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# IMPLEMENTATION OF EFL ONLINE LEARNING DURING PANDEMIC COVID-19 AT STATE JUNIOR HIGH SCHOOL 22

## ABSTRACT

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The problems of this research are teachers confession that her experience was a little difficulty in implementing distance learning classes because she rarely used it. With a short time and without training, the teachers must directly apply it. Of course, here the teachers requires adaptation and also a strategy to teach English, teacher's lack of variation technique and strategies in teaching reading during Online Learning at Junior High School 22 Padang. This policy of Online Learning that requires the EFL Teachers to improve or adjust their techniques and strategies and its relation to teacher's techniques and strategies in teaching are interesting to be studied. This research focused on the teachers' implementations of Online Learning during the COVID-19 pandemic. The purposes were to describe the Teachers EFL Online Learning and to identify teachers perception of Implementation EFL Online Learning of During the COVID-19 Pandemic at SMPN 22 Padang. This study was conducted by using Qualitative Research Method namely through documentation, observation and interview. The researcher choose Two teachers of SMP N 22 Padang to collect the data. The researcher collected the data from the document, observation, and interview in SMP 22 Padang. The data were use analyzed. It is found that teachers at SMPN 22 Padang using Geschool and WhatsApp Group as a media to teaching Online Learning. The teachers using Online Learning strategies to teach the students during pandemic COVID-19. Through 3 stages: 1) Pre- Teaching, 2) While Teaching, 3) Post Teaching. However, more disadvantages than advantages while using Online Learning. It concluded, there are other factors that cause the weaknesses of reading EFL Online Learning in terms of policy, human resources, and the students motivations to learn. Several suggestion of this research were addressed to the teachers improvisation for their Online Learning program, there are about policy of Online Learning, the media that can be use in Pandemic COVID-19. (308 Words)

## KEYWORDS

Implementation, EFL, Online Learning, Covid-19

## INTRODUCTION

The spread of the coronavirus at first had a profound effect on the economic world which was starting to become sluggish, and the conclusion at this time had an impact on the learning world. The policies that have been taken by many countries and including Indonesia are also by closing all learning activities, and making the government and related institutions obliged to introduce alternatives to the learning process for students or students who are currently unable to carry out the educational process or the learning process at a learning institution. Every English teachers have various ways to teach during the Covid-19 pandemic, teachers required to have strategies, innovate and understand technology so that education can continue during COVID-19. According to Nasrullah, Online is as media has many designations in academic literature, including cyber media, digital media, virtual media, e-media, network media, and new media. (Nasrullah, 2016).

Urduan and Weggen mention that e-learning is part of distance learning whereas online learning is part of e-learning. Also, the term e-learning includes various applications and processes such as computer based-learning, web-based learning, virtual classroom, etc. Meanwhile online learning is part of technology-based learning that utilizes the internet, intranet, and extranet resources. (Urduan, T. A., & Weggen, C. C., 2000). According to Clark, e-learning as instruction delivered on a digital device such as a computer or mobile device that is intended to support learning. In addition, the term of learning is open and flexible, which refers to students' freedom in time, place, speed, content materials, learning methods, assessment types, collaborative or independent learning. Based on some of the above definitions, it can be concluded that e-learning can be done anywhere and anytime using available technology so that learners can access whatever they want to know. (Clark, Ruth Colvin, 2011).

The advantages of e-learning are to provide flexibility, interactivity, speed, visualization through various advantages of each media. According to L. Tjokro e-learning has many advantages, namely: a. It's easier to absorb, meaning it is to use multimedia facilities in the form of an image, text, animation, sound, and also video. b. It is more effective in the cost, meaning that it does not need an instructor, there is no need for a minimum of hearings, can be anywhere, and so on. c. It is more concise, meaning that it does not contain a lot of class formality, directly into a subject, subjects that are suitable for needs. d. Available in 24 hours per day, meaning is mastery in the material depending on the spirit and also the absorption of students, can be monitored, can be tested with e-test. (H, Indrakusuma, A, & Putri, A. R, 2016).

