



## THE ENGLISH LANGUAGE LEARNING PROCESS WHILE PANDEMIC AND POST- PANDEMIC COVID-19: A CASE STUDY in SMPN 1 AIKMEL

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**Abstract:** This study aimed to find out the English language learning process while Pandemic and Post-Pandemic in SMPN 1 AIKMEL. This research is designed as qualitative study. This study combined a Mixed questionnaire, Semi-Structured interview, Passive Participant Observation, and documentation as the source of this research. This study compiles data from five students at VIII grade, five students at XI grade, and two English teachers at SMPN 1 AIKMEL. In this research, researcher was used thematic analysis to analyse data. This research result indicated there is a significant English language learning process appeared while Pandemic and within Post-Pandemic in SMPN 1 AIKMEL. During Pandemic learning there are the use of digital tools, communication between students and teachers shows the communication in general is run well, and in learning process shows teachers and students study through digital tools, Furthermore, within Post-pandemic shows the use of teaching media and use Google Form to midterm test, positive impact, and obstacle. In communication between students and teachers shows in general teachers make a good interaction with students. in English language learning within post-pandemic learning shows teachers and students study use face to face learning in the classroom, available of study time, the assignment, and learning evaluation. in teachers' preparedness before learning process include curriculum and lesson plan.

**Keywords:** English language learning process, Pandemic, Post-Pandemic.

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### INTRODUCTION

Worldwide was facing a big disaster that is Covid-19 Pandemic. Corona or SARS-COV2 appeared from China at the end of 2019 and attacked throughout the world at 2020. Covid-19 almost two years destroy the earth. This disease work with the way human to human social interaction. Corona virus can kill person if a person gets spread with Corona virus. Corona virus being label as a dangerous virus to people's health and people's lives, so two years ago the Indonesian's government released online learning.

On online learning teachers and students study used digital tools, those digital tools available and can be accessed on desktop, smartphone or laptop, such as Google Classroom, Google Meet, WhatsApp Group, Zoom, E – Mail, YouTube, and Learning Management System (LMS). While online learning teachers and students used desktop, smartphone, laptop, and internet (Sathishkumar et.al., 2020), those tools aimed to students remain learning. Although during online learning entire people used modern technology but many teachers and students cannot operate their own smartphone or laptop to linking themselves with the class because online learning is more complicated than face to face (F2F) learning, these challenges make the learning process get obstacle and make learning process not effective.

Additionally, students are dealing with the several obstacles during online learning. The one of that obstacles are teacher brought students to study individually and only bring the materials to students. Teacher suggests students to conduct their own knowledge by

individually because the rise of online learning made teachers being confused to how to teach students who used online learning, trouble with internet network, and teachers and students faced lack of digital literacy. Students who used full online learning almost one year and in the next year especially in 2021, many schools applied blended learning or hybrid learning including study English language in which hybrid learning delivered the material used online learning and face to face.

Several students claimed blended learning made students study like a normal as before Pandemic, students also felt fun studying using blended learning in the class. On July of 2022, teachers and students have been using full face to face learning in the classroom. Elementary school, junior high school, senior high school, college and graduate students directly have been reapplying full face to face learning in their school or change the management of learning from Pandemic (online) to Post-Pandemic (offline) on July of 2022.

A previous study related with this study, that study entitled "Transition to Post-Pandemic Education in Philippines: Unfolding insights" written by Estrellado, C. J. (2021). On his study, he wrote a subtopic on the study, there are: integration of health in education, hybrid learning, online learning space, assessment and evaluation methods, and enhancing data security. Estrellado, C. J. (2021) explained the Philippines system management of learning during Pandemic, Philippines used online learning and Philippines found many obstacles used online learning then government of Philippines applied "New Normal" or hybrid learning. Government of Philippines made a learning broadcasting on TV for Elementary students, for college and graduate students is still used online classes either synchronous or asynchronous.

