



TEACHING DURING PANDEMIC; IMPACT ON STUDENTS' ENGLISH SKILLS OF JUNIOR HIGH SCHOOL IN KOTO TANGAH PADANG

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Abstract

This paper investigates the impact of online teaching and learning undertaken during pandemic of Covid-19 on students' English skills. The skills include speaking, listening, reading, and writing skills. This study used a qualitative method with a descriptive approach exploring what skills got impacted of 2 years online learning situation. Students' English skill, in particular, speaking and listening skills were negatively affected by the application of online learning that they had been done in prior. While, reading and writing skills had a positive impact on students' English skills as it used Geschool application therefore reading skills were more taught. This learning also made students do writing activities such as writing material from learning videos. The observation activities showed students were better able to participate in reading and writing lessons. The result of this study was also indicated that in general English skills were badly affected which was showed by the average value of students was 50. Moreover, all of those skills were impacted due to inadequate of facilities, motivation, and effectiveness of online teaching itself.

Keywords: *impact, online learning, Covid-19 teaching*

INTRODUCTION

English language teaching has been around since early 1880's era and continues to be done by humans until this modern time. In early 2020's, the global pandemic appeared as mass plague and change all aspects of human life dramatically. The emergence of the Covid-19 virus then has become a global



pandemic and affected considerably all aspects of human life from the simplest to the most complex ones such as society, economy, and education. In the world of English teaching and learning, ranging from basic education to college students, face-to-face class changed into online class due to the limitation of people interaction (Yunitasari & Hanifah, 2020). Those aspects are affected by the limitation in the learning process causing the existence of this global pandemic result to become a global problem. Therefore, the role of engagement of e-learning is important for effective learning (Zuhir et al., 2021). This situation has been happening during the pandemic from the beginning of 2020 up until 2022 which carried out some impacts on the teaching and learning process, teachers, and students. The students are firstly taught by a face-to-face system for their entire school year, and then should be changed into a virtual class that is not familiar and not accustomed to encountering. As Morisan in 2012 states students study through direct interaction (Morissan, 2012). This particular situation has brought ELT field into new word.

Current situation on what has been happening around the word (or may happen longer) is undertaking the impact which necessarily done in order to remove bad side for further English language teaching or unload the harms of online teaching. This one is under the reason that the shift from face-to face into online dissonance the state of ELT field undergo. Moreover, the word impact means the powerful effect of something (Oxford Dictionary)(Hornby, 2003), it means it is something effected on other thing. The meaning of impact accordingly has example such as in the sentence “environment impact of tourism” which means the tourism affected by environment. In Indonesian, impact means the strong influence of something on something else (Indonesia Dictionary)(*Kamus Besar Bahasa Indonesia*, 2021). In addition, in the Indonesian-English dictionary, the word impact is translated with the word impact which in the sentence as an example has an impact on the environment or has an impact on the environment (Ecols, n.d.). From these literal meanings of the word impact or effect, shortly impact means something that has an influence on something else. Impact in this case can be



interpreted as something that has an influence so that something else becomes changed from its previous form.

Daniel in (Gusti, 2020) had shared his thought on variety of impact. A positive impact is a change that occurs in a positive or good position from action, while a negative impact means the effect that results from an action, this influence leads to negative conditions or can be called a detrimental effect or worsens the situation. From these two types of impacts, the impact is not only one-way but two-way, namely positive and negative. Therefore, the impact has two branches, not only good but also bad. By examining the impact, an action's consequences will be able to be seen.

Moreover, the impact has two types i.e positive and negative impacts, in which this research assesses this area in terms of this impact. Impact simply means influence or effect (Nandasari, 2020). Etymologically, impact means a violation or collision (Abdullah, 2021). In terms of the positive and negative impacts of online teaching and learning, this term means the violation or collision of online teaching and learning towards the students' English skills. Otherwise, the positive impact means the effect in a good way of online teaching and learning on the student's English skills. Research conducted by Asykur in 2021, results that the impact of the Covid-19 pandemic is the most negative impact on all sectors such as the economy, society, and education (Asykur, 2021). And so, the impact of online teaching and learning is seen based on its effect on the student's skills.

Also, in regards with English language education, this domain is also affected due to the change in the education system so far which was initially carried out face-to-face to become a network system where teachers and students do not meet face-to-face. As Lubis et al state that due to the implementation of social distancing teaching is difficult to do (Lubis et al., 2021). This activity will also have a positive and negative impact on the subjects studied, results, competencies, and learning objectives. The positive impact can be felt by students from this online learning, and vice versa the negative impact can also be felt by them. Therefore,



this positive and negative impact on learning needs to be known so that it can be seen whether online learning has a positive or negative impact.

