

**TEACHING STRATEGIES IN ENGLISH LEARNING DURING THE
COVID-19 TRANSITION PERIOD AT SMPN-2 KARTASURA**



**Compiled as one of the requirements for completing the Undergraduate Study
Program at Department of English, Faculty of Teacher Training and Education**

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Nurhidayat, S.Pd., M.Pd

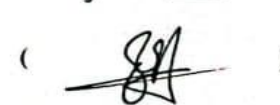
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TEACHING STRATEGIES IN ENGLISH LEARNING DURING THE COVID-19 TRANSITION PERIOD AT SMPN-2 KARTASURA

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan strategi pembelajaran guru di SMPN 2 Kartasura pada masa transisi Covid-19. Peneliti menggunakan metode kualitatif deskriptif berdasarkan pengalaman guru dan tanggapan siswa. teknik pengumpulan data dalam penelitian ini berdasarkan wawancara, observasi, dokumentasi. Subyek dalam penelitian ini adalah 1 guru Bahasa Inggris dan 30 siswa kelas VII SMPN 2 Kartasura. Hasil penelitian menunjukkan bahwa: (1) mengetahui strategi mengajar yang diterapkan oleh guru (2) mengetahui Implementasi strategi mengajar guru SMPN 2 Kartasura (3) Respon siswa terhadap penerapan strategi mengajar kepada siswa guru bahasa Inggris tanggapan terhadap penerapan strategi pengajaran kepada guru bahasa Inggris.

Kata Kunci: Strategi pengajaran, Implementasi strategi pengajaran, respon siswa

Abstract

This study aims to describe teaching strategies by teachers at SMPN 2 Kartasura during the Covid-19 transition. Researchers used descriptive qualitative methods based on teacher experience and student responses. data collection techniques in this study based on interviews, observation, documentation. The subjects in this study were 1 English teacher and 30 class VII students of SMPN 2 Kartasura. The results of the study show that: (1) find out the teaching strategies applied by the teacher (2) find out the Implementation of teaching strategies for SMPN 2 Kartasura teachers (3) Student responses to the implementation of teaching strategies to English teacher student responses to the application of teaching strategies to English teachers.

Keywords: Teaching strategies, Implementation of teaching strategies, student responses

1. INTRODUCTION

Strategy is an important thing in the teaching and learning process. The teaching process carried out by the teacher also requires a careful plan so that the learning goal desired by the teacher and students is achieved, especially in learning English. Strategy is a careful plan of activities to achieve specific goals. A teacher must have a strategy in teaching; how to plan a teacher in teaching and learning activities in the classroom.

In teaching and learning activities in the classroom, a teacher must have a good and appropriate teaching strategy. Teaching strategies are techniques and methods applied by a teacher to support student learning. A teacher selects a teaching strategy that best fits the student's current level of knowledge, the concepts being studied, and the stage in the student's learning journey.

The teacher's implementation of the teaching strategy is by planning the process of learning activities, including choosing the method that will be used for teaching and the tactics used in the learning process in the classroom. Strategies that are prepared carefully and appropriately also require consideration of all existing aspects. Therefore, teachers must have ideas and teach innovations.

Especially during the COVID-19 transition period, where learning is carried out with limited face-to-face learning and accompanied by online learning, seeing the coronavirus which has hit the world for approximately 2 years. (Kementerian Pendidikan dan Kebudayaan, 2021) The regulations for the implementation of online learning and limited face-to-face learning are also based on the Joint Decree of 4 Ministers concerning Guidelines for the Implementation of Learning during the COVID-19 Pandemic. The learning system is currently undergoing changes where ideally learning is carried out face-to-face, now turning into distance learning and learning limited face-to-face. The policy is implemented depending on the level of Community Activity Restrictions (PKKM) that have been set by the government and the vaccination achievements of educators, education staff, and the elderly.

The implementation of limited face-to-face learning is also carried out at SMPN 2 Kartasura, where the learning is carried out with some students carrying out limited face-to-face learning and some students carrying out online learning. The implementation of limited face-to-face learning is also reviewed directly by the government by following the health protocol, which has become a requirement for implementing limited face-to-face learning.

In implementing teaching strategies, teachers present methods and techniques that are in accordance with the abilities of their students, so that English learning runs smoothly and according to goals. The learning method is an operational or implementation step of the chosen learning strategy in achieving learning objectives. The accuracy of using a method will indicate the functioning of a learning strategy. While techniques are concrete ways that are used during the learning process, indirectly, teachers usually implement techniques in learning according to the methods they use.

In this transitional period, teachers also need many ideas and innovations to develop good and appropriate teaching strategies to be presented to their students by implementing methods and techniques. Students are also easier to learn from, especially when face-to-face learning is limited. Because students are used to doing online learning for 2 years and then having to carry

out limited face-to-face learning, students should need to adapt again to the environment and face-to-face learning. The implementation of limited face-to-face learning is carried out by some students taking limited face-to-face learning whose time allocation is also limited, so after limited face-to-face learning, if students have not fully accepted the lessons given, they can also ask WhatsApp groups regarding limited face-to-face learning.

Based on previous research, information was obtained during the COVID-19 transition period in class IV A at MIN 2 Surabaya City. The learning system changed to online and face-to-face learning was limited, so the teacher used the lecture method in which the teacher tended to dominate learning activities. The delivery of learning during the transition period of the COVID-19 pandemic is not optimal because there is a reduction in learning hours and students are comfortable with online learning, so they need adaptation and motivation when face-to-face learning is limited.