The second one, the other study entitled "Post Pandemic Indonesian Regional Development Planning, New Normal, New Orientation: The case of West Java" by Laksana, S. (2021). In Laksana's study, he informed the subtopic on his study: The government policy towards Covid-19 Pandemic, telecommunication infrastructure in West Java, and new orientation of West Java development planning. Based on those subtopics He discussed about education, infrastructure, and bureaucratic reform. On Laksana's study, He explained in the post-pandemic government adapt New Normal in which in the New Normal era everything is done from home such as work from home, schooling from home and used online learning, etc. So, internet connection is so important while Pandemic and in New Normal era. In Pandemic era Minister adapt "Merdeka Belajar" or independent learning to students in order to students improve their study collaborating with their parents at home. Laksana also stated before Pandemic Indonesian was using digital tools to study as Ruang Guru, Zenius platform, and homeschooling. Government also promoted blended learning in Post-Pandemic in order to improve Indonesian educational system.

He also stated hybrid learning in Philippines resulted many advantages to students rather than used full online learning. Students said hybrid learning or New Normal's system of learning made students felt comfortable, save from the virus, and could sustain the education. Additionally, because of in Philippines faced limited resources were available, so they attempted to arrange and release a flipped classroom and implemented Discover, Learn, Practice, Collaborative, and Assess (DLPCA) strategy to their hybrid learning. However, He did not write the weakness of hybrid learning.

Based on previous study above, researcher conceive to do a same study with him but in widely range of learning process that is about learning process while Covid-19 Pandemic (online) and post-pandemic (offline) in East Lombok, Indonesia especially in English language learning. How are the learning process while Pandemic Covid-19 time and within post-pandemic time in SMPN 1 AIKMEL in academic year 2022/2023. The English language learning process while Pandemic and Post Pandemic is a new topic and very limited to find a same study in Indonesia and in different country on internet. So, researcher do this research in East Lombok in which researcher not yet found other researcher do a study related with

English language learning process while Pandemic Covid-19 and Post-Pandemic Covid-19 in East Lombok. Researcher collecting the data at researcher apprenticeship in SMPN 1 AIKMEL.

## RESEARCH METHODS

In this study researcher used qualitative approach. In method researcher used case study. Sugiono (2015, p.16) stated that qualitative research is research method which is used to observe data in natural object condition, where the researcher is the key instrument. In line with the explanation above (McCusker, K., & Gunaydin, S. in Haumahu, 2021:13) stated that qualitative approach is used to answer the question " *what* ", " *how* ", and " *why*" of certain problem or phenomenon. The method used in this study is case study, with this method, researcher can find out how the English language learning process while Pandemic and Post-Pandemic Covid-19 in academic year 2022/2023.

This research took place at SMPN 1 AIKMEL. The population in this research is English teachers and 103 of 8<sup>th</sup> & 9<sup>th</sup> grade of students in SMPN 1 AIKMEL, the sample for this study was selected by using the purposive sampling method. Purposive sampling is a technique to determine sample with certain consideration towards research (Sugiono, 2015). The instrument used to collect data in this research is Semi-Structure Interview, Passive Participation Observation, Questionnaire, and Documentation. In this study, researchers used thematic analysis to analyze data.

## FINDING AND DISCUSSION

### Pandemic learning

Below are three themes for English language learning while Pandemic in SMPN 1 AIKMEL.

#### *Learning process*

This theme refers to entire learning process of online learning in SMPN 1 AIKMEL while Pandemic.

#### 1. Learning process through digital tools

Before class begin, English teachers usually gave English materials to students through digital tools and gave a link of those digital tools to students through WhatsApp and Google Classroom. English teachers explain English material as usual in the classroom.

#### 2. The available of study time

While Pandemic learning, government shorten the available of study time including English language learning. Below are examples of quotes from questionnaire.

*It is sufficient*

*It is not sufficient, because we study at home.*

#### 3. Free class

When teachers did not attend the class, teacher gave material in PDF, Words, lesson video form YouTube, and assignment to students through digital tools such as WhatsApp and Google Classroom.

#### 4. Students understanding.

Students in SMPN 1 AIKMEL argued most of students reported they understanding towards English language learning is getting worse. Two students reported they can understand used independent learning. Below are examples of quotes from questionnaire.