Additionally, online learning is learning that uses the internet network with accessibility, connectivity, flexibility, and the ability to bring up various types of learning interactions. Furthermore, Ali Maksum in 2020 explains that learning in the network is electronic-based learning that utilizes a smartphone and computer network which was developed in the form of a web which was later expanded to a computer network, namely the internet (Ali & Maksum, 2020). From this understanding, online learning is a learning system that is accommodated by a set of technological tools developed using hardware in the form of smartphones, laptops, or computers. These tools then make it easy for teachers and students to interact without meeting face to face. This is a trick for students, who previously only do conventional or face-to-face learning processes, and lectures that affect student boredom so that learning absorption is reduced (Yuliani, 2020). This is a major challenge in carrying out learning in the conditions of the Covid-19 pandemic.

Rahmawaty theorizes in Hariyanti (2020) that Covid-19 affected the educational sector (Hariyanti et al., n.d.). Within that domain, the online teaching and learning process is carried out without any direct interaction between teachers and students which was different from the conventional way which has never been done. This has a different impact on students' English skills. For school students English is subject which considered being one of difficult subjects to be acquired. It is difficult to them to understand the subject as it needs good comprehension in order to be mastered to. In achieving high quality of education, a good learning process is needed (Pawicara, 2020) so that English language skills can be obtained by students into maximum stage. Interactive and communicative learning plays a significant role so that students can understand every skill in English. This situation does change for them and may cause particular consequences as the result of the sudden reverse process that they go through.



In the reality of school life, students in Padang learn English starting from the first graduate of Junior High School. There are two types of schools in Padang concerning the regulations. They are governmental and nongovernmental schools. The school which is nongovernmental school still has English as one of its compulsory subjects. The students are still learning English from grade one or three up to grade six as before entering the first grade of Junior high School, they have never studied English. These students are called new English learners. On the other hand, online teaching provides a challenge for educators and students (Salsabila, 2020). Therefore it is one of the student's obstacles. The obstacles are getting worse due to the immersion of Covid-19 makes them should study from home. Therefore, this condition brings a significant problem to their understanding of the subject and so their English ability since they just learn English.

Even more, this condition which has happened for two years has made several consequences due to the sudden change in the learning atmosphere. Online teaching itself is done through application by using a technological device that allows the teacher to do the teaching and learning process. All the students' activities are done through the use of face-to-face meetings. Therefore, by knowing the impact of online teaching, it can uncover how far online teaching affects the students' English ability especially in Junior High School in Padang with all that said conditions. However, this online teaching cannot be avoided (Baety & Munandar, 2021), therefore, research on this subject area brings particular impact to teaching and learning especially in post-pandemic teaching.

As Mastuti et all in 2020 states that (Mastuti, 2020). Negative impacts such as learning achievement gaps and psychological pressure are the negative impacts of learning online. However, the positive impacts obtained from this type of learning are such as monitoring by parents to be more leverage and additional insight in the field of technology. In more detail, in learning English, the resulting positive and negative impacts are on the 4 skills that must be mastered by students. Of the two impacts, it could be that one skill is not negatively affected while the



other skill is affected, or vice versa, one skill becomes more improved because online learning actually makes this skill learning run well.

In regards of the following issues stated above, some researchers also conduct researches on the issue of online teaching and learning. Previous research by Erina in 2021, results that online learning has an impact on students' interest in learning (Erina, 2021). Another study (Wijoyo, 2021) says that online learning had an impact on student learning outcomes (Wijoyo, 2021). On the other hand, some limited researches and articles discuss the impact of online teaching and learning regarding the problem of the impact off to uncover the impact of online learning on the student's English ability, it is necessary to research the field area.

In addition Murad and Kurdi in 2022, conducts a research on the impact of online teaching on English language learning at university level (Murad & Kurdi, 2022). Kuama and Settha (2016) conduct research on weather online learning suitable for students (Kuama, 2016). This one is also done in the university level. Khoirunnisa conducts her research related to the case of online learning on senior high school students (Khoirunnisaa, 2022). From prior research, researchers mostly conduct researches on higher level students such as senior high school or university students. However, researches which the object is Junior High School students are still limited. Thus, this research is focusing its object on Junior High School students as samples of the study.

