

EFL STUDENTS' PERCEPTION OF USING GOOGLE CLASSROOM AND GOOGLE MEETING IN ONLINE LEARNING

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Abstract

Keywords:

*Online Learning,
Google Classroom,
Google Meeting,
Perception*

Teachers should teach and transfer knowledge successfully in online learning, despite the fact that it is still a pandemic. It is difficult because the teacher and students aren't in the same room. Combining Google classroom and Google meeting is one of the solution to help the learners get some knowledge even in in online learning class. This research can be a good input for the teacher to evaluate future learning better than before in EFL classroom during Covid-19 pandemic for online learning class. This study aims at EFL students' perception of online learning for EFL students during the covid-19 Pandemic in online learning class. The method of the research was descriptively quantitative. The sample of this research was 13 students, collected by using total sampling. The tool for this study was a series of 20-question questionnaire delivered to students using Google Form. The students were asked to choose one of four options in the questionnaire to collect data. After getting the data based on the students' answer in questionnaire, the data was analysed. The result of the research stated that the students' perception about combining Google classroom and Google meeting in online learning was very helpful. However, only a few student was saying not effective in combining Google classroom and Google meeting because of the internet connection around his place. The conclusion of the research was the students' perception in combining Google classroom and Google meeting was positive because it is helpful to cover only some part of learning process, like transferring knowledge, even though there are still many part of learning are missing by using Google classroom and Google meeting.

Kata Kunci:

*Pembelajaran
Luring, Google
Classroom, Google
Meeting, Persepsi*

Abstrak

Pengajar harus berhasil mengajar dan mentransfer ilmu meskipun dalam pembelajaran daring pada saat pandemi. Hal ini sulit karena guru dan siswa tidak berada di ruangan yang sama. Menggabungkan *Google classroom* dan *Google meeting* merupakan solusi untuk membantu mahasiswa mendapatkan pengetahuan bahkan di dalam kelas pembelajaran daring. Penelitian ini dapat menjadi informasi yang sangat bagus bagi pengajar dalam mengevaluasi pembelajaran yang akan datang agar lebih baik dari sebelumnya pada kelas *English for Foreign Language* selama pandemi covid-19 untuk kelas pembelajaran daring. Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa *English for Foreign Language* terhadap pembelajaran daring bagi mahasiswa *English for Foreign Language* selama pandemi covid-19 di kelas pembelajaran daring. Metode penelitian ini adalah deskriptif kuantitatif. Sampel penelitian ini adalah 13 mahasiswa, dikumpulkan dengan menggunakan total sampling. Alat untuk penelitian ini

adalah serangkaian 20 pertanyaan kuesioner yang disampaikan kepada mahasiswa melalui *Google form*. Para mahasiswa diminta untuk memilih salah satu dari empat pilihan dalam kuesioner dalam mengumpulkan data. Setelah mendapatkan data berdasarkan jawaban siswa dalam angket tersebut, data tersebut dianalisis. Hasil penelitian menyatakan bahwa persepsi siswa tentang penggabungan *Google classroom* dan *Google meeting* dalam pembelajaran daring sangat membantu. Namun, hanya sedikit mahasiswa yang menyatakan tidak efektif dalam menggabungkan *Google classroom* dan *Google meeting* karena adanya masalah koneksi internet di area tempat tinggalnya. Kesimpulan dari penelitian ini adalah persepsi mahasiswa dalam menggabungkan *Google classroom* dan *Google meeting* adalah berupa persepsi positif karena hal ini bermanfaat untuk sebagian dari proses pembelajaran, seperti transfer ilmu, walaupun masih banyak bagian pembelajaran yang hilang dengan menggunakan *Google classroom* dan *Google meeting*.

INTRODUCTION

During the Covid-19 pandemic, online learning is a method of learning that involves using a meeting application to conduct a tutorial classroom that would normally be held in a physical classroom but is instead held in an online meeting application such as Google Classroom, Google Meeting, or other similar applications. The issues that arose during the covid-19 epidemic are difficult to resolve. When students and instructors plan online learning rather than face-to-face classes, difficulties arise. The impact of the covid-19 epidemic on the globe, particularly the learning process, is profound (Aji, 2020).

To stimulate students' interest in studying, the learning process in online learning should be driven and innovative (Andika & Saptono, 2016; Halimah, 2017; Monawati & Fauzi, 2018). Higher education should have more obstacles than senior high school, according to research conducted by Sofyana & Rozaq (2019). Learning content, participating in discussions, and completing assignments that are not as simple as those in senior high, such as Mahyoob (2020), are all examples of obstacles. Students should, however, observe the regulations of each lecturer from all courses in a semester. The majority of students gave the task with little time to convey such a comprehensive explanation, comprehension, and practice, just as they did in higher education. It is in line with the research done by (Sujarwo et al., 2020). Like in Sekolah Tinggi Bahasa Asing Persada Bunda is a higher institution that the researcher conducted the research

about learning process should find the best way in teaching by combining Google classroom and Google meeting in conducting online learning class.