Learning in the transition period of the COVID-19 pandemic is certainly a challenge for teachers in preparing effective teaching strategies to deliver material. This teaching strategy cannot be done carelessly, which requires consideration before learning is carried out. The teachers of SMPN 2 Kartasura have presented appropriate methods and techniques after many considerations that the teacher has gone through. To see the effect of what has been presented by the teacher, the researcher took interviews from students regarding student responses to the teaching strategies used by English teachers. The researcher will conduct a study titled "Teaching Strategies in English Learning During the COVID-19 Transition Period at SMPN-2 Kartasura" based on the problem description above.

2. METHOD

This type of research is a qualitative descriptive method. The data were obtained from the results of interviews, observations, and documentation conducted by researchers with 1 teacher and 30 class VII students, consisting of SMPN 2 Kartasura. Data collection techniques in this study used interviews, observation, and documentation. This technique is used because it can communicate directly with information sources to get complete and detailed data. Interview is a meeting conducted by two people exchanging information as well as an idea by way of question and answer, so that it can be narrowed down into a conclusion or meaning on a particular topic (Sugiyono, 2018). In this study, researchers used observational techniques in data collection. Observation is a research loading activity on a object (Sugiyono, 2018). Documentation is a

method used to obtain data and information in the form of books, archives, documents, written numbers and pictures in the form of reports and supporting information research (Sugiyono, 2018). There are several ways to analyze data using Miles and Hubbermans (2014), which consist of (1) data reduction, (2) data display, and (3) conclusion. This study uses triangulation to check the validity of the data.

3. RESULT AND DISCUSSION

3.1. Result

Related to the research objectives, the researcher wanted to: (1) find out the teaching strategies applied by the teacher (2) find out the Implementation of teaching strategies for SMPN 2 Kartasura teachers (3) Student responses to the implementation of teaching strategies to English teacher student responses to the application of teaching strategies to English teachers.

3.1.1 Implementation of teaching strategies for SMPN 2 Kartasura teachers

Teaching strategy is an action taken by the teacher in teaching or the teacher's efforts in teaching so that it can influence students in learning and achieving learning goals. Before taking action or determining how to teach the teacher, the teacher must also pay attention to the main things that influence the determination of the strategy.

Teacher

TR: *“Bagaimana pelaksanaan pembelajaran bahasa inggris di SMPN 2 Kartasura saat masa transisi pandemic covid-19?”*

(How was the implementation of English learning at SMPN 2 Kartasura during the Covid-19 pandemic transition?)

T: *“Pada masa transisi covid-19 sekolah SMPN 2 Kartasura mengikuti peraturan pemerintah yang mana pelaksanaan pembelajaran di sekolah dilaksanakan secara online dan tatap muka terbatas. Dengan dibuat jadwal pelajaran dan kelas, dalam satu kelas dibagi menjadi 2 sesi, missal hari senin kelas nomor absen 1-16 sesi 1, selasa nomor 17 sampai nomor absen terakhir sesi 2. Pada pelaksanaan pembelajaran tatap muka terbatas ada siswa yang mengikuti langsung dari sekolah dan ada yang mengikuti pembelajaran dari rumah. Materi yang disampaikan sama akan tetapi dengan 2 cara pembelajaran.”*

(During the Covid-19 transition period, SMPN 2 Kartasura schools followed government regulations in which the implementation of learning in schools was carried out online and face-to-face was limited. By making a lesson and class schedule, one class is divided into 2 sessions, for example Monday class absence numbers 1-16 session 1, Tuesday number 17 to the last absent number session 2. In the implementation of limited face-to-face learning there are students who attend directly from school and some are taking lessons from home. The material presented is the same but with 2 ways of learning.)

TR: *“Hal-hal apa saja yang perlu diperhatikan dalam menentukan strategi mengajar dalam 2 pelaksanaan pembelajaran, yaitu pembelajaran online dan tatap muka terbatas?”*

(What are the things that need to be considered in determining teaching strategies in 2 learning implementations, namely online learning and limited face-to-face?)

T: *“Secara umum saya memperhatikan pada: **Kondisi kelas**, bagaimanapun caranya dalam pelaksanaan pembelajaran tatap muka terbatas saya harus memperhatikan kondisi kelas yang akan ditempati untuk pembelajaran, kondisi kelas yang bersih dan nyaman juga akan mempengaruhi pelaksanaan pembelajaran. Kemudian **Jumlah hari**, karena pelaksanaan pembelajaran tatap muka terbatas hanya mempunyai waktu yang sedikit pada jamnya maka dari itu guru harus menentukan materi untuk dua pelaksanaan pembelajaran. **Kemudian Protokol Kesehatan**, tidak memungkiri guru juga sangat memperhatikan protocol kesehatan ketika pembelajaran berlangsung agar semua kegiatan berjalan dengan lancar. **Kebijakan Sekolah**, guru juga harus mematuhi setiap kebijakan sekolah. **Pastikan Peserta Didik dan Guru Menggunakan Transportasi yang aman**, disini diharuskan setiap peserta didik dan guru menggunakan transportasi pribadi dan tidak diperbolehkan untuk menggunakan transportasi yang digunakan banyak orang. **Kewenangan Sekolah Tatap Muka ada di Orang tua**, jadi orangtua juga berhak tidak mengizinkan anaknya tidak mengikuti pembelajaran tatap muka terbatas dan mengikuti pembelajaran online di rumah.*

Secara Khusus saya memperhatikan pada: Memilih metode yang tepat, Membuat persiapan belajar, Merancang Media Pembelajaran, Mendesain tugas, Menciptakan suasana belajar yang menyenangkan, Membuat SOP yang jelas dan tegas.”