*I did not understand towards the material.*

*I understand English materials sufficiently.*

#### 5. Assignment.

In Pandemic learning, seven students reported English teachers gave assignment to students in every meeting. Three students reported teacher did not give assignment in every meeting and five students reported that assignment relate with the materials, and three

students reported that assignment not relate with the materials. Below are examples of quotes from questionnaire.

*Yes, teacher gave assignment in every meeting and assignment relate with the materials.*

*No, teacher did not give the assignment in every meeting*

## 6. Pandemic learning system.

Some students reported students unable to understand with the material, 1 student reported online learning make learning process not effective, few students reported feel fun study used Pandemic learning, 1 student claimed online learning is a good learning system, and 2 students claimed online learning in SMPN 1 AIKMEL is run well. Below are examples of quotes from questionnaire.

*I felt hard to understand because teachers not explain it through Zoom.*

*It is not effective.*

## Digital Tools

There are sub themes from the used of digital tools at SMPN 1 AIKMEL.

### 1. Technology

This sub theme refers to the supporting facility used by English teachers and students in SMPN 1 AIKMEL while online teaching and learning process. That facilities used for supporting digital learning, digital tools, and adequate for circumstance while distance learning including smartphone and laptop or computer. Teachers used smartphone, laptop or computer to support their online learning, 10 students used smartphone to covered their online learning, and 2 students used smartphone and laptop. Below are several examples of quotes related with supporting facility.

*Yes, I have smartphone and laptop.*

*Teachers have computer in their own home to supporting online learning process in general.*

### 2. The kinds of digital tools

This sub theme refers to the digital tools used by the school to switch from face to face to online learning, teachers' and students' experience used these digital tools for teaching and learning or the students' obstacles used these media. Several digital tools are used for digital learning including WhatsApp, Google Classroom, Google Meet, Zoom, Google Form, Google Chrome, and Youtube. The used of WhatsApp while Pandemic is got dominantly and followed by other digital tools.

Teachers and students used these digital tools for teaching and learning. Teachers did the learning process such as delivering material, assignment, exam, and evaluation through these digital tools, these tools as interaction place for teacher and students while online learning. So, these tools take important tools for teaching and learning. Table 1 below shows school used digital tools while Pandemic learning.

**Table 1.** Digital tools used by teacher and students

Digital Tools	Amount
WhatsApp	8
Google Classroom	5
Google Form	3
Google Chrom	1
Google Meet	3
YouTube	3
Zoom	3

### 3. Obstacle

First, some students familiar to use these tools for their study, but several teachers and students faced a struggle use these tools. Below are several examples of quotes from questionnaire related with students struggled.

*I have trouble with the network and lack of quota.*

*On learning process, I cannot listen to my teacher voice it has caused a bad connection.*

Second, 5 students argued in the questionnaire the effectiveness of online learning around 25 – 50%, 4 students argued around 51-75%, and one student argued around 0-25%.

Third, students' attitude/moral has reduced result of the shift to learning strategies that used an offline-online system. Based on interview, one English teacher reported students' attitude/moral has deteriorated. Below are examples of quotes from teacher related with students' attitude/moral has deteriorated.

*Study used online learning have many disadvantages, one of the examples it effects on students' attitude or moral towards their teacher.*

Fourth, trouble with smartphone memory, unable to understand the material, and late to submitted the assignment. Below are the quotes of students from questionnaire.

*Smartphone memory, unable to understand materials, and late to submitted assignment.*

#### **4. Positive impact**

This sub theme refers to the positive impact of Pandemic learning in SMPN 1 AIKMEL, although students faced a struggle use these media, students felt fun study use digital tools, that positive impact as first, online learning can save education. Below are a few examples of quotes from students related with positive impact.

*Online learning can save our education.*

*Because of online learning, we can study and still get knowledge from home.*

Second, students felt more relax. Online learning made students more relax because students stay and study at home, while students unable to did it at school. Students can lie down and lean to did assignment at their home. Below are examples of some quotes from questionnaire.

*I felt more relax*

*I could lie down while did my task.*

Third, independent. Online learning puts a pressure on students became independent learning and students get pressure to develop their disciplined on their study. Few students said through independent learning students able to understand English material. Below are examples of some quotes from questionnaire.