To solve the problem facing in online learning class, it is suggested to combine Google classroom and Google meeting to transfer knowledge as one part of teaching because by using Google classroom, the students can see, use, and submit the material, discussion in written form and then by using Google meeting, the students can see the interaction between teacher and other students in video online. The teachers has been asking to teach creatively. The creativity of the teacher (Halimah, 2017; Naim, 2011; Wahyono et al., 2020), the well preparation of the teacher in online learning during pandemic covid-19 (Munir, 2009; Nurdyansyah & Fahyuni, 2016; Rohmanu et al., 2020; Sadikin & Hamidah, 2020; Sofyana & Rozaq, 2019). In this era, digital technology are easily to apply (Fathira & Utami, 2020). The problems faced in teaching English for Foreign Language, the students should listen carefully and pay attention of the way of producing a sound, pronounce the sound, pronounce the words, and other, are hard to define the wise teaching of this course, material, source, and interactive to students to practice and designing the course (Graves, 2000; Harmer, 2003). It is only one of several courses of this case. It is way the students' perceptions are really needed to evaluate in this research.

Several research are done by researchers about students' perception of online learning in the covid-19 pandemic (Rifiyanti, 2020; Susila et al., 2020; Yanti, 2021). The research findings of these certain researchers are very valuable inputs to manage the better teaching in the future for choosing the wise way of teaching, finding the material, choosing the suitable sources, and get involved interactively between lecturer and students. This is the reason of the researcher conducted the similar topic of the research about students' perception about online learning in the covid-19 pandemic at Sekolah Tinggi Bahasa Asing Persada Bunda.

Based on the background above, the researcher interested to conduct a research entitled "EFL Students' Perception of Combining Google Classroom and Google Meeting in Online Learning" since it has been analysed before by combining this two Google platform to online learning class.

METHOD

This was a descriptive research. Descriptive research is a type of study that aims to learn about current events (Ary et al., 2010). Respondents for this study were 13 English Letter Department students in their sixth semester in 2021/2022 at STBA Persada Bunda. The study concentrated on EFL students' perception during the covid-19 pandemic of combining Google Classroom and Google Meeting in online learning.

Quantitative research is a research method that uses graphs, percentages, and figures to provide data from persons and observed behaviour in written or spoken form (Arikunto, 2015; Sugiyono, 2016). The procedure is being scrutinized by researchers. In descriptive quantitative research, this research approach is used. The author immediately conducts data analysis based on the original data by increasing information, looking for relationships, comparing, and discovering trends (not transformed in the form of numbers). The data analysis results are offered in the form of an explanation of the situation under investigation, which is presented as a description. The type of data exposure usually clarifies why and how a phenomena happens. This research takes the type of method because it can find out students' perception that occur directly in the field for asking for opinion in combining Google Classroom and Google Meeting in online learning.

In data collection techniques, researchers used online questionnaire techniques to obtain information. The questionnaire in this study was organized into 20 open-ended statements which essentially relate to the use of combining Google Classroom and Google Meeting in online learning during the pandemic. The questionnaires are 1). Teachers explain learning materials well through online learning; 2). Learning Materials delivered by teachers through online learning in accordance with the syllabus; 3). Online assignments provided by the teacher will be evaluated if there is an error; 4). Conducive conditions during online learning are when the teacher delivers the material; 5). You want to learn the learning media used by teachers during the covid-19 pandemic; 6). Teachers conduct question & asking activities about English language materials in online learning; 7). Teachers provide motivation before doing online learning; 8). The teacher explains the purpose of English learning provided online; 9). Teachers provide examples of materials in the form of videos or pictures before learning

English online; 10). You can easily ask teachers when experiencing difficulties in English through online learning; 11). Learning English through online learning is effective during the covid-19 pandemic; 12). English learning schedule is very supportive even though it is done online in pandemic covid-19; 13). You diligently do English language tasks provided by teachers through online learning during the covid-19 pandemic; 14). You continue to learn English even if there are no tasks during the covid-19 pandemic; 15). You are motivated and passionate to learn English through online learning during the covid-19 pandemic; 16). Online English learning can train in managing time; 17). Online learning teaches honesty in doing tasks from teachers; 18). Online English learning is not boring; 19). You follow English learning online more vigorously in order to get good grades; 20). Your English skills improve during online learning; It is easy for you to find solutions when you have difficulties in online learning by combining Google Classroom and Google Meeting.

To make it easier for researcher to acquire study data, the questionnaire was created as a Google form. The researcher proceeded the study by looking at the responses to the questions that were issued to the Google form, as a process of carefully finding and combining the data gathered from the questionnaire results from the Google form. During the Covid-19 epidemic in online learning, researcher looked at and categorised EFL students' perceptions of integrating Google Classroom and Google Meeting. Data analysis is carried out by compiling data, describing it as a unit, compiling it into a pattern, and drawing conclusions that can be shared with others, with the goal of making it easier for researchers to search and find findings in research that can be informed to others, choose which ones are important and what will be studied (Sugiyono, 2016).

FINDINGS AND DISCUSSION

During the covid-19 pandemic, the researcher wanted to share some discussion on EFL students' perceptions of combining Google classroom and Google meeting in online learning in this section. There were 13 EFL students from the sixth semester students at Sekolah Tinggi Bahasa Asing (STBA) Persada Bunda participated in this research by responding to questions was very helpful in online learning that it is in line

with research done by Aji, (2020); and Mahyoob (2020). However, there were many students have negative response in online learning that it is in line with research done by Dewi (2020); Yanti (2021). The discussions are described in the following paragraphs.