According to L. Gavrilova, Lack of e-learning is a type of learning that uses an e-learning model and requires more additional equipment (such as computers, monitors, keyboards, etc. The lack of e-learning described by Nursalam, among others, as follows: First, The lack of interaction between learners and also students or even the learning themselves. Second, These trends can ignore the academic aspects or also social aspects and otherwise make the growth of business aspects or commercial. Third. The teaching and learning process tends to be towards training from education itself. Fourth. Changed in the role of learners from the beginning of mastering conventional learning techniques, is now also required to be able to know the learning techniques using ICT (information, communication, and also technology). Fifth. The lack of human resources that understand the internet. Sixth, Lack of mastery in computer language. Seventh, Access on the adequate computer can be a problem for learning. Eighth, The learning may be frustrating if it cannot access graphics, images, and videos due to inadequate equipment (software and hardware). Ninth, Availability of an infrastructure that can be fulfilled. Tenth, This information varies in quality and also accuracy so that the guide and the question features are needed. (H, Indrakusuma, A, & Putri, A. R, 2016).

Up to now, there are two major theories of online reading skills and content acquisition techniques from online viewing of text: the Information Foraging Theory (IFT) and hypertext theory. Proposed by Pirolli, IFT describes one's behavior while reading online in everyday causal reading or for specific reading tasks within the web ecosystem. This theory assumes that people are biologically rational, and that reader information-seeking mechanisms and strategies adapt the structure of the information environments in which they operate. Its chief objective is to create better-shaped technology to users. (Pirolli, 2007).

### **Strategy on Teaching Reading**

Psychologically, reading is viewed as an interactive process between language and thought. There are three kinds of activities involved in relation to the reading class activities: pre reading activities, during reading activities, and post reading activities according to Mukhroji.

#### **1) Pre- Reading Activities**

Pre-reading activities are interactional activities carried out before students conduct the real reading activities. In pre-reading activities, activation is concerned with the student's background knowledge, objectives of reading class, learning activities, and motivating the students. In this stage, teachers try to activate the students' schemata related to the topic or explaining briefly the contents of the text. Pre-reading is to tell students the purpose of reading and learning. Pre-reading is also to motivate the students. Motivation in reading attracts students; attention the text. The activities of pre-reading are activities aiming at facilitating the students' understanding about the reading text

## 2) During Reading Activities

During reading activities are the activities that reader does while reading take place. Mukhroji Mentions that while reading includes: (a) Identify the 13 main idea, (b) Finding detail the text, (c) Following sequence, (d) Inferring from the text, and (e) Recognizing the discourse patterns.

## 3) Post-Reading Activities

Post-reading activities are the activities conducted by a reader after reading. In post-reading activities, student do post-question, feedback. The post-question are more active in incidental comprehension and the objective, since information of both greater and lesser importance is learned. Post-reading activities are instructional activities that the students and teachers do after reading take place. Mukhroji said point out that postquestion, feedback, and group and whole class discussion are activities that can be done in the phase of post-reading activities.

Geschool is an LMS that has very diverse functions, from a diary, media publication of important information, general knowledge, and education. We can pour creativity in the form of writing or pictures on the Geschool blog. Through the Geschool blog, you can share personal experiences, share news from all over the world, and share learning materials. GeSchool invites its users to learn, share and inspire each other.

In line with that Pratama & Yusro stated that online learning is an alternative that can be applied in the era of technology and communication that is growing too high now. Furthermore, the COVID-19 pandemic highlights the need to use online models and applications to achieve learning goals. (Pratama, H., & Yusro, A, 2016)

## **RESEARCH METHOD**

In this research, the writer used descriptive qualitative research that is aimed to describe the implementation of EFL Online Learning and to identify teachers perceive of implementation EFL online learning. Descriptive research describes and interprets events, conditions, or situations of the present. On the other hand, qualitative research is a research method based on post-positivism and naturalist paradigm. It has some characteristics: (1) the objects observed are process and value; (2) most of the data are words; (3) when collecting data, the researcher actively interact with the data sources; (4) the data are analyzed inductively; (5) the result of the research cannot be generalized; (6) the research is subjective and related value. Fraenkel state, in qualitative research, the researcher investigates the quality of relationships, activities, and situations or materials.( Jack R Frankael and Wallen,2000).

