

Fakultas Keguruan dan Ilmu Pendidikan
Universitas Katolik Indonesia Santu Paulus Ruteng

BUNGA RAMPAI

TANTANGAN PENDIDIKAN

Pada Masa Pandemi Covid-19



Editor

Dr. Maksimus Regus, S. Fil., M. Si
Dr. Ans Prawati Yuliantari, M. Hum



Bunga Rampai

Tantangan Pendidikan Pada Masa
Pandemi COVID-19

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BUNGA RAMPAI

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PENGANTAR EDITOR

Corona Virus Disease 19 (Covid-19) secara fundamental mengubah kehidupan manusia dalam tataran global. Salah satu sektor terdampak pandemi ini adalah pendidikan. Dibutuhkan konsep, strategi, dan mekanisme untuk tetap melaksanakan kegiatan pendidikan dalam kondisi tidak menentu ini. Keperdulian terhadap keberlangsungan proses pendidikan, harapan munculnya terobosan dan strategi untuk menghadapi pandemi ini mendorong Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Universitas Katolik Indonesia Santu Paulus Ruteng menerbitkan bunga rampai dengan tema “Tantangan Pendidikan pada Masa Pandemi Covid-19.”

Terdapat 12 artikel yang menawarkan berbagai pendekatan akibat persoalan yang dihadapi pendidikan konvensional selama masa pandemi ini. Stephanus Turibius Rahmat melihat bahwa dalam situasi darurat saat ini dibutuhkan suatu inovasi pendidikan terkait dengan strategi pembelajaran, sehingga proses pembelajaran tetap berlangsung walaupun tanpa harus bertatap muka. Dalam artikelnya, “Inovasi Pendidikan di Tengah Pandemi Covid-19” ditekankan bahwa model pendekatan yang fleksibel, kreatif, inovatif, dan menyenangkan harus dijalankan agar tujuan pembelajaran dapat dicapai secara optimal.

Pembelajaran secara daring menjadi alternatif yang sesuai untuk masa pandemi. Kebijakan menjaga jarak fisik dan sosial (physical and social distancing) memaksa setiap jenjang pendidikan menerapkan sistem belajar dari rumah. Meskipun demikian metode pengajaran secara daring memiliki mekanismenya sendiri yang membutuhkan kesiapan dari penggunanya. Marselus R. Payong dalam artikelnya “Pembelajaran Daring di Era Pandemi Covid-19 Menakar Kesiapan, Menatap Tantangan,” menjelaskan

persoalan-persoalan yang dihadapi dalam penggunaan sistem pembelajaran secara daring. Hal senada juga dikemukakan oleh Hieronimus Canggung Darong dalam artikelnya, “Online Learning under Covid-19: Is It a Matter?” keterbatasan sistem maupun penggunaannya perlu dikaji lebih mendalam untuk melihat kegunaan sistem ini di masa mendatang.

Beberapa penulis menawarkan sistem pembelajaran tertentu. Hal ini terlihat pada artikel Sebastianus Menggo, “Literasi Digital dalam “Kompetensi Komunikatif Mahasiswa (Suatu Refleksi Pembelajaran Pada Masa Pandemi Virus Corona-19)” yang membahastentangperlunyamahasiswauntukmemilikikemampuan memilih dan mengembangkan media, dalam hal ini Information, Communication, Technology (ICT), yang digunakan untuk kecepatan ketercapaian target pembelajarannya. Keterampilan ini diperlukan agar media informasi dan penggunaannya searah dengan tujuan pembelajaran. Sistem lainnya adalah Flipped Classroom yang ditawarkan oleh Viviana Murni dalam artikel, “Penerapan Flipped Classroom pada Masa Pandemi Covid-19” dan Ferdinandus Arifin Sulaiman, “Flipped Classroom.” Keunggulan sistem ini adalah memberikan kesempatan bagi siswa/mahasiswa untuk memahami materi pembelajaran secara mendalam dan tujuan pembelajaran yang jelas dan selalu disampaikan pada dua (2) fase kegiatan berdampak positif bagi siswa terutama dalam menjaga track proses pembelajaran.

Hendrikus Midun dalam artikelnya, “Strategi Optimalisasi Pembelajaran Era dan Pasca Pandemi Covid-19,” melihat bahwa pembelajaran secara daring-elektronik tidak berjalan efektif karena tingkat literasi, ekonomi, dan latar belakang pendidikan yang dimiliki para pendidik dan orang tua sangat beragam. Selain itu peserta didik kurang memiliki habitus belajar mandiri dan regulasi diri, karena tanpa perasaan, tindakan, dan pemikiran yang dihasilkan sendiri dan diarahkan secara teratur, maka tujuan pembelajaran dengan sistem ini tidak berhasil.

