Article

Online Teaching Learning during Covid-19 Outbreak: Teacher's Perception at Junior High School of Fathimatul Amin Jakarta

Minkhatun Nakhriyah[1], & Muhammad Muzakky[2]
[12]Universitas Islam Negeri Syarif Hidayatullah Jakarta, Indonesia

| **Article Info**	**ABSTRACT**
	Pandemic of Covid-19 outbreak has fundamentally replaced the paradigm of education. The teaching learning activity opens up to out of classroom through technology application. Then, this study was aimed to explore the teacher's perspective to the implementation of online teaching and learning. This research used descriptive qualitative design. Thirty-three teachers were involved in this study. The questionnaire was conducted to investigate the teachers' perception. Based on the findings, it showed that teachers argued that the teaching media becomes more interactive through many online teaching platforms such as Zoom, Google Meeting, Google classroom, and WhatsApp. Then, teaching via teleconference improve teachers' skills as well as their confidence because they can present the teaching material and classroom activities creatively. Having said that, teachers face several challenges during online teaching. First, teachers have problem to interact with students due to they tend to be passive during video conference. Then, some students have badly internet connection. Last, the students are lack of learning motivation such as often absence and lately to submit the assignment.
Informasi Artikel	**ABSTRAK**
	Wabah pandemi Covid-19 telah secara fundamental menggantikan paradigma pendidikan. Kegiatan belajar mengajar berpindah ke luar kelas melalui penerapan teknologi. Kemudian, penelitian ini bertujuan untuk mengeksplorasi perspektif guru terhadap penerapan pembelajaran online. Sample yang di gunakan penelitian ini yaitu 33 guru sebagai partisipan. Desain deskriptif kualitatif digunakan untuk menganalisis data. Kuesioner dilakukan untuk mengetahui persepsi guru. Berdasarkan temuan, guru berpendapat bahwa media pembelajaran menjadi lebih interaktif melalui berbagai platform pembelajaran online seperti Zoom, Google Meeting, Google kelas, dan WhatsApp. Kemudian, mengajar melalui teleconference meningkatkan keterampilan dan rasa percaya diri guru karena dapat menyajikan materi ajar dan kegiatan kelas secara kreatif. Namun, para guru menghadapi beberapa tantangan selama pengajaran online. Pertama, guru kesulitan berinteraksi dengan siswa karena mereka cenderung pasif selama video conference. Kemudian, beberapa siswa memiliki koneksi internet yang buruk. Terakhir, motivasi belajar siswa kurang seperti sering absen dan terlambat untuk menyerahkan tugas.
Publishing Info	

✉ *Corresponding Author:* (1) Minkhatun Nakhriyah, (2) Magister Pendidikan Bahasa Inggris, (3) Universitas Islam Negeri Syarif Hidayatullah Jakarta, (4) Jl. Ir H. Juanda No. 95, Jakarta, 15412, Indonesia, (5) Email: minkhatun.riyah@gmail.com

Introduction

The spread of a dangerous virus called Covid-19 has occurred various polemics and problems in the midst of good people's lives such as economic, social, political, religious issues especially in education (Destianingsih & Satria, 2020). Further, the Corona virus or Covid-19 not only claimed thousands of lives but also change the way of human life or activities around the world both in terms of interaction with other people. Related with minister of Education & culture Indonesia Nadim Makarim provide decision that the whole activities of teaching and learning education of institution which formal and non-formal prevent conventional teaching learning process move to online teaching that is studying and teaching conducted from home trough variant education tools such as Zoom, Google meet, WhatsApp, Google classroom and many other of digital application to integrate teaching learning process (Surani & Hamidah, 2020). The implementation integrating thecnology is one of innovation in learning process which is assisst learners autonomously, persistently and actively.

According to Agung et al. (2020) practicing online learning has been wide-spreading as become enhancing technology in the education sector. It means that, teaching and learning trough online has big impact to integrate between teachers, students and education of steak holder on technology. Furthermore, the rapid of implementation teaching-learning online might strange for those who do not usually conduct this implementation especially the teachers. the educator or teacher required able to understand preparing, accessing teaching material for the students. It is one line with Rusmiati et al. (2020) there are synchronously and asynchronously in the teaching and learning process. the Synchronic teaching online means between teacher and student interaction directly through chatting and conference. Since online teaching and learning implemented during Covid-19 outbreak, many educators and stakeholders found difficulties in online teaching, especially a school which should apply to school from home. The main obstacle faced by the teachers were how to implemented the system of implementing online teaching that minimal facilities.