The research conducted at SMP N 22 Padang. This school is locate at JL. Tutwuri, Surau Gadang, Kec. Nanggalo, Kota Padang, Sumatera Barat, 25146. The researcher conduct interviews with teachers at SMP N 22 Padang

when students studied at home and studied at school due to the COVID-19 pandemic. So the researchers conduct interviews the teachers on July 27, 2021. Research subjects were people who are the object of research. The object of this study was chosen by the researcher focuses on the implementations of EFL online learning. Based on the above object, the subjects of this study were two teachers of SMP N 22 Padang. The researcher chose Two teachers of SMP N 22 Padang to collect the data. The first is Lili Putri Mustika, S. Pd as a Teacher A and The second is Zaima Yasrita, S. Pd as a Teacher B.

The success of data collection was the requirement to achieve the successful research. Yet, it depended on what technique used by the researcher. Technique of data collection was described as follows:

1. Documentation

According to Robert there are many documents can be useful simply by the nature of the details they contain. In other word, documentation used as evidence to proof the result of research.

Furthermore, the researcher used documentation method as evidences to proof the physical evidence from the research by photos digitaland PDF or Microsoft Word.

2. Observation

In the observation, the data were taken from the direct observation to the online learning. The researcher saw teachers geschool and teachersGroup Whatsapp, asked the teachers permission. After that, the researcher prepared the observation sheet containing the indicator of EFL Online Learning. Furthermore, the researcher observed the Online learning process in the geschool and whatsapp group. After that, the researcher started to fill the observation sheet by giving checklist for each sub-indicator and describeit. The observation was conducted in two meetings for each teachers. The observation was to find out whether the indicators of implementation EFL Online Learning by the teachers in Geschool and Whatsapp. Finally, the researcher analyzed and described the result of the observation.

3. Interview

The researcher committed the interview to the English teachers teaching in the eighth and ninth class. The interview was conducted to get verification of the findings teachers perceive of the implementation EFL Online Learning in the Junior High School 22 Padang the teachers performed in the geschool and group whatsapp. The researcher directly asked the teachers questions related to the way the teachers implemented the EFL Online learning as well as the problems and causes of the problems surrounding the process. The researcher interviewed the teachers one by one relating to the guidance that had already been set up based on the indicators

of teaching process of EFL Online learning in Junior High School. The researcher also recorded the interview by using recorder.

## FINDINGS

Teachers implement EFL Online learning classes according to the results of documents analysis and interviews that have been conducted with English Teachers about the how the teachers implement EFL Online Learning during pandemic COVID-19 and the teachers perception of EFL Online Learning during pandemic COVID-19 at SMPN 22 Padang.

### 1. Implementation of EFL Online Learning

The discussion in this part focused in implementing of EFL online learning during pandemic covid-19 at SMPN 22 Padang. There were three sub-indicators; Pre-Teaching, While Teaching, and After Teaching. The description of each indicator could be seen in the following part.

Table 2.1: Implementation of EFL Online

Indicator	Sub-Indicator	Description
1. Pre Teaching	1. The teachers prepares online communication media with students and or parents/guardians of students. For example, by creating a group on online social media. 2. Checking the availability of distance learning support facilities for students such as the availability of gadgets/laptops/computers and internet access.	1. Teachers A and Teachers B do pre-teaching via whatsapp group, the teachers prepares to learn online. 2. The absence of linking learning before explaining the material in the whatsapp group.
	3. Communicate the things needed for online distance learning, namely the learning schedule, the online application used, and the mechanism for using the application in learning. 4. Develop a learning implementation plan by considering the online application used. 5. Ensure that students and/or parents/guardians can support the	3. there is no explanation of the correct way of reading by the teachers.

	online learning process used.	
2. While Teaching	<ol style="list-style-type: none"> <li>1. If online distance learning is done with virtual face-to-face, the teachers can check the attendance of students directly and make sure students are ready to take part in the learning process.</li> <li>2. Presenting learning materials with methods that have been planned virtually.</li> <li>3. If online distance learning is done with non-face-to-face virtual, the teachers sends learning materials and assignments through the LMS application used.</li> <li>4. The teachers monitors the activities of students during the learning process according to the schedule in the LMS.</li> <li>5. The teachers provides feedback on questions or responses from students regarding the learning materials or assignments given.</li> </ol>	<ol style="list-style-type: none"> <li>1. During learning the teachers sends material from one topic, in research teachers A teaches the topic of asking attention in the first and second meetings. Then, teachers B taught the topic Hope and Wish in the first and second meetings.</li> <li>2. Sometimes teachers use WhatsApp groups to ask students' problems while studying at geschool.</li> <li>3. The material sent is in the form of an explanation of the material in the form of text and images, sometimes videos at Geschool.</li> <li>4. teachers and students cannot interact in geschool.</li> <li>5. the teachers cannot see student learning activities.</li> </ol>
3. Post Teaching	<ol style="list-style-type: none"> <li>1. Students fill out activity sheets as learning monitoring materials when using online without virtual face-to-face.</li> <li>2. The teachers opens a consultation</li> </ol>	<ol style="list-style-type: none"> <li>1. At the end of the lesson, the teachers gives an assignment in the form of a try out at the geschool.</li> </ol>