Strategi pembelajaran harus diikuti dengan metode penjaminan mutu pembelajaran yang dapat dipertanggungjawabkan. Ancaman penurunan mutu pembelajaran selama pandemi covid-19 menurut Petrus Redy P. Jaya dan Felisitas Ndeot dapat terjadi karena aksesibilitas teknologi informasi dan komunikasi, sumber daya manusia (pendidik-peserta didik), desain pembelajaran, dan bentuk interaksi yang terjalin antara pendidik dengan peserta didik tidak berjalan sebagaimana mestinya. Salah satu cara adalah meningkatkan interaksi-komunikatif dalam pembelajaran alih-alih sekadar memberikan atau menyerahkan tugas, karena pembelajaran yang sesungguhnya harus menekankan proses belajar daripada penyelesaian materi ajar.

Refleksi-holistis tentang kebiasaan kuliah sekaligus metode alternatif pengajarannya ditulis oleh Kanisius Barung, “Literasi Kuliah pada Masa Korona dari Kesadaran ‘Aku’ Menjadi Kesadaran ‘Ite’” Artikel ini melihat sistem kuliah dari tiga periode, yaitu prakorona, masa pandemic, dan pasca korona. Kebiasaan kuliah pada masa prakorona berpendekatan tatap muka dengan metode ceramah-simak yang didukung tanya jawab yang disebut kuliah tatap muka (rustamu). Metode ini tidak dapat digunakan dalam kuliah daring “dari rumah” pada masa korona. Kuliah daring tersebut difasilitasi dengan media ruang kelas gugel (rusgu) walaupun pelaksanaannya belum maksimal. Dalam kuliah pada masa pascakorona akan digunakan pendekatan “Dua Ruang” secara terpadu, yaitu ruktamu (ruang kuliah tatap muka) di kampus dan rusgu (ruang kelas gugel) di luar ruktamu.

Marianus Supar Jelahun, melihat bahwa pembelajaran daring tidak melibatkan tatap muka secara langsung antara guru dan siswa. Konsekwensinya adalah tidak adanya interaksi yang selayaknya antara keduanya. Oleh sebab itu melalui artikel “Implementasi Pendidikan Karakter di Tengah Sistem Pembelajaran Daring” ini diingatkan bahwa membentuk peserta didik yang cerdas secara kognitif melalui pembelajaran daring,

tidak dapat mengabaikan sisi afektifnya. Penguatan nilai-nilai karakter yang diimplementasikan pada tiap mata pelajaran oleh guru menjadi semakin penting dalam sistem pembelajaran daring.

Selain artikel tentang sistem dan metode pembelajaran yang direkomendasikan untuk masa pandemi, terdapat dua tulisan yang membahas dari realitas pembelajaran dan tanggapan media massa terhadap issue ini. José Nelson Maria Vidigal melihat kondisi perkuliahan yang berlangsung di Unika Santu Paulus Ruteng dalam tulisannya, “Efektifitas Perkuliahan Daring di Unika Santu Paulus Ruteng Selama Pandemi Covid-19.” Pelaksanaan belajar dari rumah mengubah suasana belajar konvensional yaitu tatap muka menjadi daring. Tantangan ini dapat diatasi dengan mekanisme yang diatur oleh kampus, meskipun terdapat beberapa tantangan yang harus dihadapi oleh dosen dan mahasiswa. Sementara Antonius Nesi dan Bonifasius Rampung menganalisis opini dalam surat kabar Kompas dengan judul “Diskursus Pendidikan pada Masa Pandemi: Kajian Kritis Opini Kompas.” Kajian teks itu dibahas dengan pendekatan mikro berupa struktur sintaksisnya, meso- ditemukan adanya motif-motif di balik munculnya produksi wacana, dan pada lapis makro ditemukan bahwa media dan penulis opini mempunyai kepentingan berbeda sesuai dengan tujuan masing-masing.

Kehadiran bunga rampai dengan berbagai sudut pandang terhadap pandemi Covid-19 dan implikasinya atas pendidikan ini diharapkan mampu membuka wawasan, menawarkan alternatif dalam metode pembelajaran, dan menjadi pijakan pemikiran tentang pendidikan di masa pandemi. Selain itu berbagai pemikiran akademisi Unika Santu Paulus Ruteng ini dapat menjadi salah satu solusi bagi persoalan yang dihadapi dunia pendidikan.

Kami mengucapkan terima kasih kepada Yayasan Santu Paulus Ruteng (YASPAR) atas dukungannya dalam penerbitan bunga rampai ini. Ucapan ini juga kami sampaikan kepada Rektor Universitas Katolik Indonesia Santu Paulus Ruteng yang

mendorong civitas akademika melakukan kegiatan penelitian selama masa pandemic dan memberikan kata sambutan untuk buku ini, Dekan Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Universitas Katolik Indonesia Santu Paulus Ruteng sebagai inisiator program penulisan bunga rampai ini, dan para kontributor yang menyumbangkan pemikiran-pemikirannya dalam buku ini.