Students' Perception about Teacher's Role in Online Learning Process

In the discussion of EFL students' perceptions, the researcher used a questionnaire with four statements from a total of twenty to determine students' perceptions of combining Google classroom and Google meeting in online learning process. The following statements were made: 1). Teachers explain learning materials well through online learning; 2). Learning Materials delivered by teachers through online learning in accordance with the syllabus; 3). Online assignments provided by the teacher will be evaluated if there is an error; 4). Conducive conditions during online learning are when the teacher delivers the material; 5). You want to learn the learning media used by teachers during the covid-19 pandemic; 6). Teachers conduct question & asking activities about English language materials in online learning; 7). Teachers provide motivation before doing online learning; 8). The teacher explains the purpose of English learning provided online; 9). Teachers provide examples of materials in the form of videos or pictures before learning English online; 10). You can easily ask teachers when experiencing difficulties in English through online learning. It can be seen in the following description.

Teachers explain learning materials well through online learning

In this point, most of EFL students have positive response in students' perception about "Teachers explain learning materials well through online learning". The answer from 4 options, almost all of respondents chose "agree" and "strongly agree" category with the percentage 54% and 38% in responding this statement. Only a few student chose disagree with the percentage 8%. None of the respondent chose "strongly disagree". It means that, by using Google classroom and Google meeting, teacher explained the material clearly in online learning and were categorized in positive meaning. It can be seen in the Diagram 1.

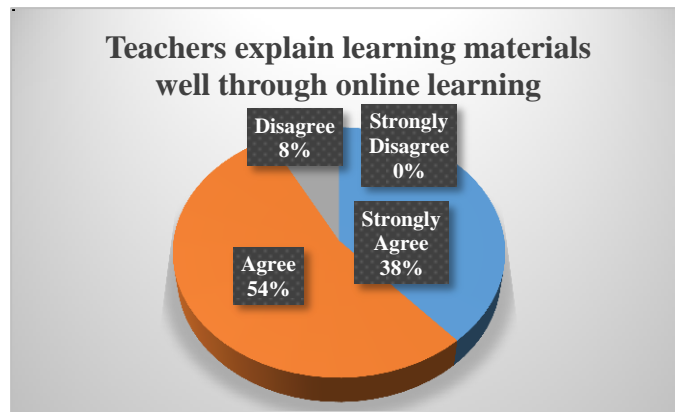


Diagram 1 The percentage of “Teachers explain learning materials well through online learning”

Learning Materials delivered by teachers through online learning in accordance with the syllabus

Next, for statement of “Learning Materials delivered by teachers through online learning in accordance with the syllabus”, all the responses were in “strongly agree and agree” category with the percentage 69% and 31%; however none of students chose “disagree” and “strongly disagree”. It means that, the explanation of learning materials in online learning effective in using the combination of Google classroom and Google meeting and was categorized in positive meaning. It can be seen in the Diagram 2.

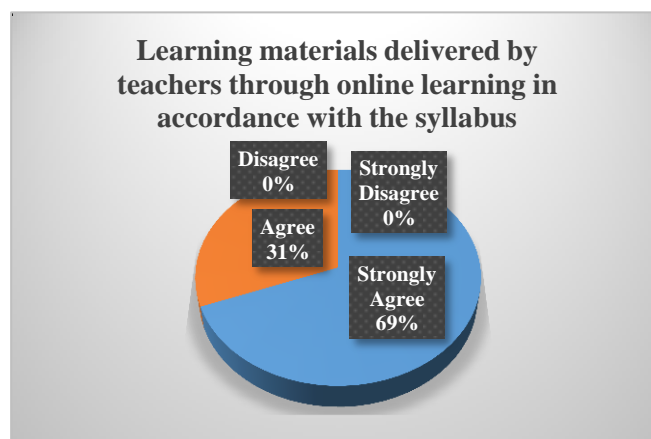


Diagram 2 The percentage of “Learning Materials delivered by teachers through online learning in accordance with the syllabus”

Online assignments provided by the teacher will be evaluated if there is an error;

Next, for statement of “Online assignments provided by the teacher will be evaluated if there is an error”, some of students were response in “strongly agree” and “agree” category with the percentage 39% and 38%; there was another respondents chose “disagree” with the percentage 23%, however none of students chose “strongly disagree”. It means that the online assignment in online learning can be evaluated by the teacher and was categorized in negative meaning in online learning. It can be seen in the Diagram 3.

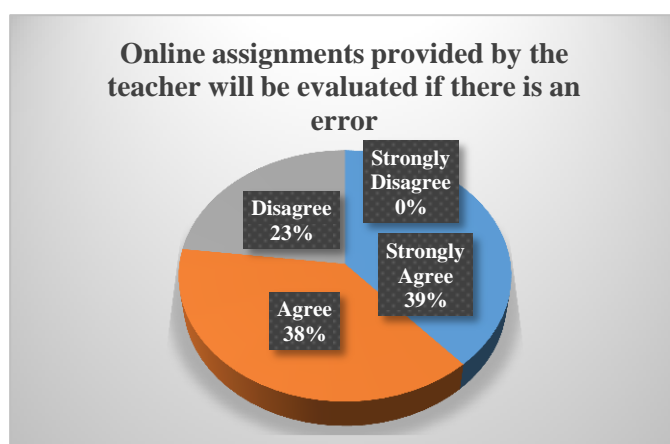


Diagram 3 The percentage of “Online assignments provided by the teacher will be evaluated if there is an error”

Conducive conditions during online learning are when the teacher delivers the material;

Next, for the statement “Conducive conditions during online learning are when the teacher delivers the material”, half of students responded with a percentage of 54% in the “agree” category; some of students chose “strongly agree” with the percentage of 23%, the other students responded “disagree” with the percentage 23%, but no student chose “strongly disagree”. It means that the conducive condition in online learning could not reach full, only some students felt conducive and the rest feel did not feel conducive. It can be seen in the Diagram 4.

