ENGLISH TEACHER'S STRATEGIES TO COPE WITH THE PROBLEMS IN APPLYING ONLINE LEARNING AT AL-FIRDAUS ISLAMIC ELEMENTARY SCHOOL

Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor Degree in Department of English Education

By:

SITTA NUR RAHMA
A 320160282

DEPARTMENT OF ENGLISH EDUCATION
SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2020

APPROVAL

ENGLISH TEACHER'S STRATEGIES TO COPE WITH THE PROBLEMS IN APPLYING ONLINE LEARNING AT AL-FIRDAUS ISLAMIC ELEMENTARY SCHOOL

PUBLICATION ARTICLE

By:

SITTA NUR RAHMA
A320160282

Approved to be Examined by Consultant

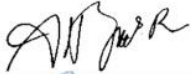**Aryati Prasteyarini, S.Pd., M.Pd**
NIDN: 605107001

i

ACCEPTANCE

ENGLISH TEACHER'S STRATEGIES TO COPE WITH THE PROBLEMS IN APPLYING ONLINE LEARNING AT AL-FIRDAUS ISLAMIC ELEMENTARY SCHOOL

By:

SITTA NUR RAHMA
A320160282

**Accepted and Approved by Broad of Examiner School
of Teacher Training and Education
Muhammadiyah University of Surakarta
On December 2ᵗʰ , 2020**

Team of Examiner:

1. Aryati Prasteyarini, S.Pd., M.Pd   (   )
   (Chair Person)
2. Nurhidayat, S.Pd., M.Pd,   (   )
   (Member 1)
3. Fitri Kurniawan, M.Ed   (   )
   (Member 2)

Dean,

Prof. Dr. Harun Djoko Prayitno, M.Hum.
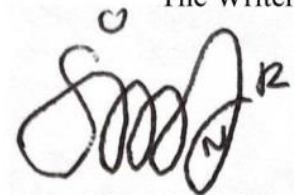**NIP. 196504281993030**

TESTIMONY

Herewith, the writer testifies that this publicaticon article there is no plagiarism of the research which has been made before to complete the bachelor degree in the university and as long as the witer knows that there is no work or opinion which ever been published or composed by the other writer or researcher, except those whic the writing referred in the manuscript and mentioned in the bibliography.

However, if it proves that there are some untrue statements here, the writer will be fully responsible.

Surakarta, 6 November2020

The Writer

Sitta Nur Rahma

A320160282

STRATEGI GURU BAHASA INGGRIS UNTUK MENGATASI MASALAH YANG TERJADI DALAM PROSES PEMBELAJARAN DARING DI SD AL-FIRDAUS

Abstrak

Penelitian ini bertujuan untuk mengetahui strategi guru Bahasa Inggris mengatasi masalah yang terjadi dalam pembelajaran online learning di SD Islam Al-Firdaus. Subyek dari penelitian adalah semua guru Bahasa Inggris di SD Islam Al-Firdaus. Penelitian ini menggunakan metode kualitatif. Data kualitatif diperoleh melalui observasi dan wawancara. Data dianalisis melalui reduksi data, penyajian data dan membuat kesimpulan. Penelitian ini menemukan permasalahan yang dihadapi guru saat menerapkan proses pembelajaran online yaitu keterbatasan waktu, koneksi internet, dan kesulitan siswa dalam memahami materi dalam pembelajaran online. Peneliti juga menemukan strategi yang digunakan untuk mengatasi masalah keterbatasan waktu, guru menerapkan dua strategi; memberikan tugas lebih, memisahkan pertemuan menjadi dua (untuk putra dan putri), untuk mengatasi koneksi internet, pihak sekolah memperbaiki sistem koneksi internet. Sedangkan untuk mengatasi kesulitan siswa dalam memahami materi, guru melakukan pendekatan personal. Penelitian ini diharapkan dapat memberikan informasi bagi para guru yang mencari referensi bagaimana strategi mengatasi permasalahan dalam pembelajaran online.