Ruteng, Juni 2020

Dr. Maksimus Regus, S. Fil., M. Si.(Dekan FKIP)

Dr. Ans Prawati Yuliantari, M. Hum (Ketua LPM)

SAMBUTAN REKTOR UNIKA SANTU PAULUS RUTENG

Pandemi Covid 19 sempat memporak-porandakan tatanan nilai, kebiasaan, dan keamanan hidup manusia. Sebelum pandemi, kegiatan rajin ke tempat ibadah seperti Gereja atau ke Mesjid disebut saleh namun pada masa pandemi tindakan demikian disebut salah. Sebelum pandemi, kata positif itu baik tetapi pada masa pandemi kata negatif yang baik. Sebelum pandemi berlaku moto bersatu kita teguh, pada masa pandemi berlaku moto bersatu kita runtuh. Sebelum pandemi Amerika Serikat, Rusia dan Cina bersama sekutunya masing-masing dikenal sebagai negara superpower dan supermaju; namun pada masa pandemi negara-negara ini sungguh-sungguh powerless (tidak berdaya). Sebelum pandemi mall, pasar, stadion, bandara, stasiun, tempat objek pariwisata ramai dikunjungi manusia; pada masa pandemi tempat-tempat tersebut harus dijaui.

Pandemi Covid 19 mengubah narasi kehidupan menjadi narasi kematian, narasi sukacita dengan narasi ketakutan. Ketika WHO, pada tanggal 12 Maret 2020, mengumumkan Virus Corona sebagai pandemi yang mengancam kehidupan umat manusia, semua wacana dan discourse medsos baik konvensional maupun nonkonvensional dipenuhi nada ketakutan, kepanikan, kecemasan dan kesepian. Sejak saat itu narasi ketidakberdayaan menjadi lebih dominan ketimbang narasi kesuksesan. Setiap hari massmedia dijejali dengan berita kematian, PHK, kelaparan, penutupan usaha, dan pelbagai bentuk kerugian ekonomi. Pemerintah dari setiap negara tidak sempat mengumbar kesuksesan kinerjanya karena sibuk mengumumkan jumlah warganya yang terkapar Covid 19 dan yang mati olehnya. Pemimpin agama pun sibuk memberikan penjelasan teologis dari setiap perubahan bentuk ibadahnya ketimbang berkotbah.

Dalam bidang pendidikan Pandemi Covid 19 memberikan tantangan dan dampak yang luar biasa. Sekolah dan Perguruan tinggi ditutup agar penyebaran virus Covid 19 dapat dihentikan. Siswa dan mahasiswa harus belajar dari rumah sementara guru, dosen dan pegawai melaksanakan tugasnya di rumah. Program belajar di rumah tentu tidak memiliki efektivitas yang sama dengan interaksi langsung seperti di sekolah. Pada masa pandemi Covid 19, siswa atau mahasiswa berusaha memahami dan menimba makna pembelajaran dengan mengandalkan Hp atau komputer, dan tidak lagi memaksimalkan pancainderanya sebagaimana lasimnya di ruangan kelas. Di rumah anak-anak hanya mengandalkan orangtuanya sendiri dan tidak mudah mendapat bantuan dari guru dan teman-temannya. Belum lagi persoalan akses internet yang tidak merata dan tidak lancar. Sinyal yang tidak lancar sangat mengganggu konsentrasi belajar dan akses internet yang tidak merata berpotensi menciptakan ketidakadilan dan membuat sebagian siswa putus sekolah.

Pandemi Covid 19 ternyata dapat juga menjadi peluang baru melahirkan new normal yang menuntut manusia memiliki new attitude, new behavior and new way of thinking. Dr Hans Henri P. Kluge, WHO Regional Director for Europe berkata: “Pada akhirnya, perilaku kita masing-masing akan menentukan perilaku virus. Ini akan membutuhkan ketekunan dan kesabaran, tidak ada jalur cepat untuk kembali normal.... Kita akan menjalani pola kehidupan baru sebagai manusia sosial. Tetap di rumah, *work from home*, jaga jarak, *social distancing*, mengurangi kerumunan, memakai masker, sering cuci tangan, menjaga daya tahan tubuh adalah deretan terminologi yang menjadi “*mainstream*” peradaban manusia di tengah pandemi sekarang ini. Tentu saja, manusia mengisolasi diri di rumah ini tidak mungkin dilakukan selamanya --sampai ditemukan vaksin corona”.

Buku “Tantangan Covid 19 bagi Pendidikan” sedikitnya mengungkap secuil dinamika yang terjadi di kampus Unika Santu

Paulus Ruteng pada masa pandemi Covid 19. Pada mulanya Covid-19 ini sangat mengganggu program dan rencana indah yang telah ditetapkan untuk tahun akademik 2019-2020. Pada tanggal 16 Maret 2020, sesuai dengan keputusan sidang senat Universitas, Rektor mengeluarkan instruksi Nomor 1 Tahun 2020 tentang Pelaksanaan Kegiatan Pembelajaran, Layanan Akademik, dan Layanan Umum untuk Pencegahan Penyebaran Corona Virus Disease 2019 (Covid-19) di Universitas Katolik Indonesia Santu Paulus Ruteng. Dalam instruksi tersebut para mahasiswa, dosen dan pegawai diwajibkan untuk belajar dan bekerja dari rumah demi menghentikan penyebaran Covid-19. Instruksi ini diperpanjang dengan instruksi No 2 Tahun 2020 pada tanggal 30 Maret Tahun 2020 dan Instruksi No 3 dan 4 pada bulan April Tahun 2020. Sejak berlakunya instruksi Rektor yang pertama, kampus yang tadinya ramai dijejali mahasiswa berubah menjadi wilayah sepi tanpa manusia. Kampus Unika Santu Paulus yang biasanya penuh dengan kegiatan akademik dan non akademik menjadi wilayah yang angker tanpa ada aktivitas dan tanda-tanda kehidupan. Situasinya menjadi sunyi, hening dan seolah-olah mati tanpa ada harapan.