(In general , I pay attention to: **The condition of the class**, however, in implementing face-to-face learning is limited, I must pay attention to the condition of the class that will be occupied for learning, the condition of the class that is clean and comfortable will also affect the

implementation of learning. Then **the number of days**, because the implementation of face-to-face learning is limited, it only has a little time on the clock, therefore the teacher must determine the material for the two learning implementations. **Then the Health Protocol**, it is undeniable that the teacher is also very concerned about health protocols when learning takes place so that all activities run smoothly. **School Policy**, teachers must also comply with each school policy. **Ensure Students and Teachers Use Safe Transportation**, here it is required that every student and teacher use private transportation and are not allowed to use transportation that is used by many people. **The authority for face-to-face schools lies with parents**, so parents also have the right not to allow their children not to participate in limited face-to-face learning and to take part in online learning at home. **Specifically** I pay attention to: Choosing the right method, Making study preparations, Designing Learning Media, Designing assignments, Creating a fun learning atmosphere, Making clear and firm SOP.)

TR: *“Strategi pengajaran apa yang Anda gunakan ketika pembelajaran tatap muka terbatas dan pembelajaran online dalam pembelajaran bahasa Inggris di SMPN 2 Kartasura?”*

(What teaching strategies did you use when face-to-face learning was limited and online learning in learning English at SMPN 2 Kartasura?)

T: *“Pada pembelajaran tatap muka terbatas dan pembelajaran online saya memadukan kedua pembelajaran tersebut di kelas. Saat pembelajaran dikelas saya melakukan direct instruction yang mana pengajaran dilaksanakan dengan intruksi dari saya langsung, agar memudahkan kedua belah pihak antara peserta didik dan guru mudah untuk menjalin komunikasi, hubungan serta memudahkan guru membimbing siswa pada saat pembelajaran berlangsung. Pada pengajaran ini saya harus banyak membutuhkan umpan seperti materi, pertanyaan yang dibutuhkan pada saat pembelajaran, kemudian menyiapkan suatu game quiz agar suasana tetap menyenangkan dan tidak membosankan, dan ini juga membangun jiwa kompetisi dalam diri peserta didik. Pada saat pengajaran saya juga menggunakan bahasa inggris untuk menjelaskan materi agar anak juga sering mendengar kosakata dalam bahasa inggris dan tidak asing dengan kalimat-kalimat bahasa inggris dan ini juga melatih anak untuk kemampuan listening, kemudian anak juga saya intruksikan untuk membaca bacaan yang ada dibuku maupun LKS didepan teman-temannya agar melatih anak untuk bias berbicara bahasa inggris dan mengetahui pronountationnya. Kemudian saya juga menerapkan intetactive teaching yang mana saya juga mengintruksikan peserta didik*

untuk berdiskusi satu dengan yang lainnya untuk bersosialisasi sesama temannya dikarenakan lamanya tidak bertemu karena pandemic covid-19. Pada pelaksanaan pembelajaran online biasanya saya mengirimkan video materi pembelajaran bahasa inggris di google classroom atau grup WhatsApp kemudian siswa melihat video tersebut untuk memahami materi dan nanti dilanjutkan diskusi melalui grup WhatsApp.”

(In limited face-to-face learning and online learning I combine the two learnings in class. When studying in class, I do direct instruction where teaching is carried out with instructions from me directly, so that it makes it easier for both parties between students and teachers to easily establish communication, relationships and make it easier for the teacher to guide students during learning. In this teaching I have to need a lot of input such as materials, questions needed during learning, then preparing a quiz game so that the atmosphere remains fun and not boring, and this also builds a spirit of competition in students. During teaching I also use English to explain the material so that children also often hear vocabulary in English and are familiar with English sentences and this also trains children for *listening*, then I also instruct children to read the readings in books and LKS in front of their friends to train children to be able to speak English and know the pronunciation. Then I also apply interactive teaching in which I also instruct students to discuss with one another to socialize with their friends because they haven't met for a long time due to the Covid-19 pandemic. In the implementation of online learning, I usually send videos of English learning materials in the *Google Classroom* group *WhatsApp* , then students watch the video to understand the material and then continue the discussion via the *WhatsApp*.)

TR: *“Metode apa yang anda gunakan ketika pembelajaran tatap muka terbatas dan pembelajaran online?”*

(What methods do you use when face-to-face learning is limited and online learning?)

T: *“Ada beberapa metode pengajaran yang saya gunakan dikelas yaitu:*

Pembelajaran tatap muka

- 1) Praktik: pada metode ini saya mengintruksikan kepada peserta didik untuk menerapkan suatu pemahaman dalam bentuk tindakan.*
- 2) Diskusi: pada metode ini peserta didik diinstruksikan untuk mencari solusi atau jawaban terhadap suatu pertanyaan dalam kelompok.*

3) *Refleksi: pada bagian refleksi dilakukan oleh guru yang mana guru harus mengenali, menandai dan menilai upaya dan capaian belajar yang telah dicapai untuk menentukan langkah perbaikan/ pengembangan selanjutnya.*

4) *Umpan balik: guru memberikan umpan balik terhadap peserta didik terhadap hasil pengerjaan siswa untuk mengetahui bagian mana yang sudah bias atau belum dipahami.*

Pembelajaran daring

- *Penggunaan teknologi interaktif: (Hand Phone atau WhatsApp, Vidio atau Youtube) untuk interaksi antara guru dan murid.*

“There are several teaching methods that I use in class, namely:

➤ *Face-to-face learning*

1) *Practice: in this method I instruct students to apply an understanding in the form of action.*

2) *Discussion: in this method students are instructed to find solutions or answers to a question in groups.*

3) *Reflection: the reflection section is carried out by the teacher in which the teacher must recognize, mark and assess the learning efforts and achievements that have been achieved to determine further improvement/development steps.*

4) *Feedback: the teacher provides feedback to students on the results of student work to find out which parts have been biased or have not been understood.*

➤ *Online learning*

- *Use of interactive technology: (Hand Phone or WhatsApp, Vidio or Youtube) for interaction between teachers and students.”*

TR: *“Teknik apa yang anda gunakan ketika pembelajaran tatap muka terbatas dan pembelajaran online?”*

(What techniques do you use when face-to-face learning is limited and online learning?)