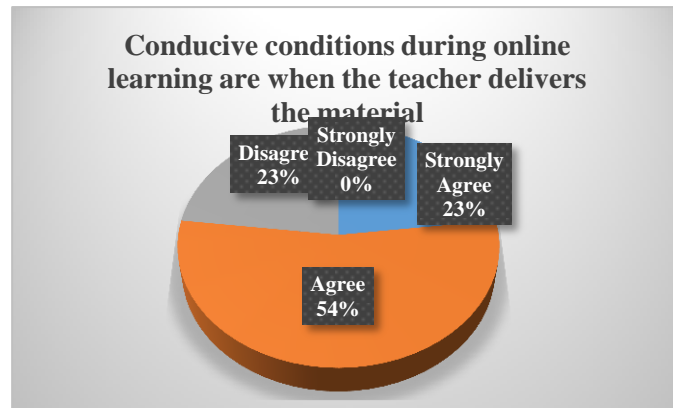


Diagram 4 The percentage of “Conducive conditions during online learning are when the teacher delivers the material”

You want to learn the learning media used by teachers during the covid-19 pandemic;

Next, for statement of “You want to learn the learning media used by teachers during the covid-19 pandemic”, most of students were response in “agree” category with the percentage 77%; there was only a few respondents chose “agree” with the percentage 23%, however none of students chose “disagree” and “strongly disagree”. It means that, the students want to learn the learning media used by teacher in online learning and it was categorized in positive meaning in online learning. It can be seen in the Diagram 5.

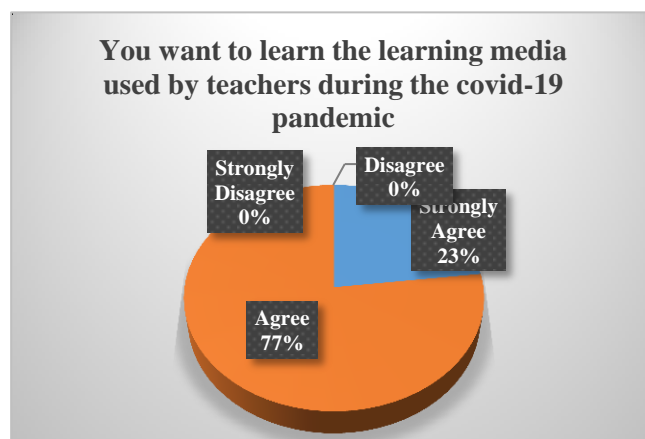


Diagram 5 The percentage of “You want to learn the learning media used by teachers during the covid-19 pandemic”

Teachers conduct question & asking activities about English language materials in online learning

Then, for the statement "Teachers conduct question & asking activities about English language materials in online learning", some of students responded with a percentage of 54 percent in the "strongly agree" category; some other students chose "agree" with a percentage of 46 percent, but no students chose "disagree" and "strongly disagree". It means that teachers conduct question and answer are in positive meaning in online learning. It can be seen in the Diagram 6.

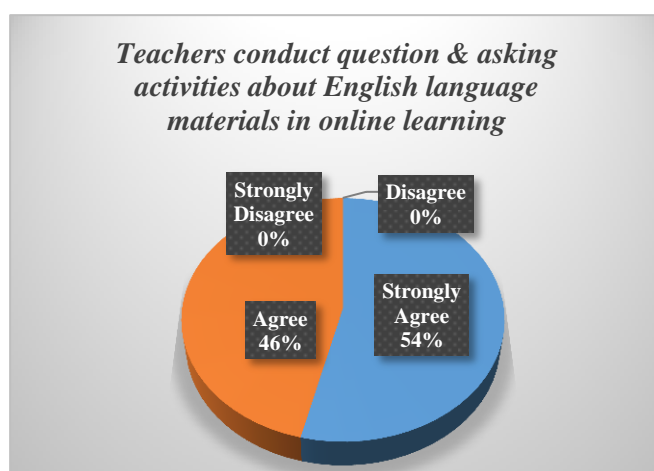


Diagram 6 The percentage of "Teachers conduct question & asking activities about English language materials in online learning"

Teachers provide motivation before doing online learning

Next, for the statement "Teachers provide motivation before doing online learning", the majority of students responded with a percentage of 88 percent in the "strongly agree" category; only a few students chose "agree" with a percentage of 12 percent, but no students chose "disagree" and "strongly disagree". It means that, the explanation of learning materials in online learning is and it was categorized in positive meaning in online learning. It can be seen in the Diagram 7.