Namun puji Tuhan, seiring perjalanan waktu, dari kesunyian tersebut muncul Buku “ Tantangan Covid-19 bagi Pendidikan”. Buku ini sesungguhnya menyatakan bahwa Pandemi Covid 19 tidak saja menjadi tantangan tetapi terutama peluang bagi para dosen di FKIP Unika Santu Paulus Ruteng untuk melakukan dharma penelitian dan menghasilkan karya-karya ilmiah. Sungguh benar kata-kata Yesus: Jika biji gandum tidak jatuh ke tanah dan mati, ia tetap satu biji saja. Tetapi jika ia mati, ia menghasilkan banyak buah (Yoh. 12, 24). Pandemi Covid 19 telah menantang profesi seorang dosen dan mematikan banyak kegiatan tridharmanya di kampus Unika Santu Paulus Ruteng. Tetapi Pandemi Covid 19 juga menjadi peluang untuk menumbuhkan dan menghasilkan karya baru dari para dosen. Pandemi Covid 19 tentunya mematikan kebiasaan lama seorang dosen dan serentak

menumbuhkan habitus baru yang lebih produktif dalam tugas tridharmanya.

Sebagai Rektor UNIKA Santu Paulus Ruteng, kami hendak menyatakan kebanggaan, apresiasi dan terimakasih kepada Dekan FKIP, editor, dan para penulis yang telah bekerja keras menghasilkan buku ini. Usaha dan karyamu telah membuat sejarah baru dalam perjalanan lembaga UNIKA Santu Paulus Ruteng dan bahkan mampu mengabadikan peristiwa pandemi Covid 19 secara positif melalui pelbagai pemikiran cerdas dan cemerlang. Cepat atau lambat, Pandemi Covid-19 akan berakhir tetapi hasil pemikiranmu dalam buku ini akan tetap abadi. Kehidupan manusia sesungguhnya merupakan sebuah buku dan anda telah menambah jumlah halaman buku tersebut. Anda telah mengubah diam di masa pandemi Covid 19 menjadi emas dalam kehidupan manusia selanjutnya.

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ONLINE LEARNING UNDER COVID-19: IS IT A MATTER?

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INTRODUCTION

In today's situation, after the outbreak of Covid-19 become a pandemic, an increasing amount of concerns have been struggling to get away from such a terrible virus. Both global and local news have put the issues and recommendations all day long regarding the efforts and anticipation for the spread of the COVID-19. Some have been relatively successful in such efforts. Yet, most of them fail, in preventing the victims in particular, even in countries where modern technology and good health management system like China as the spotlight of the COVID-19, the USA, German, Spain, Italy, Iran or in countries where it is still "poor" and lack of medical tools like Ecuador and India. In those countries, the COVID-19 is just like a "ghost" haunting every minute of human's life. The virus put this globe in "the hot water" regardless of the nation, tribes, religion, and so forth and left massive suspension for every aspect of life.

Let alone in our country- Indonesia, where the COVID-19 also spread and haunt the people. The media and the ruler have been launching the news that hundreds of people died and are contaminated. Policy-makers put out information, recommendations, anticipation, and day-by-day updates on COVID-19 spreading and lethality. The lethality comprises all

aspects of human life, such as civilization and culture, economic, politics, and education. They are just like a dead faint, and yet, to make them “alive,” working from home is suggested.

Dwelling on the education aspect, although it has been a far-off learning model, the Indonesian government has also announced to conduct a teaching and learning process from home to stop the spreading of the COVID-19. This implies that the use of technology is regarded as a useful tool to run all online teaching-learning activities from nursery up to the university level. The question is, “Is it a matter to our condition now?” Notwithstanding the need for further development, a steady education process, and empirical finding claiming that virtual space has many benefits and its expansion into the education field will likely continue, the question above, as put into practice, is still questionable.

This article tries to answer the question by focusing on the online teaching-learning that has been being required to be utilized exclusively due to the COVID-19 pandemic and its challenges. As a reminder, brief highlights of teaching and learning, empirical findings of online learning are provided as the basis for the discussion. Finally, concluding remarks and suggestions are offered in the last section of the article.