T: *“1) Ceramah: Pada metode ceramah saya menyampaikan materi bahasa inggris kepada peserta didik, dan peserta didik mendengarkan secara seksama kemudian jika sudah selesai*

menyampaikan peserta didik bias mengajukan pertanyaan dari materi yang sudah guru sampaikan jika penyampaian guru ada yang belum dipahami. Pada teknik ini saya juga harus memahami karakteristik peserta didik guna penyampaian pembelajaran, karena setiap peserta didik berbeda daya tangkapnya. Pada metode ceramah ini saya juga menggunakan gambar terkait materi yang saya ajar agar peserta didik juga mudah untuk memahami materinya, kemudian saya juga menulis materi yang saya sampaikan di papan tulis.

2) Diskusi: pada metode diskusi saya menghadapkan permasalahan atau tugas untuk diselesaikan secara berkelompok, dengan tujuan peserta didik bisa memunculkan ide-idenya dan bisa menuangkan kedalam permasalahan tersebut kemudian peserta didik juga harus mempunyai cara menyelesaikan sebuah masalah atau tugasnya yang sudah diberikan oleh guru.”

(1) Lecture: In the lecture method I convey English material to students, and students listen carefully then when they have finished delivering the students can ask questions from the material that the teacher has conveyed if the teacher's delivery is not understood. In this technique I also have to understand the characteristics of students in order to deliver learning, because each student has a different understanding. In this lecture method I also use pictures related to the material that I teach so that students can easily understand the material, then I also write the material that I convey on the blackboard. **(1) Discussion:** in the discussion method I confront problems or assignments to be completed in groups, with the aim of students being able to bring up their ideas and being able to translate into these problems then students also have to have a way of solving a problem or task that has been given by the teacher.)

TR: *“Media pembelajaran apa yang digunakan guru saat pembelajaran tatap muka terbatas dan pembelajaran online?”*

(What learning media do teachers use in limited face-to-face learning and online learning?)

T: *“Media pembelajaran yang saya gunakan ialah papan tulis, gambar kemudian video.”*

(The learning media that I use are whiteboards, pictures and then videos.)

TR : *“Evaluasi apa yang dilakukan guru terhadap penerapan strategi mengajar?”*

(What evaluation does the teacher make of the implementation of the teaching strategy?)

T: 1) Untuk evaluasi pembelajaran peserta didik saya melakukan Self-Assesment atau tes mandiri, tugas-tugas dari buku pegangan atau yang lainnya. Ini untuk mengetahui seberapa jauh pemahaman peserta didik dari pengajaran yang saya ajarkan. 2) Kemudian guru juga memberikan Ulangan, Penilaian Tengah Semester dan Penilaian Akhir Semester; untuk mengevaluasi semua materi yang sudah diberikan. 3) Kemudian untuk evaluasi saya sendiri tentunya ada, dengan adanya tugas, ulangan yang sudah saya berikan akhirnya saya mengetahui kemampuan anak seperti apa dan itu bisa untuk referensi saya mengupgrade pengajaran kedepannya.

For evaluation of student learning I do Self-Assessments or independent tests, assignments from handbooks or others. This is to find out how far the students' understanding of the teaching that I teach. 2) Then the teacher also gives Deuteronomy, Mid-Semester Assessment and Final Semester Assessment; to evaluate all the material that has been given. 3) Then for my own evaluation of course there is, with the assignments, the tests that I have given, I finally know what the child's abilities are and that can be used as a reference for me to upgrade teaching in the future.)

3.1.2 Student responses to the implementation of teaching strategies to English teacher student responses to the application of teaching strategies to English teachers

Student

TR : “Bagaimana strategi mengajar yang dilakukan oleh guru anda dalam pembelajaran tatap muka terbatas di Kelas?”

(What is the teaching strategy used by your teacher in limited face-to-face learning in class?)

ST₁ : “Strategi mengajar yang digunakan guru saya biasanya dengan memberikan tugas kepada saya, biasanya guru saya membagikan kelompok 1 kelompok berisikan 3 orang kemudian guru saya memberikan tugas pada setiap kelompoknya dan diperintahkan untuk mengerjakan tugas tersebut dengan cara berkelompok”

(The teaching strategy used by my teacher is usually by giving me assignments, usually my teacher divides into groups of 1 group consisting of 3 people then my teacher gives assignments to each group and is instructed to work on these tasks in groups)

ST₂ : *“Strategi mengajar yang guru saya gunakan, guru saya biasanya memberikan materi dengan menjelaskan materi tersebut kepada kita setelah selesai menjelaskan materi tersebut guru biasanya membuka sesi tanya jawab kepada kita untuk memberikan kita kesempatan bertanya terkait materi yang sudah dijelaskan dan belum memahaminya bias menanyakan langsung oleh guru”*

(The teaching strategy that my teacher uses, my teacher usually gives material by explaining the material to us. After finishing explaining the material, the teacher usually opens a question and answer session for us to give us the opportunity to ask questions regarding the material that has been explained and we don't understand it, we can ask directly by teacher)

ST₃ : *“Dikelas guru saya mengajar dengan cara menjelaskan materi terkait bahasa inggris untuk menambah pemahaman biasanya guru saya menunjukkan gambar atau video terkait materi tersebut, setelah selesai menjelaskan guru saya memberi kesempatan untuk peserta didik bertanya jika tidak ada pertanyaan guru saya menanyakan materi terkait kepada peserta didik.”*

(In my teacher's class I teach by explaining material related to English to increase understanding. Usually my teacher shows pictures or videos related to the material. After finishing explaining, my teacher gives students the opportunity to ask questions. If there are no questions, my teacher asks related material to students.)