Moreover, as Kapar & Bhandari (2020) said that as a teachers and stakeholders of education that teaching and learning during this pandemic as a challenging academic activities although its only trough virtual teaching. It means that, although pandemic, the teachers are players of key effectively in education (Indahningrum, 2020). Some previous research conducted by (Khatoony & Nezhadmehr, 2020; Alhumaid et al., 2020) investigated about the teacher's perception on their teaching English during Covid-19 pandemic on university level. In other words, most previous studies exploring the perception of online learning in high education level. The current study will explore in intermediete level which focus on the teacher's perception of their teaching model and individual teaching difference, little paid attention to this matter. Therefore, this study the researcher will be investigate how teacher's perception on teaching English in junior high school level of MTs. Fathimatul Amin, Jakarta.

Online Teaching and Learning

The pandemic situation has completely replaced the way of teaching method from face-to-face learning into online teaching and learning. Then, the use of technology communication has frequently increased in the classroom. Based on Dudeney & Hockly (2007) the Information Communication technology (ICT) is an interactive and collaborative medium which the creation of material and activities that can easily be shared

in public which helps students discover the language they are learning and its use. It is useful for the media that can be reached by the students. It is also used as a source of new teaching materials (Sepulveda-Escobar & Morrison, 2020). According to Diogo et al. (2018)ICT facilitates teachers to connect with the pupils and the others colleagues from different schools. Specifically, the application of ICT in foreign language learning can assist the intensity and personalize learning. It can engage the students' interest in learning. Then, ICT allows to avoid subjectivity in assessment (Yuldashevna et al., 2020).

Having said that, (Markova et al., 2017)argued that ICT running in online learning have some weaknesses. The different barriers faced in online involve lack of educators' controls, low self-organization, and low interaction patterns especially in regard to effective teaching practices. These barriers obviously decrease the effectiveness of learning experiences through online teaching. In addition, the online teaching and learning may also impact for many for many academic staff who increasingly require higher levels of technological competency and proficiency. To solve these challenges in online learning, the institutions need to provide professional development for instructors, trainings for learners, and technical support for content development (Kebritchi et al., 2017).

System of education in Indonesia during Covid-19 outbreak

Since the beginning of pandemic covid-19 in Indonesia, the ministry of education has already mandated the implementation of teaching and learning during the pandemic through Number 3 of 2020 concerning the Prevention of Covid-19 in the Education Unit and Number 36962 / MPK.A / HK / 2020 concerning online learning. Throughout this regulation, the teachers are expected to deliver the interesting learning process with fun classroom activities (78-Article). According to Pratama et al.(2020) teaching in this situation can develop in many applications popping up and can be used through portable devices, including Zoom, Google Meet, WhatsApp, Facebook, and others. Those application can send photos, audio, documents, and videos not only for the individual but can also be done in groups with various facilities available. Then, teachers allow to send a material, exercises, test that is used as the assessment (Dewi, 2020).

According to Naserly (2020) Zoom application is the effective learning media which includes big classes inside. It is live streaming platforms to have oral communication which has 40 minutes limited duration so teachers have to divide the class into some session (Nuryana, 2020). Besides this application, Google meeting and Skype also often used by the teachers due to it has no limitation time to be used. Then, the other application that is used to manage the classroom is Google Classroom. According to Mastoni & Rahmawati (2019) this application will make easier for scholars and learners to carry out the learning process in depth. This is because, without being constrained by time or learning time, both students and lecturers can collect tasks, assign tasks, and review tasks at home.