TEACHING AND LEARNING

There are many definitions of teaching. Traditionally, teaching controls the class, delivering information as stated in the curriculum, syllabus, and or lesson plan. As such, the teaching process usually endures textbooks, worksheets, which subsequently followed by evaluation and scoring. For many teachers, and the writer’s own experience, teaching is just imparting knowledge. Indeed, it is not good for it is not sufficient. Therefore, it should be replaced by employing a particular method and strategy for its effectiveness.

As such, Rogers (1983) states that teaching should implant the students' strong willingness to learn. In this context, after being taught, the students should be able to learn actively and independently. Shortly, teaching has to make student's active learning. Further, stressing on language, Brown (2001) states that teaching should cover cognitive, affective, and linguistic principles. These three principles should be employed in such a way that they might construct meaningful learning and meet learner needs.

On the other hand, learning may comprise two essential aspects that are meaningless and meaningful learning (Brown, 2001; Rogers, 1983). The first refers to the student's brain. In this regard, students are only concerned with the cognition domain and usually strictly cope with the curriculum. This kind of learning provides no personal feeling or meaning and does not have any value—the latter deals with significant and experiential learning. Aside from the brain, students engage with personal feelings, experienced something new without being oppressed by any rule. It should lead to better long-term retention resulting from their engagement.

In the meantime, social constructivist learning theory, as coined by Vygotsky claimed that learning is not always an individual process but a social process in which knowledge construction may occur (Maphosa & Wadesango, 2017). In this case, learning does not solely take place within the individual and is more meaningful if it takes place when individuals are engaged in social activities. The activities are concerned with how an individual involves and interacts in a specific community where knowledge construction occurred.

Pushing ahead further, when we try to interrelate teaching and learning, it seems that they are two sites of the same coin. As such, something taught is something learned. A particular subject cannot be taught before it is learned (Rogers, 1983). This implies that teachers have to learn before teaching. Teaching is simply one

of the obligations that may affect learning. On the other hand, the students can learn without being taught, that is, by teaching themselves. In this case, teaching themselves deals with how the students personalize and experience something actively with or without the help of others (active learning). This is supported by Linville (2016), saying that without involving in the physical setting of the classroom, a human can work and learn independently by recording thoughts in some journals, textbooks, internet (online learning), or other sources.

Regarding the explanation above, teaching might be regarded as more difficult than learning. The matter is not whether the teachers must be more informative and knowledgeable than their students, but because the ultimate goal of teaching is to engage students to learn actively. Then, to meet demands, the teachers must continually assess their approaches, techniques, and media to teaching and student retention that eventually drive students to learn actively and independently.

In point of fact, under COVID-19, it is abundantly clear that we ought to work, teach, and learn from home utilizing the virtues of online (virtual) system expecting students to learn in question. And yet, a crucial question might appear. If students are expected to have so, is it really it is? This question and the suggested online teaching-learning under the COVID-19 provokes the writer to highlight the online learning about the goal and aspects involved in both teacher and student sides in the following sections.

ONLINE LEARNING

One of the educational models that have attracted the attention of Indonesian students and almost all parts of this globe is online learning. It is the only alternative that can be utilized under the pandemic of COVID-19. It is not only useful for keeping the students to learn, but the hidden mission is also to prevent the spread of the virus. In other words, online learning has been

promoted as more effective and convenient than face-to-face educational environments and provides more opportunities for learners to continue their learning activity under the COVID-19 pandemic. In this regard, more and more instructions and advice are promoted to implement in this learning system. Various online learning models have been introduced, such as Edmodo, google classroom, zoom, which is currently being debatable to its legacy and privacy. Then, a very crucial question raised is whether or not this online learning model has answered the needs of our educational values. This is a difficult question to answer.

To answer the question, there is a need to scrutinize the online learning itself. It is simply regarded as a sufficient example of technology integration utilizing some programs and applications following particular requirements and ICT based. This is to say that the shifting paradigm of teaching and learning from face-to-face interaction to virtual interaction requires teachers to be aware of their technology skills to decide what and how to teach. The technology offers a paramount role and provides some potential benefits to facilitate and assist teachers in designing teaching and learning, which can promote knowledge and competencies and communication and problem-solving skills in students' assessment activities (Mimirinis, 2018; Redecker & Johannessen, 2013).

Moving ahead to more complex scrutiny, several studies have overviewed online learning putting out some different findings. For instance, online learning initially was a high potential of virtual practice but eventually could go off for some reasons such as laziness, lack of time, slowness, and fear of being judged wrong by more advanced people (García-monge, González-calvo, & Bores-garcía, 2018). Meanwhile, having limited confidence in using technology to facilitate specific concepts or skills, support creativity, and to scaffold students to learn complex concepts was another influence to conduct online learning (Kafyulilo & Keengwe, 2014). In this respect, such teacher and student

perceptions encourage them to reluctantly employ online learning in their teaching activities.

Along the line of this argument, other studies investigated students' computer/Internet self-efficacy for online learning readiness and a comparison with face to face learning. The result showed that students' computer/Internet self-efficacy had a mediated effect not only on online learning perceptions and online discussion scores but also on online learning perceptions and course satisfaction (Wei & Chou, 2020). Meanwhile, compared with students' understanding of face to face, face-to-face learning perception was found higher than online learning in terms of social interaction, social presence, and satisfaction (Bali & Liu, 2018).