	<p>service for students who have difficulty in the online learning process.</p> <p>3. Assessment is carried out by considering all activities and assignments.</p>	<p>2. The teachers sees the results of the try out scores from the geschool application used.</p> <p>3. sometimes the teachers gives orders in the form of other tasks through the whatsapp group.</p>

2. Teacher Perceptions on EFL Online Learning

Table 3.2: Teacher Perceptions of Implementation EFL Online

NO	QUESTION	TEACHER PERCEPTIONS	
		TEACHER A	TEACHER B
1.	Teacher Reason to Choose Online Learning.	Itu sudah ketetapan sekolah dan dari dinas ya	Kita sudah sama sekota padang, bahwa telah ditetpakan hari dan jamnya. Kita tinggal, ketika materi dikirim oleh MGMP materi dengan try out, guru meng upload ke geschol, masing2 guru, setelah dimasukkan misal untuk besok, siswa sudah bisa membuka nanti dijam yang sama, di jam pelajaran yang sama. Ternyata ada kadang anak yang tidak bisa membuka geschool, jadi dia japri kan "Bu saya geschool saya bermasalah, tidak bisa buka bu", jadi dikirim link geschool itu ke grup, kemudian dia nanti dikasih kata sandi dan pasword kemudian dia buka sendiri, dia baru bisa ikut lagi,.



2.	Teacher Perception of Teaching Reading	Paling di latihan di geschool, karena kita tidak ada tatap muka jadi kita melihat hasil try out satja. Tidak ada penjelasan materi di whatsapp karena sudah dilakukan di geschool, paling wa hanya untuk bertanya jawab tentang materi di geschool	Emang tergantung tipe anak masing2, kalo anak yg banyak kosa kata mereka bisa memahami materi reading tidak semua, tapi kadang dia bisa mengerti antara reading dan soalnya itu bisa nilainya 100, tapi kalo anak yang minim kosa kata itu dia baru kesulitan dalam mengerjakan reading. Jadi modal dia kelas 7 dia banyak kosa kata jadi dia akan lebih mudah di kelas 9.
3.	Teacher preparation while online learning	Sebelum pbm pagi itu materi kan dari mgpm jadi kita cek dulu materinya, kita baca dulu materinya. Klo try out kita cek jawaban sudah betul atau ada yang keliru	Tidak ada yang disiapkan, karena anak disuruh buat tugas juga tidak di kerjakan, ada itu video viral anak yang menangis saat mengerjakan tugas dari tugasnya, dia menangis histeris sampai dia kayak stres.
4.	Material Resources while Online learning	Karena kita fokus ke geschool jadi kita tinggal share ke geschool, kemudian kalo ada anak yg bertanya kita suruh dia membaca buku literasi lks atau buku paket dari perpustakaan.	Materi dibuat oleh tim mgmp, ada materi, try out, dan kesimpulan materi. Jadi guru tinggal mengupload
5.	Teacher Teaching in a day	2x dalam 25 menit. 50 menit totalnya. 1jpl 24 kmenit 1x pertemuan 2 jpl	Bahasa inggris dari 8.20 sampai 9.10. 7 55. 8.20. Cuma 20 menit
6.	Teacher Difficulties while teaching reading online learning	Ya itu tadi anak itu kan ga paham artinya, ga ngerti bu. Terus kalo di latihan di try out anak ga paham sama pertanyaan, jadi ya itu siswa ga paham sama	Kita tidak bisa menerangkan materi secara langsung. Biasanya kalo tatap muka materi ada yang kita baca bersama, sibuk mencotohkan aja.m kadang ibu kasih tau