Method

This study used qualitative descriptive by survey methods. Furthermore, participants of this study were the 33 teachers from junior high Fathimatul Amin Jakarta. The participants were choosen based on purposive sampling technique which viewed from the teachers background and their teaching length. Then, instrument of this study was questionnaire. The questionnaire was created to teacher's perception on teaching English

online during pandemic COVID-19 outbreak using Likert scale of one to five which is 1 = strongly disagree (SDA), 2 = disagree (DA), 3 = neutral (N), 4 = agree (A), 5 = strongly agree (SA) which followed by three indicators aspect : 1). Modelling of teaching, 2). Challenging in teaching and 3). Individual factor. To collect data trough questionnaires develop from previous literature study (Sudusinghe & Kumara, 2020; Deepika, 2020; Subakthiasih & Widiadnya Putri, 2020).

Results

After analyse the data, the result show in each aspect of teacher's perception in teaching English during Covid-19 pandemic into some aspect that were model of teaching, challenging of teaching online, teaching English online and individual factors of the teachers toward teaching English.

Teaching Online Design

The teachers' perception of their teaching models used during online learning is shown in Table. 1 as below:

Table 1. Teaching online design used by teachers

No	Emerging themes **Model of English Teaching online**	**Teacher's perception**				
		SDA (%)	DA (%)	N (%)	A (%)	SA (%)
1	Teaching trough online is more effective than offline (face to face) teaching	24,2	48,5	24,2	3	0
2	Teaching trough online more comfortable than offline (face to face) teaching	21,2	57,6	15,2	0	6,1
3	Teaching trough online help me become innovative by using media digital learning such as Zoom, Google class, WhatsApp	3	6,1	9,1	39,4	42,4
4	Teaching trough online become students knows media digital learning and open minded	0	9,1	27,3	51,5	12,1
5	Teaching trough online more interactive with students	18,2	39,4	33,3	6,1	3
6	Teaching trough online become the students more creative in learning process	15,2	27,3	33,3	18,2	6,1

From the table 1 above shown that most of the 48,5% teachers disagree that teaching through online didn't become effective and 57,6% the teachers feel didn't comfortable in virtual teaching. Besides that, 42,2 % agree that teaching trough online give the teacher become innovative by using media digital learning also 51,5 % agree with online become students knows media digital learning and open minded. However, teaching trough online found some obstacles that 39,4% the teachers feel disagree because the students could not

be interactive while teaching online. Furthermore, the 33,3 % teachers feel neutral that the process of teaching trough online in student's creativity.

Teaching English through Online

Table 2. The Result of Online Teaching English

1	Teaching English subject more effective trough online class	24,2	33,3	24,2	15,2	3
2	Teaching reading skill more interesting trough online class	12,1	39,4	27,3	18,2	3
3	Teaching writing skill more interesting trough online class to build student's skill	6,1	48,5	15,2	24,2	6,1
4	Teaching listening skill more interesting trough online class to build student's skill	9,1	24,2	27,3	30,3	9,1
5	Teaching speaking skill more interesting trough online class to build student's skill	6,1	30,3	33,3	24,2	6,1

The second table above shown that teaching English trough virtual class 33,3% disagree which didn't become effective. It's more difficult to teach four skills such as reading, writing, speaking and listening. Furthermore, 39,4 % the teachers disagree that teaching reading skill didn't interest trough online. Its same as with tough writing skill on students. Based on the data, 48,5 % disagree because it became many obstacles in giving feedback and bult their skills. Even tough 30,3 % shown the teachers agree teach listening trough online and its more interesting for the students.

In contradictory, in teaching English language especially in speaking the 33,3 % teachers feel easy to conducted it and more interesting trough online class. rom the table above shown that most of the 48,5% teachers disagree that teaching through online didn't become effective and 57,6% the teachers feel didn't comfortable in virtual teaching. Besides that, 42,2 % agree that teaching trough online give the teacher become innovative by using media digital learning also 51,5 % agree with online become students knows media digital learning and open minded. However, teaching trough online found some obstacles that 39,4% the teachers feel disagree because the students could not be interactive while teaching online. Furthermore, the 33,3 % teachers feel neutral that the process of teaching trough online in student's creativity.

Teachers Challenges toward Online Teaching

The teachers' perception of their challenges during online learning is shown in Table. 3 as below.