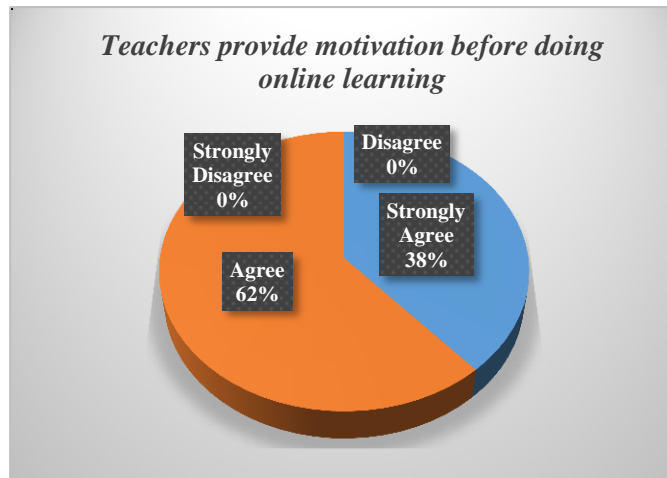


Diagram 7 The percentage of "Teachers provide motivation before doing online learning"

The teacher explains the purpose of English learning provided online

For the statement "The teacher explains the purpose of English learning provided online", the majority of students responded with a percentage of 88 percent in the "strongly agree" category; only a few students chose "agree" with a percentage of 12 percent, but no students chose "disagree" and "strongly disagree". It means that, the explanation of learning materials in online learning is and it was categorized in positive meaning in online learning. It can be seen in the Diagram 8.

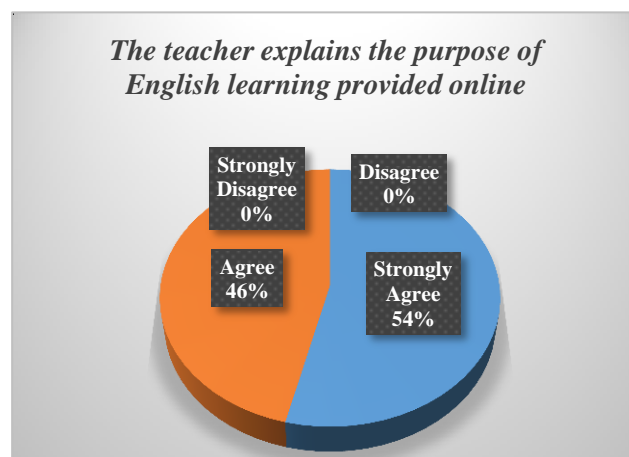


Diagram 8 The percentage of "The teacher explains the purpose of English learning provided online"

Teachers provide examples of materials in the form of videos or pictures before learning English online

Next, for the statement “Teachers provide examples of materials in the form of videos or pictures before learning English online” the majority of students responded with a percentage of 62% in the “agree” category; some students chose “strongly agree” with a percentage of 38%, but no students chose “disagree” and “strongly disagree”. It means that teacher provide example material in the form videos or picture is very good in online learning process. It can be seen in the Diagram 9.

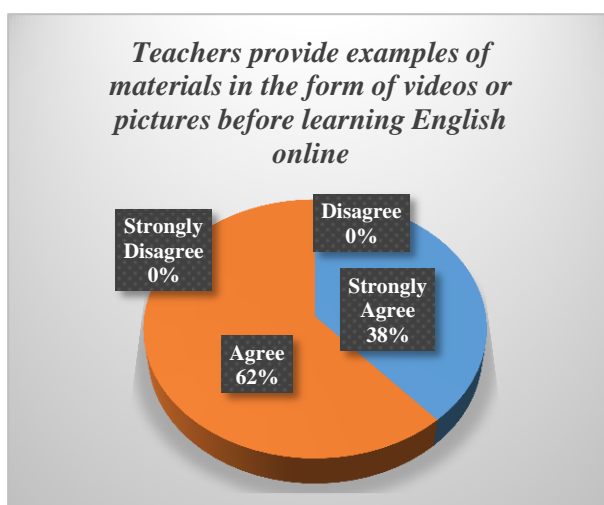


Diagram 9 The percentage of “Teachers provide examples of materials in the form of videos or pictures before learning English online”

You can easily ask teachers when experiencing difficulties in English through online learning

For the statement “You can easily ask teachers when experiencing difficulties in English through online learning”, the majority of students responded with a percentage of 46% in the “strongly agree” category; some other students chose “agree” with a percentage of 31%, only a few students responded with a percentage 23% in the “disagree” category, but no student chose “strongly disagree”. It means that it is a positive impact to ask some problems in learning English by using Google classroom and Google meeting. It can be seen in the Diagram 10.



Diagram 10 The percentage of “You can easily ask teachers when experiencing difficulties in English through online learning”

Students' Perception about Benefit in Online Learning Process for Students

To determine students' perceptions of online learning process in the issue of EFL students' perceptions, the researcher used a questionnaire with four questions out of a total of twenty. They are 11). Learning English through online learning is effective during the covid-19 pandemic; 12). English learning schedule is very supportive even though it is done online in pandemic covid-19; 13). You diligently do English language tasks provided by teachers through online learning during the covid-19 pandemic; 14). You continue to learn English even if there are no tasks during the covid-19 pandemic; 15). You are motivated and passionate to learn English through online learning during the covid-19 pandemic); 16). Online English learning can train in managing time; 17). Online learning teaches honesty in doing tasks from teachers; 18). Online English learning is not boring; 19). You follow English learning online more vigorously in order to get good grades; 20). Your English skills improve during online learning. For further explanation, it can be seen in the discussion below.