Furthermore, the situation of teaching and learning has to be seen as the effects affected the students, especially their skills. Based on the regulation that has been made by the Subject Teacher Consultant states that teaching and learning outcomes that the students should acquire i.e speaking, listening, reading, and writing (*silabus bahasa inggris smp*, 2022). Then, by knowing the effects of online teaching on the students' skills they will be known the condition of the students, the atmosphere, and action to be taken in future teaching and learning should be done in the first place due to minimize the bad side of online teaching that the students have received during the time of the pandemic. It is hoped that in the endemic time,



or when the face-to-face class starts again this research can be the guidance in what aspects the teacher should focus their teaching due to the long-term online teaching.

In this area, this study is also to know the effects of online teaching on students' English skills. The English skills that must be mastered by students include the ability to speak, listen, write and read students are expected to remain the same even though the way of learning they receive is different. So, by knowing the impact, it will be able to know which English skills are badly affected or even vice versa. Therefore, it can be transformed into a resource on the different impacts on students' skills as Purwasih in Prasetyo states that the only learning option (Prasetyo, 2021). Not surprisingly, knowing the impact is important for English skills to be understood as the guideline for teachers which skills be attended more in offline teaching in the future.

The next point is that it is beneficial as guidance for further teaching or face-to-face teaching unless the time for the Covid-19 virus reaches its end. In the endemic time, the learning goes on to continue the online teaching thus, like it or not the condition of two years of online teaching need to be carried out as they are the same students. In this case methods, techniques, and even approaches to learning can be arranged by taking into account the circumstances of students affected by online learning. Brown states that the interaction between your approach and your classroom practice is the key to dynamic teaching (Brown, 2000). It clearly states that even the approach is the key to successful teaching as well as the method and technique. Hence, this helps teachers and readers separate enlightenment for students to deal with learning online that they have received so far.

METHODS

This research was done with a quantitative approach and in a descriptive way. The researcher was seeking the answers to the research questions by using an instrument; observation, interview, and document analysis. The observation was done by entering each class of different sources person. The researcher observed while ticking observation sheet which indicate the activity of students implied particular English skills. The interview was



done by asking 15 questions to English teachers which indicate the impact of online teaching on students' English skills. The last instrument was document analysis. This was done by collecting the students' score during online teaching then the average would be counting.

Analyzing the data were completed by counting the result of the interview. Number of answers was indicating the impact of online teaching on particular English skills including facility, motivation, or effectiveness. Observation was analyzed by counting the average number ticking point which referred on which skill. Last instrument was analyzed by counting the average of the total scores of students' achievement during online teaching. Result of those instruments, the result showed the effects of online teaching on the student's English skills. The population of this study was States Junior High School in the district of Koto Tengah, Padang. There were 8 States Junior High Schools in this district. Furthermore, in sampling, the data collection technique was utilizing cluster random sampling by taking 3 States Junior High Schools in Koto Tengah district representing all of the population. Therefore, the sample of this study was taken from 3 geographically located in the front, in the middle, and behind. The school located at the sub-district gate was SJHS 43 Padang, in the middle was SJHS 16 Padang, and behind was SJHS 26 Padang.

FINDING AND DISCUSSION

In this study, three instruments were used, namely interviews, observation, and document analysis. From the research conducted and the data obtained, the following findings were found:

1. Interview

The first instrument of this research is the interview. Interviews were conducted with 6 English teachers from 3 schools as samples of this study. 16 questions were asked to the teacher to find out the impact of online learning on students' English skills. The results of these interviews can be seen in the table below:

No	Questions	Percentage
1.	Inadequate learning facilities and infrastructure in the network	66%
2.	Less effective online learning	83%
3.	Online learning has significant obstacles	83%



4.	Students are less active and disciplined in participating in online learning	66%
5.	Online learning has many obstacles	66%
6.	Low student motivation in participating in the online learning process	83%
7.	Online learning has a negative impact on students' abilities	99%
8.	Online learning makes students technology literate	83%
9.	Online learning has a positive impact on students' English skills	16%
10.	Learning English has a negative impact on students' English skills	83%
11.	Online learning has a negative impact on students' speaking ability	83%
12.	Online learning has a negative impact on students' listening skills	83%
13.	Online learning has a positive impact on students' reading ability	66%
14.	Online learning has a positive impact on students' writing skills	16%
15.	Off-line learning is irreplaceable	99%

From the table above, it can be seen that the impact of online learning hurts students' English skills. The percentage of the struggles from the teaching and learning process, such as the inadequate learning facilities and infrastructure in the network, less effective online learning, and online learning has significant obstacles. This result shows that the process of running online teaching and learning colored with difficulties and challenges. Concerning the ability of the students and the motivation, it has a high percentage as well showing that online teaching and learning brought negative impact. On the other hand, online teaching and learning had a positive impact on the students' ability in using the tool of technology. It was known that the students were able to surf English material on the internet freely, and/or find difficult words through the digital dictionary.