Table 3. Teacher Challenges towards Online Teaching

No	Emerging themes	Teacher's perception				
	Challenge toward teaching online	SDA (%)	DA (%)	N (%)	A (%)	SA (%)
1	Difficult to control interaction with the students while online teaching process	0	6,1	3	60,6	30,3
2	Difficult to involve the student on learning online process	0	6,1	21,2	51,5	21,2

No	Emerging themes	Teacher's perception				
	Challenge toward teaching online	SDA (%)	DA (%)	N (%)	A (%)	SA (%)
3	Problem in internet connection it become destruction learning process	3	3	0	21,2	72.7
4	Difficult to give feedback on students while teaching learning process	6,1	9,1	12,1	48,5	24,2
5	Difficult to teach based on student's capability on online learning	3	6,1	18,2	48,5	24,2
6	Difficult to evaluate student's knowledge and skill trough online	0	6,1	15,2	60,6	18,2
7	Difficult to prepare materials and content learning to upload on E-learning	12,1	36,4	36,4	9,1	6,1
8	Unusual to implemented technology of media in teaching process	21,1	39,4	15,2	21,1	3
9	Teaching and learning online does not efficiencies in giving skill learning especially in English class	3	18,2	12,1	51,5	15,2
10	The duration teaching learning online too limited	0	3	6,1	48,5	42,4
11	Minim of intended and active students in learning online	0	6,1	9,1	60,6	24,2
12	Minim of student's seriously in online learning process	0	3	6,1	57,6	33,3
13	The students always make a reason to do not participated in online learning	0	3	42,4	24,2	30,3
14	Students' motivation in learning online more decreasing than offline class (face to face)	0	6,1	18,2	42,4	33,3
15	Transition of teaching online too rapidly	0	12,1	24,2	39,4	24,2

Based on Table 3, challenging teaching trough online shown that 60,6 % the teacher difficult to control interaction with the students while online teaching process and 51,5 % involve them to participate in learning process. Moreover, the big problem in teaching trough online 72,2 % problem in internet connection. Beside that, the teachers found difficulties in giving feedback to the students related with the subject Especially English. In teaching trough online, the 48,5 % the teachers didn't know the student's capability and their knowledge that based on the result shown 60,6 %. Also, the duration virtual teaching was shorter than face to face class. In addition, 60, 6% agree that in teaching learning process the teachers feel that low of student's motivation and student's seriously in online learning process. But in other case, the teachers have usually implemented technology of media in teaching process.

In teaching trough online 36,4 % shown that the teachers did not feell difficultes for preparing the materials on E-learning. It means, the use of E-learning provide the teachers easy to integrating technology. Moreover, 39, 4 % the teachers has been common to implemented technology in teaching process. However, the process of teaching process did not provided maximum and efecience. As result 51,2 % the teachers feel that teaching learning online does not provided effeciency in learning English. 51,5 % the teachers realize that online teaching and learning give short limited of time and 60,6 % in learning process the students minim of intention to be active students in online class and 57, 6 % the teachers agree that most of the students join in online class did not seriously. Related with minimum of intended online learning, 42,2 % the teachers checked to the students that the students did not give reason to not join the class, but 42,4 % the teachers feel that

the students' motivation were decrease for the students becouse of the transition of teaching online rapidly. As based on the result table were 39,4 %.

Individual Factors of Online Teaching

Table 4. Result of Individual Factors toward Online Teaching

No	Emerging themes	Teacher's perception				
	Individual factors toward teaching online	DSA (%)	DA (%)	N (%)	A (%)	SA (%)
1	Teaching online enhance my confidence as a teacher	0	27,3	21,2	42,4	9,1
2	Teaching online become realize my skill in teaching	0	6,1	15,2	45,5	33,3
3	My teaching skill as a teacher feel increase trough teaching online	0	12,1	15,2	42,2	30,2
4	Low motivation to teach trough online	9,1	24,2	42,4	24,2	0
5	Difficult to adaptation on teaching online model	12,1	33,3	39,4	12,1	3
6	Minim to operate computer skill it become difficult in teaching learning effectively	30,3	36,4	6,1	21,2	6,1

Based on the table 4 show that individual factors of the teachers teaching trough online. 42,4 % the teachers agree that teaching online enhance my confidence as a teacher, also 45,5 % the teachers reaching online become realize my skill in teaching. Furthermore, 42,4 % they feel neutral in virtual teaching and learning and they could be able operated computer programme as digital tools teaching and learning. On the other hand, 42,2 % viewed that the teacher feel their teacahing increase trough teaching online. Moreover, 39,4 % the teachers feel neutral on teaching adaptation trough online, also 36,4% the teachers were able to operate to operate computer skill it become difficult in teaching learning effectively.