ST₄ : *“Guru saya mengajar dengan menjelaskan materi sampai selesai kemudian guru saya membuka pertanyaan diakhir setelah selesai menjelaskan kemudian guru saya biasanya memberi tugas kepada peserta didiknya terkait materi yang sudah disampaikan oleh guru saya, biasanya guru saya juga membuatkan kelompok untuk kita dan memberi soal atau tugas untuk diselesaikan oleh kelompok masing-masing”*

(My teacher teaches by explaining the material until it is finished then my teacher opens questions at the end after finishing explaining then my teacher usually gives assignments to students related to the material that has been delivered by my teacher, usually my teacher also makes groups for us and gives questions or assignments to be completed by each group)

TR : *“Apakah materi bahasa inggris dapat dipahami dengan baik ketika pembelajaran tatap muka terbatas?”*

(Can English material be understood properly when face-to-face learning is limited?)

ST₁ : *“Saya lebih memahami materi bahasa inggris ketika pembelajaran dilaksanakan tatap muka walaupun terbatas, karena bias mendengarkan secara langsung penjelasan dari guru saya.materi bahasa inggris menurut saya tidaklah sulit dan tidaklah mudah untuk memahaminya, karena guru saya menjelaskannya dengan elan-pelan dan tidak cepat, walau terkadang beberapa kosakata yang belum mengerti ketika penjelasan guru saya menerjemahkan kosakata yang belum dimengerti peserta didiknya*

(I understand English material better when learning is carried out face-to-face even though it is limited, because I can listen directly to explanations from my teacher. In my opinion, English material is not difficult and not easy to understand, because my teacher explains it slowly and not fast, even though sometimes some of the vocabulary that I don't understand when my teacher's explanation translates vocabulary that the students don't understand yet.).

(Can English material be understood properly when face-to-face learning is limited?)

ST₂ : *“menurut saya materi bahasa inggris mudah untuk dipahami ketika pembelajaran tatap muka terbatas karena bias langsung mendengarkan penjelasan materinya dan tugasnya tidak terlalu banyak, kemudian jika ada sesuatu yang belum jelas bias langsung ditanyakan.”*

(In my opinion, English material is easy to understand when face-to-face learning is limited because you can immediately listen to the explanation of the material and there are not too many assignments, then if something is not clear, you can ask directly.)

ST₃ : *“Materi bahasa inggris menurut saya bisa dipahami ketika pembelajaran tatap muka terbatas akan tetapi akan susah dipahami ketika guru saya menjelaskan memakai bahasa inggris akan tetapi bisa mudah dipahami ketika menjelaskannya memakai bahasa Indonesia.”*

(In my opinion English material can be understood when face-to-face learning is limited but it will be difficult to understand when my teacher explains using English but can be easily understood when explaining it using Indonesian.)

TR : *“Apa kelemahan dan kelebihan ketika guru mengajar pembelajaran tatap muka terbatas?”*

(What are the weaknesses and strengths when the teacher teaches limited face-to-face learning?)

ST₁ : *“Kelemahan ketika pengajaran tatap muka terbatas yaitu ketika guru saya menjelaskan materi dengan bahasa Inggris, karena banyak kosakata yang belum saya ketahuhi sehingga saya kurang memahaminya; kemudian jika kelebihan guru mengajar pembelajaran tatap muka terbatas yaitu siswa lebih mudah memahami pembelajaran tatap muka terbatas karena bias mendengarkan secara langsung dan bias memperhatikan guru secara langsung.*

(Weaknesses when face-to-face teaching is limited, namely when my teacher explains the material in English, because I don't have a lot of vocabulary that I don't understand so I don't understand it; then if the excess of teachers teaching face-to-face learning is limited, namely students more easily understand limited face-to-face learning because they can listen directly and can pay attention to the teacher directly.)

ST₂ : *“Kelemahan ketika pengajaran tatap muka terbatas yaitu guru menjelaskan dengan cepat dan lamanya penjelasan biasanya membuat bosan. Kemudian jika kelebihan pengajaran tatap muka terbatas yaitu jika ada sesuatu yang tidak dipahami peserta didik bisa langsung menanyakan materinya.*

(Weaknesses when face-to-face teaching is limited, namely the teacher explains quickly and the length of the explanation usually makes it boring. Then if the advantages of face-to-face teaching are limited, that is, if there is something that is not understood, students can immediately ask about the material.)

ST₃ : *“Kelemahan pada pembelajaran tatap muka terbatas yaitu jika pengajarannya tidak kondusif siswa biasanya banyak yang ramai dan membuat gaduh di Kelas. Untuk kelebihannya yaitu pengajaran yang diberikan oleh guru saya bias menjelaskan dengan sabar ketika ada siswa yang belum paham dan memberikan visualisasi dari materi tersebut atau memberikan pertanyaan”*

(Weaknesses in face-to-face learning are limited, namely if the teaching is not conducive, students are usually busy and make noise in class. For the advantages, namely the teaching given by my teacher can explain patiently when there are students who do not understand and provide visualization of the material or ask questions)

TR : *“Strategi apa yang digunakan guru anda ketika pembelajaran daring?”*

(What strategy does your teacher use when learning online?)

ST₁ : *“Pembelajaran daring digunakan ketika saya melakukan tidak melaksanakan pembelajaran tatap muka terbatas, biasanya guru mengirim video materi di google classroom kemudian guru juga memberikan kesempatan sesi Tanya jawab di WhatsApp grup, untuk tugas biasanya dikirim melalui WhatsApp grup.*

(Online learning is used when I do not carry out limited face-to-face learning, usually the teacher sends video material on google classroom then the teacher also provides the opportunity for question and answer sessions on the WhatsApp group, for assignments usually sent via the WhatsApp group.)