Moreover, to the findings, the impact of online teaching and learning on the student's English ability i.e speaking, listening, reading, and writing indicates differently. Speaking and listening skills are more likely affected negatively by online teaching and learning. It is 83% of percent interviewees stated that online teaching and learning towards speaking and listening skills. This is because of the limitation of infrastructure in teaching both skills. The use of technological devices allowed them to copy and pastes the audio their friend made and then submitted it as their task. Additionally, the listening skill at the Junior High School level, would not be examined in the School Final Exam. Therefore, this skill was not getting further attention in the process of online teaching and learning.

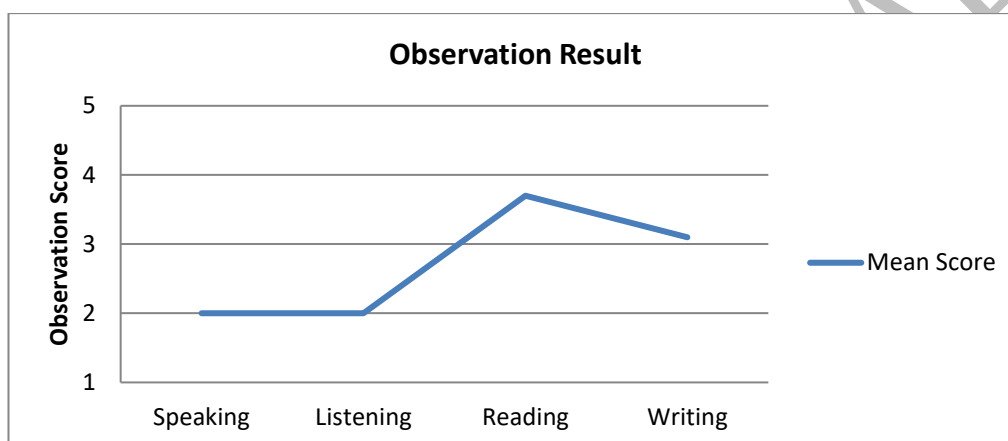
On the other hand, reading and writing skills had different results from the above skills. During the pandemic, the teaching and learning process used the application called Geschool which mostly contained the reading materials. In every English class, the teacher used that application and gave the score based on the student's assignments that were collected through Geschool. Because the Geschool application was mostly used during online teaching, that is why reading got more attended and learned during the pandemic. Additionally, the use of technology made the students the students used technological devices such as English material in Google or a digital dictionary, which had a close relation to the students reading skills. In other words, the online class has brought a positive impact on the students' reading skills due to the use of the Geschool application and technological devices.

The last skill is writing which 16% of the interviewee said the online teaching and learning. The material the teacher provided to the students with video or materials to be written by the students. There were asked to take notes or write the materials to follow the class and fulfill the assignment. This made them write more whether it is the materials or assignment from the teacher. This skill also has a close relation to reading skills. Meanwhile, reading skill was though, the writing skill was also carried along with the teaching and learning process of reading skill.



2. Observation

The second instrument of this research is observation. Observations were made by looking at English learning in the classroom where these students were class IX students of SJHS where they had studied with the online system from class VII to class VIII even though from class VII, they studied with an outside network system but it did not last long and then returned. on the system in the network. From the observations made, the following results were obtained:



This graphic shows that the reading activity was more obtained by the students. It is more learned and so during the pandemic, this skill was not left behind. The skill was because the ability to read is close to the ability to write, therefore, the ability to write has almost the same level as students. the use of Geschool applications, learning videos, or zoom and WhatsApp applications that are used mostly involves learning this ability because learning mostly uses the Geschool application where the use of this application gets the largest portion compared to other applications.

However, different from the other two abilities, namely the ability to speak and the ability to listen, the average value of the observation results differently based on the skills in which the range is from 1 until 5. this is because online learning mostly uses the Geschool application which focuses more on learning to read and write, during which learning speaking becomes neglected plus the lack of adequate facilities and infrastructure for learning to speak in the implementation of learning in the network. Furthermore, listening skills are not focused on learning because junior high school students are not tested for listening skills during the final exam.