Discussion

The result of this study is useful for teacher and education stakeholder due they teach in the pandemic situation. It will improve their acknowledgement to deal with the students who have completely different experiences during this sudden changes (Adnan & Anwar, 2020). Regarding to the teaching model, the finding showed that teacher belief through online teaching the teaching media becomes more interactive. The teachers implement several platforms which can be access by the students. Based on the data, the majority of teachers use Zoom, Google classroom, and WhatsApp. It was also found in Singh et al. (2020), in his study, ESL teachers' control the class by having such Telegram, WhatsApp, Google classroom and Zoom to engage the students during the learning process. In general, it implies that these aplications are frequently used by the teachers. These application could carry out some class activities such as checking students' attendance, giving learning material, giving feedback, and marking the students' score on their assignments (Atmojo & Nugroho, 2020).

Then, related to teachers' challenging to this online learning is that they couldn't control the interaction with students. It was supported by Linfei & Byun (2020) who found that online classroom has little interaction both teacher and student. In result, the atmosphere of classroom becomes not effective as in normal class. Furthermore, based on the data, the other problems was in students' internet connection. This problem was also found in Subekti (2020) that the issue of poor connection and unsupportive gadget became the obstacle in online conference sessions. Also, Agung et al. (2020) supported that the the mainly obstacles in online learning is the availability and sustainability of internet connection. In sum, it was generally known that the internet connection can disturb the learning activities. The limited internet data package connection was the main barries of online learnign (Haratikka, 2020). This problem can be solved by the stockholder at the school. They have to support and communicate with the teacher to make sure students have good connection understand the objectives, knowledge framework, and teaching activities of each class (Bao, 2020).

Moreover, the students tend to be passive and lack of motivation to learn via online classroom. This condition can be found during the class where a bit of students joining the conference, almost of them submitting tasks lately, and they tend to be bored at home. It was suported by the study condducted by (Moser et al., 2021) that this problem leads perceived lower outcomes among the students. According to Kim et al., (2017), they recommend for teacher to combine online teaching with video lecture. It can be played two or many times by the students so it is to ensure positive emotions as well as enhanced concentration.

Regarding to the individual factors that may impact to the effectiveness of online teaching, teachers have different perspective. Some of teachers belief that teaching via teleconference improve their confidence as a teacher because they can operate some of digital program by their own. Even more for teachers who have high competence in technology, it acquires the development of professionalism to integrate well the digital classroom (Christensen & Knezek, 2017). The others teachers suggest that through digital platform their teaching skills have been improved on building the lesson creatively and innovatively. This creative teachers are able to promote the ways to mobilize the organizational resources and learning processes (Fischer, 2020).

Conclusion

To conclude, teacher have some perceptions during teaching and learning via online. Teachers face several challenges during online teaching. First, teachers have problem to interact with students due to they tend to be passive during video conference. Then, some students have badly the internet connection. Last, the students are lack of learning motivation such as often absence and lately to submit the assignment. Furthermore,whole teaching and learning activities used online digital platform such as Zoom, Google Meeting, Google classroom, and WhatsApp. Also, Teaching via teleconference improve teachers' skills as well as their confidence because they can present the teaching material and classroom activities creatively.