*I could understand towards the material despite of I study individually at home.*

Fourth, stay safe and acquired economic benefits. Below are examples of some quotes from questionnaire.

*Can safe from the virus.*

*I acquired economic benefits.*

Last, can mastering technology, can helped parents at house, and easy to study used digital tools. Below are the quotes from students from questionnaire.

*Can mastering technology and helped parents*

*Easy to study used digital tools.*

#### **5. Mastering Technology**

This sub theme consists of teachers and students' technology mastery level while Pandemic learning. Pandemic learning force students to used technology, so online learning can improve students' mastery in technology. Five from ten students have obstacle in

mastering technology because unexpected online learning. Two English teachers and two students report did not have obstacle in mastering technology. Below are examples of quotes from questionnaire and interview.

*It's difficult to mastering technology.*

*I have not an obstacle in mastering technology.*

## **6. Communication Media**

This sub theme consists of communication media used by English teachers and English language learning students in SMPN 1 AIKMEL. Communication media is a digital tool used by English teachers and English language learning students in SMPN 1 AIKMEL to communicate while Pandemic learning, English teachers and English language learning students in SMPN 1 AIKMEL used WhatsApp application to communicate, monitoring students, and shared material before the lesson begin. Below are the quotes from interview related to the communication media

*On online learning I used WhatsApp, Google Classroom, Google Meet, Youtube, Zoom, GoogleForm, and Google Chrome for teaching and learning. Through that digital tools to communicate, delivering English material, gave assignment, and students submitted the assignment.*

## **7. Learning Media**

This sub theme consists of learning media used by English teachers and English language learning students in SMPN 1 AIKMEL. Learning media is a digital tool used by English teachers to delivering English materials to students in SMPN 1 AIKMEL while Pandemic learning. Through this digital tool English teachers and students did a learning process. Those application such as Google Classroom, Google Meet, Google Chrome, and Zoom. Below are the quotes from interview related with learning media.

*On pandemic learning I used WhatsApp, Google Classroom, Google Meet, Youtube, Zoom, Google Form, and Google Chrome for teaching and learning. Through that digital tools to communicate, delivering English material, gave assignment, and students submitted the assignment.*

*On pandemic learning, we used Google Classroom, WhatsApp, Google Form, Zoom, Youtube, and Google Meet to delivering materials and gave assignment to students then students study by themselves at home.*

## **8. Communication between students and teachers**

This sub theme refers to the communication between students and teachers in teaching and learning English language while Pandemic Covid-19 in SMPN 1 AIKMEL. three students reported all the interaction with teachers and their classmate has deteriorated. Seven students reported all the interaction with teachers and their classmate is run well. Below are a few examples of students quotes related with communication.

*Yes, we did a good interaction.*

*The communication among me and my classmates is run well.*

Students mentioned the communication challenges between teachers and students. Most of students mentioned did not faced the communication challenges. Students believed that online education made it easier to communicate

*Yes, we did a good interaction.*

*Yes, we have an obstacle while online learning because its difficult to communicate and meet with students.*

## **Post-Pandemic**

Below are themes for English language learning within Post-Pandemic in SMPN 1 AIKMEL.

### ***English language learning within post-pandemic***

#### **1. Lesson**

This sub theme consists of the English language learning within Post-Pandemic in SMPN 1 AIKMEL. The learning process is used face to face learning in the classroom. The lesson same as study before Pandemic Covid-19 which beginning with greetings, in the middle teachers explain the material and teachers make a conclusion from lesson that day to close the class.

#### **2. The availability of study time.**

In Post-Pandemic government make the available of study time as the normal again. Six students argued the available of English study time is sufficient, and two students argued the available of English study time is not sufficient. Below are examples of quotes from questionnaire.

*It is sufficient.*

*The available of study time is not sufficient.*

### 3. The assignment.

After teacher delivering material in the front of the class teachers give assignment to students, students answer the assignment/exercise in the classroom, if students not finish their assignment, students collecting the assignment later to their teacher. When teacher did not attend the class, teacher give materials to students and assignment or only give assignment/task to students through face to face in the classroom then students gather the assignment to their captain, their captain give those assignment to their teacher at school. Students mostly reported English teachers give the assignment to students in every meeting.