There are some benefits on constraint in using the combination of Google classroom and Google meeting based on the students' perception in online learning. The first is “Learning English through online learning is effective during the covid-19 pandemic”. Half of students responded “agree” and “strongly agree” category with the percentage 39% and 39%. Then the other students responded “disagree” to this statement of benefit.

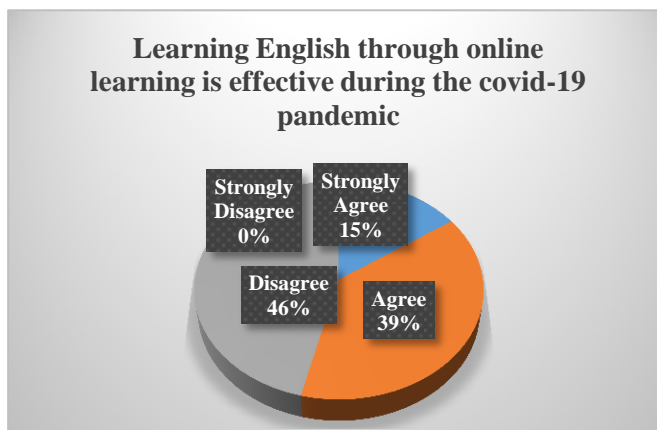


Diagram 11. The percentage of “Learning English through online learning is effective during the covid-19 pandemic”

The second is English learning schedule is very supportive even though it is done online in the covid-19 pandemic. The majority of students responded agree in the benefit of the learning schedule, with the responses “agree” and “strongly agree” with the percentage 77% and 8%. Then the “disagree” category with 15% chosen by students. It can be seen in Diagram 12.

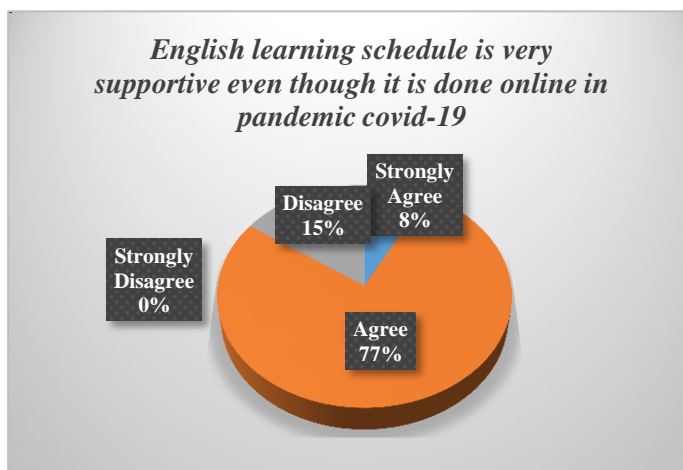


Diagram 12 The percentage of “English learning schedule is very supportive even though it is done online in the covid-19 pandemic”

The third is you (as students) diligently do English language tasks provided by teachers through online learning during the covid-19 pandemic. In this statement, all of students responded in positive way by chosen “strongly agree” and “agree” with 46% and 54%. No other student chose in negative way for this statement. It can be seen in Diagram 13.

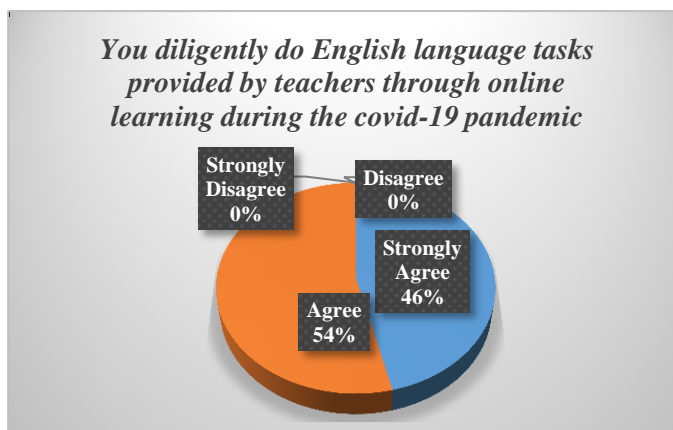


Diagram 13 The percentage of “You diligently do English language tasks provided by teachers through online learning during the covid-19 pandemic”

The fourth is you continue to learn English even if there are no tasks during the covid-19 pandemic. Most of students responded still continue to learn even though there are more task with the percentage 31% “strongly agree, and 61% “agree” category. Only a few student chose “disagree” with the percentage of 8% percent. It can be seen in the Diagram 14.