Acknowledgements

References

Adnan, M., & Anwar, K. (2020). How Students' Perspectives about Online Learning Amid the COVID-19 Pandemic? *Studies in Learning and Teaching*, *1*(3), 133–139. https://doi.org/10.46627/silet.v1i3.46

Agung, A. S. N., Surtikanti, M. W., & A. Quinones, Opc. (2020). Students' Perception of Online Learning during COVID-19 Pandemic: A Case Study on the English Students of STKIP Pamane Talino. *SOSHUM : Jurnal Sosial Dan Humaniora*, *10*(2), 225–235. https://doi.org/10.31940/soshum.v10i2.1316

Atmojo, A. E. P., & Nugroho, A. (2020). EFL Classes Must Go Online! Teaching Activities and Challenges during COVID-19 Pandemic in Indonesia. *Register Journal*, *13*(1), 49–76. https://doi.org/10.18326/rgt.v13i1.49-76

Alhumaid, K., Ali, S., Waheed, A., Zahid, E., & Habes, M. (2020). COVID-19 & Elearning : Perceptions & Attitudes Of Teachers Towards E- Learning Acceptancein The Developing Countries. *Multicultural Education*, *6*(2), 100–115. https://doi.org/10.5281/zenodo.4060121

Bao, W. (2020). COVID -19 and online teaching in higher education: A case study of Peking University . *Human Behavior and Emerging Technologies*, *2*(2), 113–115. https://doi.org/10.1002/hbe2.191

Christensen, R., & Knezek, G. (2017). Readiness for integrating mobile learning in the classroom: Challenges, preferences and possibilities. *Computers in Human Behavior*, *76*, 112–121. https://doi.org/10.1016/j.chb.2017.07.014

Dewi, W. A. F. (2020). Dampak COVID-19 terhadap Implementasi Pembelajaran Daring di Sekolah Dasar. *Edukatif : Jurnal Ilmu Pendidikan*, *2*(1), 55–61. https://doi.org/10.31004/edukatif.v2i1.89

Deepika, N. (2020). The impact of online learning during COVID-19: students' and teachers' perspective. *The International Journal of Indian Psychology*, *8*(2), 784–793. https://doi.org/10.25215/0802.094

Diogo, A. M., Silva, P., & Viana, J. (2018). Children's use of ICT, family mediation, and social inequalities. *Issues in Educational Research*, *28*(1), 61–76.

Dudeney, G., & Hockly, N. (2007). *How to {Teach} {English} with {Technology}. 10*, 320–324.

Destianingsih, A., & Satria, A. (2020). Investigating Students ' Needs for Effective English Online Learning During Covid-19 for Polbeng Students. *ELT-Lectura: Studies and Perspectives in English Language Teaching*, *7*(2), 147–153.

Fischer, B. M. (2020). Developing and sustaining creativity: Creative processes in Canadian junior college teachers. *Thinking Skills and Creativity*, *38*(November), 100754. https://doi.org/10.1016/j.tsc.2020.100754

Haratikka, H. (2020). Learning English Activity in STIE Bina Karya During the Pandemic. *Proceeding of 1st International Conference on The Teaching of English and Literature*, *1*(1), 110–116.

Indahningrum, R. putri. (2020). Teachers' Perceptions and Teaching Experiences on distance education through Synchronios Video Converencing during COVID-19 pandemic. *Social Sciences and Education Research Review*, *2507*(1), 1–9.

Kapar, H., & Bhandari, L. P. (2020). Teaching English during COVID- 19 : Nepalese Teachers ' Voices. *Journal of English Language Teaching and Applied Linguistics*, *2*(5), 76–81. https://doi.org/10.32996/jeltal

Khatoony, S., & Nezhadmehr, M. (2020). EFL teachers' challenges in integration of technology for online classrooms during Coronavirus (COVID-19) pandemic in Iran. *AJELP: Asian Journal of English Language and Pedagogy*, *8*(2), 1–16. https://ojs.upsi.edu.my/index.php/AJELP/article/view/3523

Kebritchi, M., Lipschuetz, A., & Santiague, L. (2017). Issues and Challenges for Teaching Successful Online Courses in Higher Education. *Journal of Educational Technology Systems*, *46*(1), 4–29. https://doi.org/10.1177/0047239516661713

Kim, T. dong, Yang, M. young, Bae, J., Min, B. a., Lee, I., & Kim, J. (2017). Escape from infinite freedom: Effects of constraining user freedom on the prevention of dropout in an online learning context. *Computers in Human Behavior*, *66*, 217–231. https://doi.org/10.1016/j.chb.2016.09.019

Linfei, Y., & Byun, J. (2020). *The interactive problem of online teaching from the perspective of teachers and students*. 17–20.