*Yes, teachers give the assignment in every meeting.*

*At VII grade, teachers give assignments in every meeting.*

### 4. Learning Evaluation

Teacher reported while Pandemic, English teachers delivering materials and gave assignment through digital tools to students then students search the answer on internet, English teachers made learning assessment or evaluation from it. Within Post-Pandemic English teachers can meet with students at classroom, teachers make learning evaluation from students' daily activity in the classroom, Midterm Test (for VIII grade and IX grade), and Final exam. Below are example of quotes from the interview.

*In online learning, I have obstacles to assess and did evaluation to students because maybe students did a cheating on internet and not pure their ability, while in post-pandemic, it appears more easier to assess and evaluate students, in post-pandemic teachers can take from students' daily activity on learning process in the classroom, does students active or passive in the classroom or etc.*

#### **Face to face learning system**

##### 1. Teaching media and digital tool

English teachers use LCD, books, pictures, white board, disordered paper use for students' teamwork, video, etc. Below are the quotes from questionnaire.

*Teacher use LCD and books*

*LCD and wide screen.*

Second, digital tool. Despite SMPN 1 AIKMEL not implemented online learning again, but SMPN 1 AIKMEL still use digital tool such as Google Form for Midterm Test. Below are the quotes from questionnaire.

*Computer/online*

*Online media as teachers gave us link then we answer the question and click submitted button.*

##### 2. Positive Impact

In Post-Pandemic learning resulting more effective learning, it can increase students' understanding towards English material rather than on online learning, can meet with teachers and their classmates and other classmates at school, and teachers or students reached economic benefit. Below are examples of quotes related with positive impact from questionnaire.

*Post-Pandemic learning can increase my understanding.*

*Post-Pandemic learning because we can meet with our friends.*

Second, the percentage of the effectiveness from both learning system. Below are the examples of quotes from two English teachers.

*I think in online learning around 50% because usually in online learning when we did presence students go during learning process and in post-pandemic is around 100%, because we can control students directly.*



Third, five students said in post-pandemic, it can increase students' achievement/score and two students said they did not feel English score increase. Below are examples of quotes from questionnaire.

*Study in Post-Pandemic can increase my achievement/score.*

*I did not have achievement/score increasing.*

### 3. Obstacle

#### a) Distance

Two students argued school is far from students' house. Students must come to school although school is far from students' house. Below are the examples of quotes from questionnaire.

*The obstacle is about the distance.*

#### b) Come late

Face to face put a pressure to students come to school to study, but two students reported they come late to the classroom. Below are the examples of quotes from questionnaire.

*The obstacle is come late.*

#### c) Students feel drowsy

Students feel drowsy. Students felt bored while learning process, five students claimed they feel drowsy while study. Below are the examples of quotes from questionnaire.

*I often feel drowsy.*

#### d) Students feel tired to write a much of English materials in learning process.

In face-to-face learning students must write a much of English material while learning process, student claimed they feel tired to write a whole of those materials to their books. Below are the examples of quotes from questionnaire.

*I feel tired to write English material.*

#### e) Unable to understand English materials

In Post-Pandemic learning students reported they unable to understand the English materials. Other students reported they have not obstacle study within post-pandemic. Below are the examples of quotes from questionnaire.

*I felt drowsy and unable to understand English materials.*

*I did not have obstacle.*

### 4. Communication between students and teachers

#### a) Interaction between students and teachers

Nine students argued teachers make a good interaction with students, one student argue teacher did not make a good interaction, below are example of quotes related with interaction between students and English teachers within post-pandemic from questionnaire.

*Teachers make a good interaction within post-pandemic rather than while Pandemic Covid-19.*

*No, teachers did not make a good interaction.*

#### b) Teachers' preparedness before learning process

##### 1) Curriculum

This sub theme refers to the curriculum use by SMPN 1 AIKMEL. While online learning SMPN 1 AIKMEL at VII grade, VIII grade, and IX grade used 2013 curriculum. In Post-Pandemic SMPN 1 AIKMEL use Merdeka Belajar curriculum for VII grade, and 2013 curriculum for VIII grade and IX grade. Below are examples of quotes related with curriculum being use in SMPN 1 AIKMEL from interview.