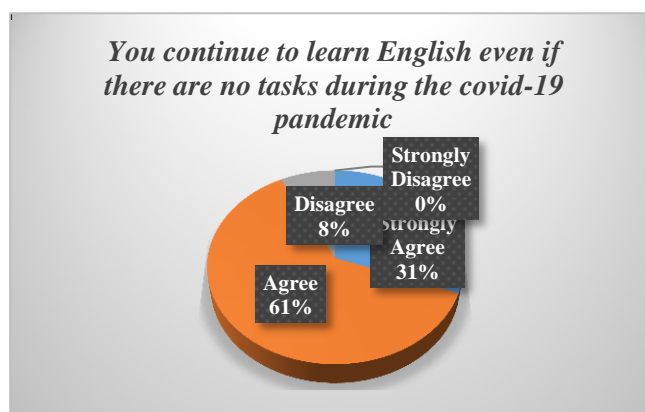


Diagram 14 The percentage of “You continue to learn English even if there are no tasks during the covid-19 pandemic”

The fifth is you (as students) are motivated and passionate to learn English through online learning during the covid-19 pandemic. Most of students responded with the percentage of 31% with “strongly agree” and 54% with “agree”. Only a few students chose “disagree” with the percentage of 15%. It means that most of students felt motivated in online learning by combining Google classroom and Google Meeting. It can be seen in the following Diagram 15.

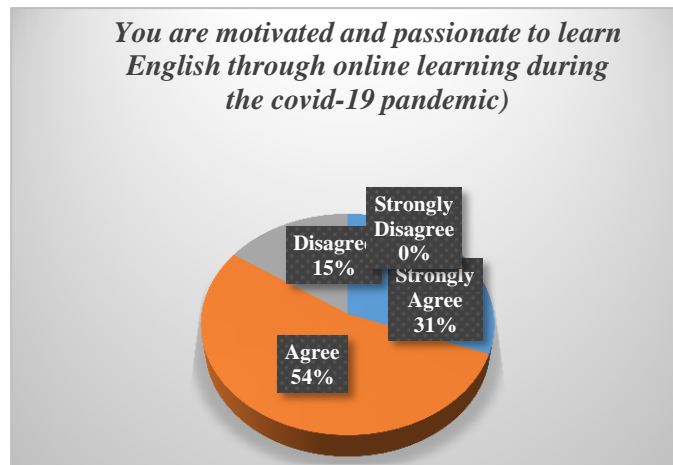


Diagram 15 The percentage of “You are motivated and passionate to learn English through online learning during the covid-19 pandemic”

The sixth is online English learning can train in managing time. Not all students agree, the combination Google classroom and Google Meeting can train managing time. Some of students responded with the percentage of 31% and 46% in the “strongly agree” and “agree” category. Than there some other students chose “disagree” with the percentage of 23%.It can be seen in the Diagram 16.

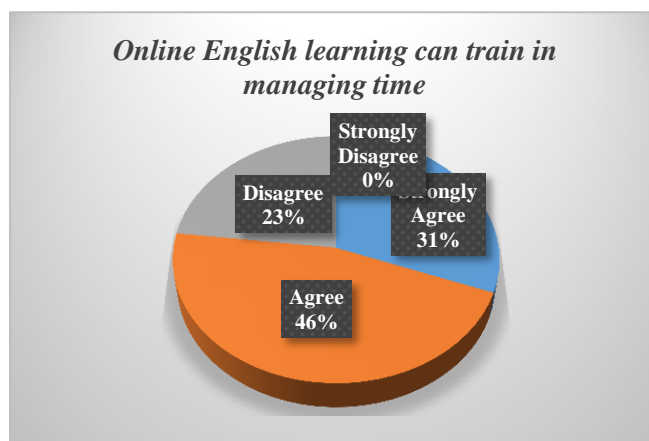


Diagram 16 The percentage of “Online English learning can train in managing time”

The seventh is online learning teaches honesty in doing tasks from teachers. From respondents, some of students felt say negative and the other responded positive. It means that by combining Google classroom and Google Meeting not all student belief that it would teach honesty. It can be seen by distribution of percentage 31% with “disagree” category and percentage of 15% “strongly agree” and 54% “agree” category. It can be seen in the following Diagram 17.

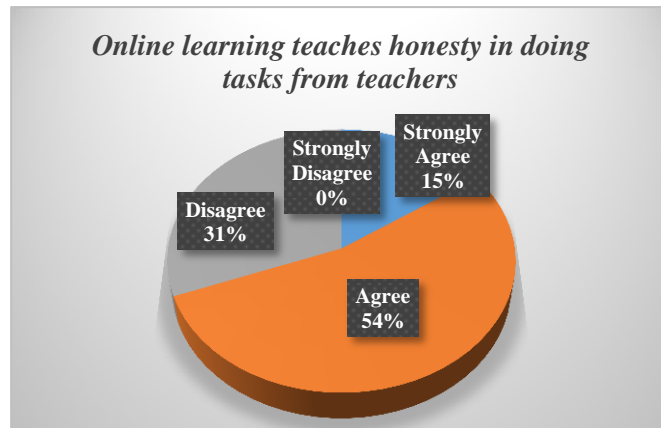


Diagram 17 The percentage of “Online learning teaches honesty in doing tasks from teachers”

The eighth is online English learning is not boring. The majority of students responded with a percentage of 39 percent in the “agree” and 23 percent in the “strongly agree” category; some other students chose “disagree” with a percentage of 38 percent. It can be seen in the Diagram 18.