Markova, T., Glazkova, I., & Zaborova, E. (2017). Quality Issues of Online Distance Learning. *Procedia - Social and Behavioral Sciences*, *237*(June 2016), 685–691. https://doi.org/10.1016/j.sbspro.2017.02.043

Mastoni, & Rahmawati. (2019). Desain Pembelajaran Bahasa Inggris Melalui Google Classroom. *Prosiding Seimanr Nasional Pendidikan Program Pascasarjana Universitas PGRI Palembang*.

Moser, K. M., Wei, T., & Brenner, D. (2021). Remote teaching during COVID-19: Implications from a national survey of language educators. *System*, *97*, 102431. https://doi.org/10.1016/j.system.2020.102431

Naserly, M. K. (2020). Implementasi Zoom, Google Classroom, Dan Whatsapp Group Dalam Mendukung Pembelajaran Daring (Online) Pada Mata Kuliah Bahasa Inggris Lanjut. *Journal of Chemical Information and Modeling*, *4*(2), 155–165. https://jurnal-dikpora.jogjaprov.go.id/index.php/jurnalideguru/article/view/129

Nuryana, Z. (2020). *Panduan penggunaan ZOOM.US untuk pembelajaran online*. https://doi.org/10.31219/osf.io/w6f2e

Pratama, H., Azman, M. N. A., Kassymova, G. K., & Duisenbayeva, S. S. (2020). The Trend in Using Online Meeting Applications for Learning During the Period of Pandemic COVID-19: A Literature Review. *Journal of Innovation in Educational and Cultural Research*, *1*(2), 58–68. https://doi.org/10.46843/jiecr.v1i2.15

Rusmiati, A. R., Reza, R., Achmad, S., Syaodih, E., Nurtanto, M., Sultan, A., Riana, A., & Tambunan, S. (2020). The perceptions of primary school teachers of online learning during the COVID-19 pandemic period : A Case study in Indonesia. *Journal of Ethnic and Cultural Studies*, *7*(2), 90–109.

Sepulveda-Escobar, P., & Morrison, A. (2020). Online teaching placement during the COVID-19 pandemic in Chile: challenges and opportunities. *European Journal of Teacher Education*, *43*(4), 587–607. https://doi.org/10.1080/02619768.2020.1820981

Singh, C. K. S., Singh, T. S. M., Abdullah, N. Y., Moneyam, S., Ismail, M. R., Eng Tek, O., Karupayah, T., Chenderan, K., Singh, M. K. R., & Singh, J. K. S. (2020). Rethinking english language teaching through telegram, whatsapp, google classroom and zoom. *Systematic Reviews in Pharmacy*, *11*(11), 45–54.

https://doi.org/10.31838/srp.2020.11.9

Subekti, A. (2020). Covid-19 Triggered Online Learning Implementation: Pre-service English teacher's belief. *Metathesis: Journal of English Language Literature and Teaching*, *4*(3), 232–248. https://doi.org/10.31002/metathesis.v4i3.2591

Surani, D., & Hamidah, H. (2020). Students Perceptions in Online Class Learning During the Covid-19 Pandemic. *International Journal on Advanced Science, Education, and Religion*, *3*(3), 83–95. https://doi.org/10.33648/ijoaser.v3i3.78

Sudusinghe, W. S., & Kumara, W. G. C. (2020). Students ' perception on Learning English through Distance Education : An Online Survey conducted in Higher Education Institutes , Sri Lanka at the time of COVID-19. *13th International Research Conference General Sir John Kotelawala Defence University*, 1–7.

Subakthiasih, P., & Widiadnya Putri, I. G. A. V. W. (2020). An Analysis of Student's Motivation in Studying English during covid-19 pandemic. *Linguistic, English Education and Art (LEEA) Journal*, *4*(1), 126–141.

Yuldashevna, Z. D., Tuhtayevich, H. I., Shuhratovna, H. S., Abdulazizovna, S. K., & Abdukobilovna, T. D. (2020). The use of ICT in foreign language learning and teaching. *Journal of Critical Reviews*, *7*(5), 765–767. https://doi.org/10.31838/jcr.07.05.156