Others concern with potential predictors of online student engagement such as personal (attitude), social (subjective norms), and control (perceived behavioral control) factors (Alqurashi, 2018; Drossel, Eickelmann, & Gerick, 2017; Palvia et al., 2018; Salleh & Laxman, 2014). These predictors were claimed to implement and manifest the online learning that subsequently contributes to the learning attainment differently. Aside from those, they claimed that there might be other possible predictors that significantly influence online learning practices. As such, teachers must tackle student engagement by evolving and providing some robust strategies from which students can be actively involved.

Unlikely, others put forward the impact of online learning, making the teachers learn actively and more resourceful than the students. There is no need to doubt the growing demand for flexible online programs. It is an obligation to grab and utilize it to our benefit. As online learning continues to grow, and there is an urgency to keep track of the impact of online courses as a program (Burns, 2013; Mccready, 2019). By pushing ahead further to identity and attitudes, Rezaei and Latifi (2019) confirmed that the awareness of the intercultural and interlingual issues might be sharpened through online learning. However, identity and attitudes

did not undergo material changes. As such, the teachers need to increase student awareness by considering their sociological and psychological factors that might change their attitude.

Meanwhile, in the Indonesian context, students claimed that the websites instructed by the teachers to visit were not only interesting but also very helpful in attaining their learning goals. And yet, they had difficulties going online due to the practical thing that is a slow internet connection (Kusumo, Nanang, Kurniawan, & Putri, 2012; Zainuddin & Keumala, 2018). The findings are supported by Purrohman (2014), saying that the challenges of the implementation of online learning in Indonesia are internet connections, electricity problems, independent learning habits, tutor/lecturer habits. Other studies revealed that there is a relation of the learning strategies and learner-instructor interaction in online learning. Educational and environmental factors represent the main obstacle in developing e-learning in Indonesia (Astuti, Alexandro, & Purnawarman, 2017; Winarti, Masriyah, Ekawati, & Fiangga, 2019).

By and large, researchers generally agree that online learning is another way of imparting knowledge regardless of factors lurking within it and of benefit in teaching-learning activities. However, things do not always go smoothly. It is, in fact, still partially implemented, and challenges were and still will be somewhere ahead. Regardless of some findings above, the following section delineates more and might be other challenges that possibly occur.

DISCUSSION

In today's "borderless" nations, regardless of meaningful face to face interactions in the physical classroom setting, the online teaching and learning process should be constructed to make the students learn actively and engage them in meaningful activities. Besides, the teachers could design even assess students learning efficiently and effectively. Accordingly, it is understandable that

most educational institutions, at any level, tried to integrate their classroom activities with the use of online learning. In this regard, there is a strong belief that technology, such as the internet providing abundant resources of benefit and real potential to support teaching-learning activities (Mimirinis, 2018; Redecker & Johannessen, 2013).

Accidentally, under the COVID-19 pandemic, this online teaching-learning process has been promoted more in terms of its effectiveness to keep the citizen away from the virus. Schools level from nursery to university, including Indonesia, should get along with this model so that the teachers and students can still move regardless of achieving the pedagogical purposes. Not only the teaching-learning itself but all academic activities attached to it, such as evaluation and scoring, are also conducted online. For those who are familiar with the model, it might be more enjoyable. They felt comfortable since it is more effective and economical. And yet, for those who are not, might feel difficult to cope with.

Despite a growing number of research studies, my initial subjective judgment, as I assisted the children in completing the online tasks, confirm difficult to fill the teachers learning expectation. Having no willingness and being shocked to follow the online learning system, they are reluctant to get along with such an online atmosphere. Mentioning the statements and truly believing them could change some parts of the student learning attitude is one example saying that online learning is challenging. I do think that there might be a million students facing such initial horrible conditions. Regardless of such subjective assumption, there might still be some other challenges putting this model into full of challenges such as facilities, readiness, intimacy, and personal involvement.

It is a truism that the internet facility is essential in implementing online learning. For modern countries, as information and communication technologies have continued advancing, online

learning has become more feasible economically and operationally. However, it does not fall out generally to all countries in this globe. Let alone in our country, Indonesia, not all regions are equipped with good internet facilities. This condition depicts the challenges of online learning to wholly implement and result effectively in the teaching-learning process. As claimed by Kusumo, Nanang, Kurniawan, and Putri (2012); Palvia et al. (2018); Purrohman (2014); Zainuddin, and Keumala (2018), the implementation of online learning might meet the challenge of Internet/mobile technology diffusion. Putting it differently, the widespread adoption and use of the internet and other digital technologies do not evenly distribute in a similar condition, which subsequently contributes to the different effects of online learning.

Pushing ahead further and internet capacity, the firm reliance on implementing online learning yields a readiness. In this respect, it refers to IT acceptance for students, teachers, and parents. Students born in technology and digital era (digital native) are assumed to know better than their teachers as digital immigrants and or their parents as digital tourists. Then the questions are, do our children have sufficient knowledge on ICT, internet and subsequently reflect their status as digital natives? Do the teachers digital immigrants who are still learning technology? And do parents use technology as digital tourists?