ST₂ : *“Pembelajaran daring dilakukan menggunakan google classroom dan itu digunakan ketika siswa mendapatkan jadwal pembelajaran daring, dengan menggunakan google classroom guru mengirim materi berbentuk video untuk penjelasannya dan power point untuk catatannya kemudian tugasnya juga biasanya diberikan melalui WhatsApp grup atau tidak LKS.*

(Online learning is carried out using google classroom and it is used when students get an online learning schedule, using google classroom the teacher sends material in the form of videos for explanations and power points for notes then assignments are also usually given via the WhatsApp group or not LKS.)

ST₃ : *“Pembelajaran daring dilakukan ketika saya tidak masuk pembelajaran tatap muka terbatas dan dilaksanakan melalui media google classroom, untuk materi dikirim berbentuk video atau file, untuk tugasnya biasanya ada di video tersebut atau di dalam filenya dan dikumpulkan ketika pembelajaran tatap muka terbatas dilaksanakan atau sesuai jadwal pengumpulan.*

(Online learning is carried out when I am not enrolled in limited face-to-face learning and is carried out through the media google classroom, material is sent in the form of videos or files, for assignments it is usually in the video or in the file and collected when limited face-to-face learning is carried out or according to the collection schedule.)

TR : *“Apakah materi bahasa inggris dapat dipahami dengan baik ketika pembelajaran daring?*

(Can English material be well understood when learning online?)

ST₁ : *“Menurut saya materi bahasa inggris kurang dipahami ketika penjelasannya melalui pembelajaran daring, karena saya tidak bias mendengar secara langsung kepada guru.*

(In my opinion, English material is not well understood when the explanation is through online learning, because I cannot hear directly from the teacher.)

ST₂ : *“Materi bahasa inggris menurut saya belum mendapatkan pemahaman yang baik ketika pembelajaran bahasa inggris dilakukan secara daring, karena banyak kendala pada pembelajaran bahasa inggris jika dilaksanakan pembelajaran daring salah satunya yaitu sinyal yang buruk.*

(In my opinion, English material has not received a good understanding when learning English is done online, because there are many obstacles to learning English if online learning is carried out, one of which is a bad signal.)

ST₃ : *“saya belum bias memahami materi bahasa inggris jika pembelajaran dilaksanakan secara daring, karena saya tidak bias mendengarkan secara langsung penjelasan dari guru saya, dan kendala sinyal juga jika pembelajaran secara daring.*

(I can't understand English material if learning is carried out online, because I can't listen directly to explanations from my teacher, and there are also signal problems when learning is online.)

TR : *“Apa kelemahan dan kelebihan ketika guru mengajar pembelajaran daring?”*

(What are the weaknesses and strengths when teachers teach online learning?)

ST₁ : *“Kelemahan ketika guru saya mengajar pada pembelajaran daring yaitu tidak ada percakapan yang aktif melalui suara akan tetapi hanya pada teks WhatsApp. Kelebihan pada pembelajaran daring siswa mudah untuk belajar dan tidak sibuk pada pagi hari.*

(The weakness when my teacher teaches online learning is that there is no active conversation via voice but only on WhatsApp text. The advantages of online learning are that students are easy to learn and not busy in the morning)

ST₂ : *“kelemahan yang saya rasakan ketika pembelajaran daring yaitu saya tidak bias mendengarkan penjelasan guru secara langsung dan tidak memperhatikan secara langsung,*

kemudian jika ingin bertannya juga harus melalui grup WhatssApp. Kelebihan pada pengajaran daring yaitu siswa mudah untuk melihat video kemudian waktunya lebih banyak.

(The weakness that I feel when learning online is that I can't listen to the teacher's explanation directly and don't pay attention directly, then if I want to ask a question I also have to go through the WhatsApp group. The advantages of online teaching are that it is easy for students to watch videos and then have more time.)

ST₃ : *“menurut saya kelemahan pada pengajaran daring yaitu guru tidak bisa menunjukkan banyak metode di Kelas, penyampain materi yang melalui video juga biasanya tidak terlalu dipahami oleh saya. Kelebihan dari pengajaran online yaitu pengajaran yang simple yang tidak membutuhkan banyak waktu.*

(In my opinion the weakness of online teaching is that the teacher cannot demonstrate many methods in class, the delivery of material via video is also usually not very well understood by me. The advantages of online teaching are simple teaching that does not require much time)

TR : *“Bagaimana respon anda ketika guru menggunakan direct strategy pada pembelajaran tatap muka terbatas?*

(How do you respond when the teacher uses a direct strategy in limited face-to-face learning?)

ST₁ : *“Pada pengajaran tatap muka terbatas dengan guru menggunakan direct strategy, saya lebih menyukai karena siswa dapat penjelasan secara langsung dan pembelajaran dipandu oleh guru”*

(In limited face-to-face teaching with the teacher using a direct strategy, I prefer it because students can be explained directly and learning is guided by the teacher)

ST₂ : *“pada pengajar bahasa inggris saya lebih bisa memahami ketika guru menjelaskan dan kemudian kami mencatat materi terkait dipapan tulis kemudian saya bisa bertanya langsung dan itu juga mudah dipahami dan dilakukan”*

(I can understand the English teacher better when the teacher explains and then we record related material on the blackboard then I can ask questions directly and that is also easy to understand and do)

ST₃ : *“ketika guru menggunakan direct strategy saya lebih bisa memperhatikan dan memahami penjelasan yang dijelaskan oleh guru serta saya bisa berinteraksi langsung dengan guru”*

(When the teacher uses the direct strategy I can pay more attention and understand the explanations explained by the teacher and I can interact directly with the teacher)

TR : *“Bagaimana respon anda ketika guru menggunakan Interactive strategy pada pembelajaran tatap muka terbatas?”*

(How do you respond when teachers use interactive strategies in limited face-to-face learning?)