3. Dokumen Analysis

The last instrument of this research is document analysis. The analysis of this document complement 2 instruments comprises to provide supporting data and illustrate how online learning has an impact on students' English skills in this case the value they get. From the research results, the average score of students' English in online learning is as follows:

$$\bar{x} = \frac{\sum xi}{n}$$

The total sample of this research is 3 schools, in each of which the score is taken from 2 teachers in each school. there are 6 classes from each of these teachers, where the value is the value of students' English subjects during online learning. the value includes the value of assignments, daily tests, midterm exams, and end-of-semester exams. As for this instrument, the data gotten from the field is as the mean score is 50. This score is considered to be low and under the minimum criteria which means during the pandemic, the teaching and learning process does not reach the minimum criteria and maximum output.

From the results of interviews conducted, it was found that online learning affects students' English skills in general. In particular, online learning has a particularly negative impact on speaking and listening skills. Meanwhile, the ability to read and write did not have a significant negative impact. This is inseparable from the length of online teaching and learning which lasts 2 years. This point is in line with Xu in Dhawan, in 2020 (Dhawan, 2020) who states that the Corona Virus has made institutions go from offline mode to online mode of pedagogy. Therefore, during this learning time, students learn English using the Geschool application, zoom, WhatsApp, and other applications.

Furthermore, the results of this study indicate that online learning has a negative impact, especially on speaking and listening skills. This is because learning in online teaching and learning is done using limited facilities and infrastructure. Any



infrastructure must be able to evolve to accommodate changing students' needs Sarker et al in 2020 (Sarker et al., 2010). So that speaking and listening learning activities could not be done because the applications used during online learning do not support speaking and listening learning. The application used is the Geschool application which contains reading questions such as multiple choice questions or completing missing sentences. Likewise, the ability to hear and learn is also not optimal. This is due to the limited facilities and infrastructure for learning to listen because listening is an ability that is close to the ability to speak.

In addition to the above, the listening skill is the ability that is close to speaking ability. As Demir in 2017 (Demir, 2017) the essential difference between oral and written language is that the spoken word is instantaneous and transient with little opportunity to hear what was said again. Teaching and learning speaking activities are rarely done automatically, and the ability to listen is neglected as well. We define it as a conventional system with two adjuncts and a fundamental function of communication. The essential difference between oral and written language is that the spoken word is instantaneous and transient with little opportunity to hear what was said again.

In addition, listening skills are not tested during the Final School Examination at the Junior High School level. Therefore, this ability should be given more attention in learning English for students who have studied online for 2 years. This is done so that the impact of learning in this online teaching can be removed from students who are affected by the learning system in the network. In dealing with the negative impact on the ability to speak and listen, it can be done. Not in line with the previous statement, reading and writing skills were not significantly negatively affected by online learning. This is because learning was done using the Geshcool application. This application contains reading material such as answering multiple choice questions that teach reading activities more. Reading activities are closely related to writing activities. We can expect the same building blocks or constituents components to play a role in the cognitive processes of reading and writing, (Schoonen, 2018). Because they are more taught and get more pore during online learning, this ability does not have a significant negative impact on student's overall English skills.



CONCLUSION

To sum up, wheather the teaching and learning process is done online or face-to-face system, those are all the efforts human beings could make to keep education going. The pandemic of Covid-19 was unavoidable, it was a time of sickness where human safety was threatened and the only way was through online teaching and learning. This raises a question, whether in the post-pandemic era, the negative effect of online teaching and learning be neglected? Or there ought to be actions taken in the first place to eliminate the bad effects. The answer should be yes and it has to be done in the educational field. Therefore, by knowing the impact, which skill mostly impacted, teacher, government, school stake holder, or even students will be able to renovate the damage caused by online teaching. The further, this skill should get more intended especially in post-pandemic era. This research will be able to be guidance for teachers to find and apply most effective approach, methods, and techniques which are suitable for teaching the students who learnt online for years.

Lastly, for further research it is suggested to conduct researches on finding and examining methods, techniques, or strategy in teaching English in the post pandemic era. It is especially find the appropriate ones to be applied to students who learnt online for two years. Moreover, due to speaking and listening skills are more effected, it is necessary to find the right method, techniques, and strategy that is able to increase both of those skills.

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