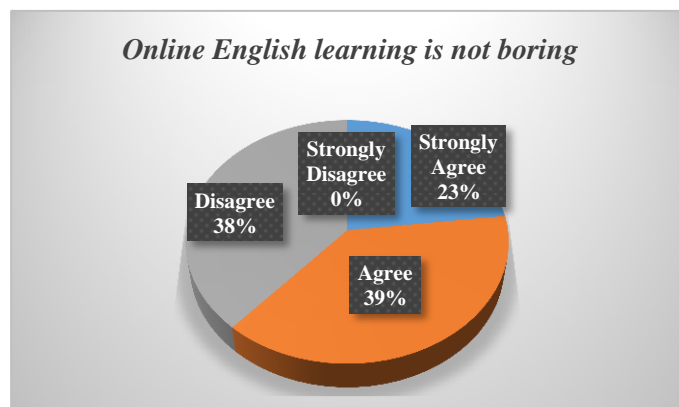


Diagram 18 The percentage of “Online English learning is not boring

The ninth is you (as students) follow English learning online more vigorously in order to get good grades. The majority of students responded in positive way by percentage of 54 percent and 38 percent in the “agree” and “strongly agree” category; only a few students chose “disagree” with a percentage of 8 percent. It can be seen in the Diagram 19.

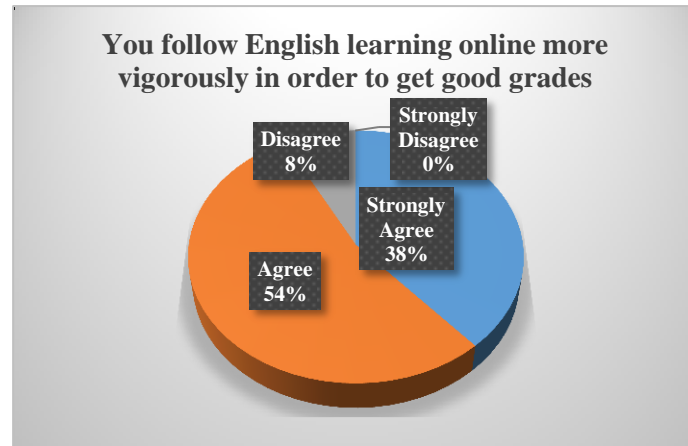


Diagram 19 The percentage of “You follow English learning online more vigorously in order to get good grades”

The tenth is your English skills (as students) can improve during online learning. The majority of students responded in positive way by percentage of 38 percent and 31 percent in the “agree” and “strongly agree” category; then there are some other students chose “disagree” with a percentage of 31 percent. It can be seen in the Diagram 20.

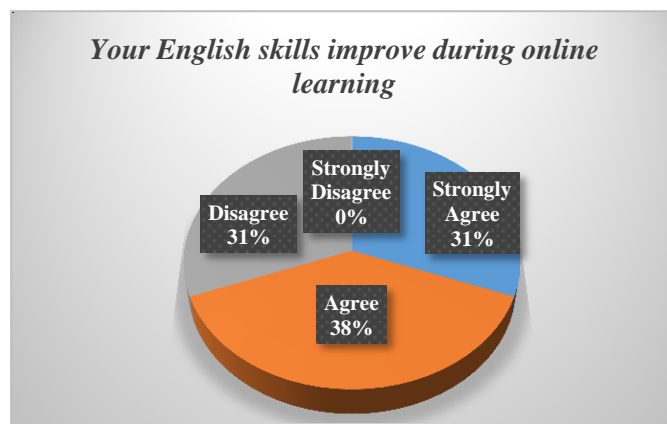


Diagram 20 The percentage of “Your English skills improve during online learning”

CONCLUSION

In the discussion, the researcher pointed out some conclusions to answer the aims at 13 EFL students’ perception of online learning by combining Google classroom and Google meeting in online class during the covid-19 Pandemic into two points.

First, students' perception about teacher's role in online learning process. Firstly, from 10 statements of 20 statements in questionnaire in order to find out students' perception in online learning process by using combination of Google classroom and Google meeting, the way of teaching from teacher was categorized in positive meaning; the material delivered to the EFL students based on the syllabus and it was categorized in positive meaning in online learning; online assessment became a good input for students if the teacher evaluated for some errors; the condition of teaching from teacher was conducive. From all descriptions above, it can be concluded that students' perception in online learning process by using combination of Google classroom and Google meeting was in good response since most of the answer from the respondents was dominantly 'strongly agree' and "agree". However, there were some other students gave negative response in online learning even though the learning process has been using combination of Google classroom and Google meeting

Second, students' perception about benefit in online learning process for students. From 10 statements of 20 statements in questionnaire in order to find students' perception about benefit got by the students by using combination of Google classroom and Google meeting, it was effective in online learning by combining Google classroom and Google meeting has benefit for students like learning schedule is very supportive; students diligently do tasks; students are motivated and passionate to learn English' it can train in managing time; online English learning is not boring; and English skills improve during online learning. It is in line with research done by Aji, (2020; and Mahyoob (2020).

However, there some other student responded in negative way about benefit got by student in online learning. From the conclusion above, the researcher analyze this research based on the quantitative analysis in general aspect, it is better to analyze the future researcher in students need before joining online lass to reach the effective teaching in online learning. It is suggested to next researcher to use another android application to support online learning in another subject for EFL students in another level.

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