his knowledge of interpretation, for example, will certainly be interested in reading books on interpretation, discussing it, and so on.

d. Learning Interest

Learning interest can be obtained through learning, because by learning students who initially do not like a particular subject, over time due to increased knowledge about the subject, interest grows so that he will be even more active in studying the lesson. This is in accordance with the opinion of Singgih D. Gunarsa and Ny. Singgih D.G that "interest will arise from something that is known and we can find out something by studying, therefore the more we learn, the wider the field of interest will be. Meaningful learning will bring students to a memorable learning experience. The experience gained by students will be more memorable if the learning process they obtain is the result of their own understanding and discovery (Khasanah, 2016).

e. Learning Materials and Teacher's Attitudes

Factors that can arouse and stimulate interest are the learning materials that will be taught to students. Subject materials that interest students, will often be studied by the students concerned. And vice versa learning material that is not attracting student interest will certainly be overlooked by students, as has been pointed out by Slameto that "Interest has a very big influence on learning, because if the learning material being studied does not match the student's interest, then the student

will not learn as well as possible, because there is no attraction for him. The teacher is also an object that can stimulate and arouse students' interest in learning.

According to Kurt Singer, "Lecturers who succeed in fostering students' willingness to learn, have done the most important things that can be done for the benefit of their students". Lecturers who are clever, kind, friendly, disciplined, and liked by students have a very big influence in arousing student interest. On the other hand, a lecturer who has a bad attitude and is disliked by students will find it difficult to stimulate student interest and attention. It is the forms of teacher personality that can influence students' interest. Therefore, in the teaching and learning process, the lecturer must be sensitive to the classroom situation. He must know and pay attention to teaching methods that are suitable and in accordance with the intelligence level of his students, meaning that the lecturer must understand the needs and mental development of his students.

f. Family

Parents are the closest people in the family, therefore the family is very influential in determining a student's interest in lessons. What is given by the family greatly influences the mental development of the child. In the process of developing interest, it is necessary to support attention and guidance from the family, especially parents.

g. Social Friends

Through association, a person will be influenced by the direction of his interests by his friends, especially his close friends. Especially for adolescents, the influence of this friend is very large because it is in this association that they cultivate themselves and do activities together to reduce the tension and shock they experience.

h. Environment

Through environment someone's interest will be influenced. This is confirmed by the opinion expressed by Crow & Crow that "interest can be obtained from later as from their experience of the environment in which they live". The environment plays a very important role in the growth and development of children. The environment is a family that takes care of and raises children. Schools where to educate, the community where they hang out, as well as a place to play daily with their natural conditions and climate, flora and fauna. The size of the growth and development depends on the condition of the child's environment itself as well as physically and spiritually.

i. Aspirations

Every human being has ideals in his life, including students. Ideals also affect students' interest in learning, even ideals can also be said to be a manifestation of one's interest in life prospects in the future. This ideal is always pursued and fought for, even though it is not uncommon that even when faced with obstacles, a person keeps trying to achieve it.

j. Talent

Through talent a person will have an interest. This can be proven by an example: if a person from childhood has a talent for singing, indirectly he will have an interest in singing. If he is forced to like something else, it might make him hate it or become a burden to him. Therefore, in providing choices, both schools and other activities should be adjusted according to their talents.

k. Hobbies

For some people hobby is one of the things that can build interest. For example, someone who is interested in mathematics will indirectly arise in him an interest in pursuing mathematics, as well as other hobbies. The hobby factor cannot be separated from the interest factor.

5. Conclusion

Based on the need analysis, it can be concluded that one of the psychological factors that influence learning outcomes in distance learning is the interest factor. Interest in learning greatly affects student learning outcomes. The use of distance learning can actually improve students' learning outcomes and interest, as evidenced showed by the results of tests and questionnaires given. In other words, we can define interest as a constant tendency factor to pay attention to and remember certain activities. Interest has a very big influence on learning, because if it is not in accordance with the interest, that person will not do his job properly. Likewise in learning. Interest really needs to get attention in learning. Interest will trigger attention and will have a good effect on concentration.

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