		maksud pertanyaan dan teksnya	difficulties wordnya, ini apa artinya, apa sinonimnya, itu yang tidak bisa dilakukan. Adapun juga ga ngerti juga.
7.	Teacher overcome the difficulties of teaching reading Online Learning	Kalo secara online ini emng susah, kalo ol komunikasi kita terbatas paling itu silahkan liat kamus, tanya kekakak atau yang lebih paham. Jadi kita membimbing memnabntu sia, masalahnya siswa kan di kelals masih susahmenyuruh membuka kamus apalagi dirumah, kalo tatap muka muka dikelas kita kasih kosa kata kayak darikelas 7, kita kasih 5w +1 h. Kita kasih kata sulit kalo materi text reading kita buat list kata2 sulit, ajdi nanit kalo membaca teks lain dapat mengetahui kata yang sama	Ibu dulu pernah awal pandemi dulu, ibu ngajar pakai zoom, terus anak masuk pakai link ibu jelaskan maternya. Tapi Cuma ga banyak anak yang bisa.
8.	Online learning facilities for teacher	Sama saja dengan guru lain, kita kan melaksanakan pbm di jam pelajaransekolah kita. Di sekolah kan ada labor komputr jadi disekolah kita bisa membukakelas online di labor sekolah dan tentunya pakai wifi sekolah	Tidak ada  Iya, kalo wi fi sekolah itu kalo ke sekolah
9.	Teacher perception about students competence while teaching reading online learning	Ya itu siswa tidak mengerti arti kalimat	Dari nilai aja Cuma, ga beberapa orang yang diatas kkm. Lebih banyak yang rendah, nilai siswasebenarnya menurun
10.	The effect of Online learning for teacher	Kalo di banding kan dengan sebekumnya, tentu pengaruh positif tidak terlalu, karena anak daripada tidak belajar.	Karena kadang orangtua ni banyak yang punya kendala ekonomi juga kan, jadi kalo kita kirim video, kadang tidak

		<p>Tentu nya lebih baik dilakukan secara tatap muka. Tapi kalo scara online ada yang bsa ada yang tidak. Tapi kalo kita minta anak paham materi 100 persententu tidak bisa. Kalo pengaruh mungklkin secara materi berkurang, karena kan intensitas kita bertemu kan tidak ada, jadi berkurang tingkat pehaaman terhadap materi. Tapi kalo anak sudah buka geschool dia sudah membuka materi itu anak sudah tercatat hadir dan mendapat nilai 100. Otomatis sudah tertera nilai anak 100. Itu kan cara menaikkan nilai anak, tapi kita tidak bisa memastikan anak sudah paham atau belum.</p> <p>Jadi anak kalo buka materi sudah dapat 100 paham atau tidak paham,tapi nanti kalo anak mengerjakan try otu akan terlihat anak yang paham bisa mengerjakan dengan baik kalo tidak paham nilainya kana rendah. Tapi kita tidak bisa memastikan</p>	<p>dibuka. Youtube kan besar kuotanya, jadi tidak menggunakan youtube. Sebenarnya di geschool itu sudah ada materi berupa youtube, yang materinya dijelaskan di videonya, jadi sudah ada materinya di video, tapi beberapa materi saja, tidak semua materi yang menggunakan video.</p> <p>Yang ini karena kurang motivasi belajarnya sangat rendah engga bisa, kadang kami kasih tugas memang dicuekin, itu benar rendah minat belajar siswa</p>
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## CONCLUSION

After analyzing the data, it can be concluded that the two teacher whoteach in the eighth and ninth grades at SMP N 22 Padang have maximally implemented online EFL teaching to students. Of the three main indicators of online teaching used as a guide for observations and interviews, teacher can show good performance in all three indicators; but not in teaching reading material. which the teacher does not teach students how to read well because of limited interaction. From the data obtained from observations and interviews, it was

revealed that the teacher gave reading material in the form of a brief explanation without exploring the proper way of reading the text given. In addition, both of them are quite difficult in providing understanding to students because they can only see the competence of students from the results of the try out and cannot provide deeper explanations to students who do not understand. In addition, teacher have carried out government regulations well, namely using geschool to explain material and provide directions via whatsapp. Finally, these teacher always monitor students' progress towards online reading activities given by providing a series of assignments, or exercises. On another occasion, the teacher also checked the level of students' understanding of the text with tryout practice questions.

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