ST₁ : *“ketika guru mengajar dan menggunakan interactive teaching pada pembelajaran tatap muka itu adalah tantangan bagi saya karena saya dan teman-teman harus memecahkan permasalahan yang diberikan, dan biasanya beberapa teman kelompok ada yang belum memahami materi dengan baik”*

(When the teacher teaches and uses interactive teaching in face-to-face learning it is a challenge for me because my friends and I have to solve the problems given, and usually there are some group mates who don't understand the material well)

ST₂ : *“pada pengajaran interactive strategy saya menyukai hal tersebut karena saya menyukai bahasa inggris dan sangat menantang bagi saya jika hal tersebut diberikan oleh guru saya.”*

ST₃ : *“pada pembelajaran tatap muka ini ketika guru saya mengintruksikan untuk membuat kelompok saya antusias karena tidak ada kendala untuk berkomunikasi dan ketika pembelajaran saya bisa berinteraksi bersama teman-teman saya”*

(In teaching interactive strategy I like it because I like English and it is very challenging for me if it is given by my teacher.)

TR : *“Bagaimana respon anda ketika guru menggunakan direct strategy pada pembelajaran online?”*

(How do you respond when teachers use direct strategies in online learning?)

ST₁ : *“pada pembelajaran online, ketika guru menggunakan direct strategy saya mengalami kesusahan terhadap jaringan, dan kesusahan memahami pelajaran akan tetapi saya berusaha*

untuk memahami dengan menonton video berulang-ulang karena penjelasan pelajaran memakai video yang sudah diberikan oleh guru”

(In online learning, when the teacher uses the direct strategy I experience difficulties with the network, and difficulty understanding the lesson, but I try to understand by watching the video repeatedly because the explanation of the lesson uses the video that has been given by the teacher)

ST₂ : *“pada pembelajaran tatap muka ini ketika guru saya mengintruksikan untuk membuat kelompok saya antusias karena tidak ada kendala untuk berkomunikasi dan ketika pembelajaran saya bisa berinteraksi bersama teman-teman saya”*

(In this face-to-face learning when my teacher instructed me to make my group enthusiastic because there were no obstacles to communicating and during learning I could interact with my friends)

TR : *“Bagaimana respon anda ketika guru menggunakan interactive strategy pada pembelajaran online?”*

(How do you respond when teachers use interactive strategies in online learning?)

ST₁ : *“pada pembelajaran online dan guru menggunakan interactive strategy saya susah untuk memahami, dan terkendala oleh komunikasi”*

(In online learning and the teacher uses an interactive strategy, it is difficult for me to understand, and I am constrained by communication)

ST₂ : *“ketika pembelajaran online, guru menggunakan interactive strategy saya menemukan suatu hal yang baru karena saya bisa berinteraksi bersama teman-teman yang lain walaupun banyak kendala didalamnya terutama komunikasi”*

(When learning online, the teacher uses an interactive strategy, I find something new because I can interact with other friends even though there are many obstacles in it, especially communication)

ST₃ : *“pembelajaran online dan guru membagi kelompok untuk saya dan teman-teman saya, saya merasa senang akan tetapi biasanya ketika mengerjakan masalah untuk diselesaikan terkendala oleh komunikasi dan kita tidak bisa bertanya langsung kepada guru karena komunikasi*

kita bersama guru melalui online, sedangkan saya kurang menyukai komunikasi secara online dan penjelasan secara online”

(Online learning and the teacher divides the group for me and my friends, I feel happy but usually when working on problems to be solved it is constrained by communication and we cannot ask the teacher directly because our communication with the teacher is online, while I don't like communication online and online explanation)

3.2. Discussion

Based on the findings above, researchers have conducted research to collect data to answer research questions. The researcher conducted in-depth interviews and gave direct interviews to each participant, namely an English teacher and a class VII student at SMP Negeri 2 Kartasura. In this section the researcher explains the teacher's teaching strategy, the implementation of the teacher's teaching strategy, and the student's response to the application of the teacher's teaching strategy in SMP Negeri 2 Kartasura. Based on.

3.2.1 Implementation of teaching strategies for SMPN 2 Kartasura teachers

Based on the results of interviews with English teachers, teaching strategies are an important component for teachers to carry out learning. According to Stone and Morris, in Issac, (2010) A teaching strategy is a general plan in a lesson that includes structure, instructional objectives and an outline of the planned tactics needed to implement the strategy. In interviews to be able to carry out teaching and learning activities according to the teacher's

During the Covid-19 transition period, two learning activities were carried out, namely; limited face-to-face learning and online learning. The teacher also prepares a teaching strategy for the two learning implementations, the teaching strategy that the teacher uses is a blended strategy which combines limited face-to-face learning and online learning. By setting a blended strategy the teacher also arranges the material to be taught with two learning implementations. Then the types of teaching strategies that teachers use are 1) Direct Instruction Teaching Strategy and 2) Interactive Teaching Strategy. 1) In the Direct Instruction Teaching Strategy the teacher has full control over the learning taking place where the teacher can give direct directions to students in learning, in this strategy the teacher hopes that students and teachers have good communication, then the teacher is also easy to control the course of learning in class. Then the next strategy is 2)

Interactive Teaching Strategies. In this teaching strategy, the teacher usually gives assignments to students to solve problems or assignments given by the teacher, usually the teacher makes groups for their students and then assigns problems or tasks to them. Each group, in this teaching strategy the teacher hopes that students can express ideas in their minds and can discuss with fellow groups to improve their socialization because they have not been in class for a long time and have not communicated directly with their friends due to the Covid pandemic -19.