*In Post-Pandemic we study as before Covid-19 or face to face in the classroom moreover right now there are Merdeka Belajar curriculum in within Post-Pandemic in SMPN 1 AIKMEL.*

*Based on Merdeka Belajar curriculum, at VII grade Midterm test was deleted.*

## 2) Lesson Plan

This sub theme refers to the use of English lesson plan in SMPN 1 AIKMEL. The English lesson plan which used by English teacher while online learning and within post-pandemic are same, but government reduced that basic competencies in the lesson plan that must be taught to students. While online learning, in one semester government reduced the basic competencies of English material. After Pandemic, government not reduced the basic competencies. Below are examples of quotes from interview.

*In semester one, originally 6 basic competencies to only 3 basic competencies, that basic competencies are about introduction etc. in second semester, originally 5 basic competencies to only 3 basic competencies, that is about Narrative Text, Report Text, and about song. That must be taught to students.*

*The lesson plan for VIII & IX grade is back to implementing 2013 curriculum as study before Covid-19 situation.*

## Discussion

During pandemic Covid-19, English teachers and English students study used Smartphone and Laptop to support their learning activities and used a digital tool to did learning process such as WhatsApp, Google Classroom, Google Meet, Zoom, Google Form, YouTube, and Google Chrome. English language learning during pandemic Covid-19 have many disadvantages rather than the advantages such as poor or low internet connection, trouble with the network, lack of quota, eight students reported they unable to understand English materials if through Smartphone, students unable to meet with their classmates, etc. In English language during Pandemic Covid-19 government reduce the study time and basic competencies in the lesson plan that must be taught to students. In online learning, teachers did learn evaluation with the way teachers gave materials and questions to students then students searched the answer on internet.

In English language learning within post-pandemic, teachers and students study use face to face in the classroom and use normal study time. SMPN 1 AIKMEL teachers use teaching media such as LCD, Books, Pictures, Videos, disordered paper use for students' teamwork, etc. To do learning evaluation in face-to-face learning teachers assess from daily learning process in the classroom, Students reported post-pandemic learning can increase students understanding and students achievement/score.

## CONCLUSION

While Pandemic, SMPN 1 AIKMEL used online learning. Teachers and students have supporting facilities such as Smartphone and laptop to supporting their online learning. Most of the students argued did not like study used online learning. While online learning, SMPN 1 AIKMEL teachers delivering material, assignment, and exam through digital tools such as WhatsApp, Google Classroom, Google Meet, Zoom, Google Form, YouTube, and Google Chrome for their teaching and learning. Students reported the positive impact of online learning such as save the education, increasing of mastering technology, economic benefit, etc. although online learning served much of advantages, but online learning also served a lot disadvantages to students, it is the reason of teacher and students prefer face to face learning.

After applied online learning, teachers and students in SMPN 1 AIKMEL implementing face to face learning again. Teachers and students in SMPN 1 AIKMEL do teaching, learning, assignment, and exam as it was before at school. Teacher and students feel happy because students can study use face to face learning and post-pandemic can increase students' understanding. Besides, face to face also have an obstacle. In SMPN 1 AIKMEL VII grade use Merdeka Belajar curriculum for VIII & IX grade use 2013 curriculum. In Merdeka Belajar curriculum VII grade students have not to follow Midterm test, and VIII & IX grade must follow

Midterm Test. In within post-pandemic also most of students receive increasing of achievement/score.

To enhance English language learning quality in SMPN 1 AIKMEL within Post-Pandemic in academic year 2022/2023, researcher suggest:

1. SMPN 1 AIKMEL will provide in addition to their teaching media for teaching and learning. Through the addition to their teaching media, it can enhance students' achievement.
2. SMPN 1 AIKMEL should not starting the learning process at 7.30 A.M. school should consider with student's house, many SMPN 1 AIKMEL students house is far from school. This rule can complicate students who have far location from school.

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