For those living in the city equipped with a good network, facilities do not still guarantee to answer those questions lucidly. It might be the worst matter for those living in urban having no facilities at all, and the questions might be more challenging and trickier issues. Having been informed with the term online learning tends to be shocking and stressful as the initial judgment previously mentioned. Along this line of phenomena, previous studies revealed people having limited confidence in using technology to facilitate specific concepts or skills is a barrier in online learning (García-monge et al., 2018; Kafyulilo & Keengwe, 2014). Then,

the readiness to cope with technology might also be another challenging aspect of implementing online learning.

Regardless of those two challenges mentioned above, intimacy and humanity are other aspects to deal with. Intimacy is concerned with space conceiving as something out there-something limited and measurable. It gives each of us the sense of being at the center of *where*. This human sense of being “*where*” or the sense of location and direction, makes space is a universal concept. However, despite its universal recognition, space is incorporated differently across aspects, including the teaching-learning process. As such, space refers to both teacher and students, through face to face interaction and verbal and non-verbal behavior, enacting interpersonal relations that subsequently move further to the intimacy and sense of humanity.

Online teaching-learning is also space where both teachers and students meet virtually. They are provided with a forceful prominence of this virtual model and are imposed not to have the expected atmosphere as they are in classroom interaction. Although in some virtual modes there are some changes to meet physically (synchronously) such as video conference, there is no guarantee and being absent, as done asynchronously, to have intimacy and humanity occurring as in the real classroom setting. In other words, the presence of the teacher cannot be replaced by technology. Technology itself is only a tool to help a teacher to teach. In this regard, online learning mitigates intimacy and humanity found in face-to-face real classroom settings (Darling-hammond, Flook, Cook-harvey, Barron, & Osher, 2019; Dincer, Noels, & Lascano, 2019).

Moreover, schools and real classrooms are developed as physically and psychologically secure, personalized learning communities where students feel they belong. Teachers engage in practices that assist and perceive their students well for the sake of discrete needs, interests, readiness for learning, and opportunities

for growth. Then, following Regus' (2020) but pushing further and dwelling deeper to aspects of teaching that online teaching is more on rituality than intimacy under this COVID-19 pandemic. Rituality is only about following some requirements and steps of the virtual modes, and then intimacy is surely being deviated and disregarded.

Having pointed out the space and intimacy, of greater importance is personal involvement. This is another challenge comprising parental involvement, teacher involvement, and student involvement. The *first* is associated with parents' concerns in guiding their children to learn independently at home. Previous research studies highlighted the importance of goal-linked family and community engagement for student success (Chrispeels, 1996; Epstein, 2018; Hornby & Lafaele, 2011; Lehmann, 2018; Mahuro & Hung, 2016). The studies depict that parental involvement is of benefit for students learning. Then, is it smoothly implemented under this sudden COVID-19 online learning? I am in my own doubtless. Referring to what has been mentioned previously, such as facilities and readiness in terms of technology acceptance, this expected involvement might fail. Far too long before the COVID-19, a study found that teachers do not systematically encourage family involvement. Parents do not always participate when they are encouraged to deeply take part in the children learning (Willemse, Thompson, Vanderlinde, & Mutton, 2018). As such, the study conducted in the context of face to face real classroom settings and genuinely online learning might be trickier, and the expected conclusion goes divergently.

The *second* deals with teacher ways in managing the interaction empower personal involvement. In real classroom interactions setting, teachers and students might build up knowledge and expand their thinking process requiring effective use of a variety of techniques and effective implementation of pedagogical intentions to arrive at a particular learning goal

(Atwood, Turnbull, & Jeremy, 2010). The techniques include the consideration of learning opportunities, the use of interactional features, teacher talks, and student responses. These, as noted by Berger, Girardet, Vaudroz, and Crahay (2018), are beneficial in reaching the learning goals. Likely, other previous studies have reported that the interactive interactions wherein opportunities and involvement were evidenced from sustained turns or sequence exchange should be carried out by the teachers in their use of the specific interactional strategy in the meaning negotiation process (Chappell, 2014; Solem, 2016).

In the same line, Rolin-ianziti and Ord (2016) noted that the classroom management is manifested in the classroom interactions in the form of turn-taking and sequence organizations through the proper strategy of interactional features used. The question is, do such interactional strategies mentioned (sequence exchange/turn-taking), meaning negotiation (recast, repair, and elicitation) occur in the online teaching-learning process. Again, reflecting on my own experiences in face-to-face interaction, in certain circumstances, those aspects encountered some barriers and possibly more in the online learning that subsequently lead to achieving the unexpected learning goals. While some challenges of online learning, as mentioned above, give credence to ineffective teacher involvement.