In implementing teaching strategies for teachers at SMPN 2 Kartasura, the researcher explained what the teachers' implementation of teaching strategies was. The first is that the teacher uses the learning method that he chooses according to the circumstances of the students. The strategy is "a plan of operation achieving something" while the method is "a way in achieving something" (Sanjaya, 2010). In this quote it is explained that the method is also a way for teachers to achieve learning objectives. The more precise the method used by a teacher, the better the learning will be. Sudjana (2005: 76) argues that the method is an overall plan for presenting language learning material in an orderly manner, there is no one part that contradicts, and everything is based on a certain approach. According to Degeng (in Suprihatiningrum's book, 2013) methods are different ways to achieve different teaching results under different conditions.

In the definition of several experts above, the English teacher at SMPN 2 Kartasura has its own learning method when carrying out two lessons at once, the teacher uses 1) the method of practice, 2) discussion, 3) reflection and 4) feedback. The practical method is applying an understanding in the form of action, which means the teacher will explain a material in a practical form. 2) The discussion method is to find a solution or answer to a question in a group, in limited face-to-face learning the teacher will divide students into various groups then the teacher will give questions or projects that must be completed to each group. 3) The reflection method, the reflection method carried out in limited face-to-face learning and online learning, is a step taken by the teacher to assess, mark and assess the learning efforts and achievements that have been achieved to determine further steps for improvement or development, this is done by the teacher so that the teacher can reflect teaching that he has applied. 4) Feedback, namely the teacher provides feedback on student work to find out which parts can or cannot be understood. In online learning the teacher added that during online learning the teacher is also interactive on WhatsApp or YouTube groups.

Techniques are several strategies used by English teachers, the techniques used by teachers are 1) lecture and 2) discussion techniques. 1) The lecture technique is carried out by the teacher by the teacher explaining the subject matter in front of the class, then students listen to the teacher's explanation until it is finished, after the teacher explains the material the teacher will open a question and answer session first to open opportunities for students who don't understand the material to ask the teacher and finally the teacher will instruct students to record the main things by using tools (media) by the teacher. 2) The discussion technique carried out by the teacher begins with the teacher dividing students into several groups then the teacher gives assignments or projects to be completed and worked on in each group.

In limited face-to-face learning and online learning the teacher also chooses appropriate learning media, namely limited face-to-face learning the teacher uses a blackboard to take notes, props such as drawing paper for practice. Teacher online learning media uses video, WhatsApp and Google Classroom.

3.2.2 Student responses to the implementation of teaching strategies to English teachers **student responses to the application of teaching strategies to English teachers**

Based on the data the researcher has obtained, the researcher concludes how students respond to the teaching that has been implemented by the teacher. First, the teaching that is applied in face-to-face learning is limited; the teacher explains the material to the students until it is finished then gives the opportunity for students to ask questions regarding the material that has been taught if they get unclear or unclear, then the teacher instructs them to record the main things that have been written on the blackboard and usually the teacher also uses paper with pictures related to the material. The second teaching applied by the teacher is dividing students into several groups and then giving questions or projects in each group to be completed with each group.

Student response when the teacher uses:

1. Direct strategy when face-to-face learning is limited, namely: Students can understand well the explanations given by the teacher because students prefer direct explanations and students prefer to get instructions or prefer teachers who interact a lot with their students

2. Interactive strategy when face-to-face learning is limited, namely: students feel they have a challenge because in this strategy the teacher instructs students to form groups and complete and then present in front of the class, the obstacles experienced by students are students who lack confidence to present their work in front of the class.
3. Direct strategy when learning online, namely: some students are interested in online learning but more are not interested in online learning because students prefer face-to-face explanations, and here there are also several obstacles such as lack of understanding due to explanations via video and signal difficulties and mobile phone limitations on students.
4. Interactive strategy when learning online, namely: the teacher instructs to divide into groups, then the teacher gives problems related to the material, but here there are obstacles to communication among friends and communication between teachers, because when the teacher's explanation is online, some students do not understand the material well.

In online learning, the teacher usually explains lessons via video sent via WhatsApp or Google Classroom, then students are instructed to view the video sent on WhatsApp or on Google Classroom to understand later if something is unclear or don't understand, they can ask questions related to WhatsApp for the session Question and answer. Usually the teacher also gives assignments on WhatsApp or Google Classroom for student practice.

Learning English if it is carried out face-to-face has its own charm because the explanation from the teacher can be heard directly by the students even though some students' responses to learning English are not good in the sense that some students do not understand if the explanation is in English, and there are also students who are easy to understand. Learn English well because he already has a high will to learn English. If learning English is carried out online, many have difficulty understanding it, even though after learning a question and answer session is held, many students do not like online learning, because students cannot see the teacher explain directly and cannot directly ask questions and are constrained by electronics. .

The advantages and disadvantages when the teacher teaches face-to-face are limited, the teacher's weakness when face-to-face teaching is limited is that the teacher usually uses full English when giving explanations to his students, then if the explanation takes a long time it makes

students sleepy or noisy in class. The advantage of limited face-to-face teacher teaching is that students can listen directly to the explanations given by the teacher, can immediately ask if something is unclear or they don't understand.

The advantages and disadvantages of online teaching are the weaknesses of online teacher teaching, students are constrained by electronics such as cellphones or even signals, then students also prefer to interact directly with teachers and fellow friends and there are also more assignments given online. The advantage of teaching teachers online is that students can study at home without having to wear school uniforms, so they have more time.

4. CLOSING

The findings in this paper are related to the findings mentioned above. The teaching strategy applied by the English teacher then implements the teaching strategy in class so that these goals are well achieved and students have responses to learning that the teacher is happy about so that the teacher can carry out evaluations for future learning.

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