The *third* personal involvement includes student attitude to learn actively. This strong involvement can be achieved by, among other things, teaching students based on their learning needs, interest, and authentic setting. However, as the COVID-19 pandemic, only particular aspects might be involved. Authentic setting or context might not freely be employed as the limited border and space and for some other reasons such as laziness, (García-monge et al., 2018) student personal attitude, social and perceived behavioral controls factors and educational and environmental factors (Drossel et al., 2017; Larmuseau, Desmet, & Depaepe, 2018; Priyanto, 2009; Purrohman, 2014; Salleh & Laxman, 2014). Those aspects might

make student personal involvement out of teacher expectations. This is getting worse as the students are already as being passive/absent-minded in joining a lesson, having no competitive power, and a weak self-initiation simply learn to pass a test, that is, no test no learning or regarding school assignments as burdens. In brief, student involvement in online learning is challenging to cope with.

There are three components to consider regarding the online teaching-learning under the COVID-19: teacher, student, and environment. The components are similar and interrelated in that each contains particular challenges of shaping, field, tenor, and mode of the online classroom discourse. The challenges previously discussed are facility, readiness, intimacy, personal involvement, or even the initial judgment (willingness) that might interrupt and be obstructive. As such, for those familiar with online teaching-learning, the challenges might not be severe as faced by those who are not. For them, these are tricky as they are interrelated with each other. Having no sufficient space and facilities is very crucial and respectively, followed by other challenges. This is to say that as space and facilities are not available, the readiness, intimacy, and personal involvement are still like the ghost haunting the online teaching-learning process.

Regarding the title, “is it a matter?” Of course, it is not. Indeed, the basic line of the question is that online learning has two crucial things. The *first*, as discussed above, the challenges are the global fact that might hinder the implementation of online learning. However, they should not terminate our expectations of learning. It is, of course, pedagogically reasonable to find out how our teachers, at many levels, help their students, particularly those with learning difficulties. It seems that the methods/approaches alone are insufficient to make our students successful in their learning process. Teaching, the virtual way, in particular, should not be seen any longer as an activity to inform but to help our students learn very actively on their own and/or with the help of

others. Whenever we have challenges, this becomes an opportunity for the teacher to show he/she cares about the learner as a person and to learn more. Something taught is something learned. A lesson cannot be taught to the students before it is learned (Rogers, 1983).

Meanwhile, a student, his/her learning should be meaningful, resulting from personal involvement and or self-initiation (Follow, 2020). These might occur if a teacher's teaching is based on his/her students' learning needs, interests, and context. Besides, the environment, such as family (parents) and facility, are attached to the smooth online teaching process. They should support in such a way that both teacher and student might achieve learning goals.

Second, the online learning under the COVID-19 has to result in our students' learning and utilize ICT for teaching and learning. It requires an understanding of the nature of communication and interaction by wires, or waves, which is quite different from face-to-face one. With a strong tradition of face-to-face classroom learning, a shift to independent and online learning is suggested. Both teachers and students, even parents, have to be familiar with self-initiative and self-sufficient learners, and versatile in employing online communication technology for the teaching-learning process. Skills and ability to surf the internet for relevant sources and communicate using the internet are mandatory for effective and efficient learning. This habit has to be evolved and internalized by those who particularly involved in education. I realize that it is tricky, as I belong to digital immigrants implying that I am still learning on it. The COVID-19, unconsciously, brings not only to quickly adaptive with technology and digital era but also a pertinent moment to change ways of thinking in teaching and learning. Putting it differently, regardless of the challenges, the COVID-19, with its online learning model, trapped us to move forward and reach the gate of our independency and self-initiation in teaching and learning.

CONCLUDING REMARKS AND SUGGESTIONS

Through this article, I have, thus far, explained though briefly some basic challenges and expectations of the implementation of online teaching-learning. What should be kept in mind is that regardless of the harmful impacts, the COVID-19 reminds us of the importance of online learning. Subsequently, to support the learning activities, there must be some preparations for all stakeholders who deeply involved in its process particularly, teachers, students and environment (parents) who have limited in technology as there is no doubt that technology has and continues to evolve and affect our lives including in teaching-learning activities.

As previously highlighted, there are many well-documented different findings of previous research studies regarding online learning. As suggestions, it should be investigated further for the sake of having a deeper understanding of what and how it, under the COVID-19 in particular, should be. Even though online learning perceived as less social interaction, lacking social presence, and synchronicity, the issue of the complex relationship between teacher and students in the online teaching-learning process, the intimacy might make it interesting and more challenging to do a further study. Besides, claiming some predictors toward interactive processes and stressing that it is of great magnitude to maximize communication with learners in the online classroom, the patterns of interactions and aspects associated with it is another interesting aspect or predictor to investigate the effectiveness of online teaching-learning. A further interesting investigation might be more interesting because, aside from the technology acceptance and personal involvement highlighted by some research studies, other variables such as motivation, perception, and willingness can be included.

In brief, the seemingly endless “online problems” improvising limitless further research studies in addition to that,

employing more focus and variables in the broader area of analysis are suggested to know whether the online learning, particularly under the COVID-19, really a matter or not.

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