Kata kunci: Guru bahasa Inggris, strategi mengatasi masalah, pembelajaran daring

Abstract

This study aims to find the English teacher's strategy to overcome the problems that occur in online learning at Al-Firdaus Islamic Elementary School. The subject of the study is all English teachers at Al-Firdaus Islamic Elementary School. This study uses a qualitative method. Qualitative data is obtained through observation and interview. The data is analyzed using the following steps: data reduction, data presentation and making conclusion. Based on the analysis, the problems faced by the English teachers in applying online learning process are limited time, internet connection, and students' difficulties to understand the materials in online learning. The researcher also finds the strategies used to cope with the problems that is dealing with the limited time. The teachers apply two strategies; giving more assignment, separating the meeting into two (for boys and gilrs). To overcome the internet connection, the school improves the internet connection system. While for overcoming the students' difficulty in understanding the materials, the teachers apply personal approach.

Keywords: English teachers, strategies, online learning

1. INTRODUCTION

As Piedmont (2020) stated, the world had been shocked by the news of COVID 19. Due to this, all schools are closed. Several countries including Indonesia established lock-down policy that resulted in hampered teaching and learning

process. Almost all schools in Indonesia have set an online learning system. Consequently all schools should have innovation to develop technology especially online learning. Teachers are also ready to take advantage of online teaching so that students are able to learn effectively based on their own phases.

According to Zhou & Li (2020), technology also takes significant part of students' education. Teachers and students used LMS (Learning Management System) as online leaning process recently. Many kind of platforms are provided in online learning, and teachers can also choose the type of platform for online learning activities. In Indonesia, there are many learning applications that can be used, including *what Sapp, Google meet, zoom* and paid application media such as teacher *room, zipper, quickly*, etc.

The Learning Management System (LMS) is a simple web based application to provide a learning experience. LMS is also provided by the organization form of paid online courses. In fact, every individual has the basic knowledge and skills in using computers to develop LMS. Teacher at this time uses the LMS to provide online learning in school (M.K & Francis, 2019).

LMS is commonly used by teachers in learning process. Teachers often get challenges to face the system, how to use and develop the ideas in making use the innovation. Maya as a teacher at Global Islamic School told the experience when teaching with the online learning system. Shestated that to motivate students' interest in online learning is not easy. The teacher should prepare interesting material in online learning, create ice breaking, educational games, and singing, so that students are able to focus on online learning. Motivation for interest in online learning requires extra guidance from parents so that students can be confident and foster motivation in communicating through online media with school friends.

This research is not the first research that investigated the strategies to overcoming the problems in online learning. There are several research on perception teachers. Rasmitadila, *et al.,*(2020), carried out a research entitled "The Perceptions of Primary School Teachers of Online Learning During

Covid-19 pandemic: A Case Study in Indonesia". This research focused on explores the perceptions of primary school teachers online learning during the covid-19 pandemic. The data were collected through surveys and semi-structured interviews with 67 class teachers in primary schools.

According to previous study, others teachers also cope with the problems in applying online learning strategy, that most use online chat, using video coference and combine both. The object of this research was 55 numbers of Junior and Senior High School teachers randomly in Indonesia. This research to find out the strategies and problems faced by teachers in conducting e-learning of junior high school and senior high school in Indonesia (Lestiyanawati, Widyantoro, 2020).

According to previous research, There some applications offered to assist student learning achievement. The teacher's involvement to helping students makes the teacher should behave a way or strategy to cope with the problems. Therefore, the researcher intends to know the methods used by the teacher with the problems at Al-Firdaus Islamic Elementary School.The present study is intended to describe the problems faced by the teacher and the strategies used by teacher in applying online learning. The title of this study is "English Teacher's Strategies to Cope with the Problems in Applying Online Learning at Al-Firdaus Islamic Elementary School".

The teacher's involvement to help students makes the teacher should apply a way or strategy to cope with the problems in online learning. Therefore, the researcher intends to know the strategies used by the teachers and the problems at Al Firdaus Islamic Elementary School.

Al-Firdaus is an international-based school Baccalaureate IB World Schools that share a common philosophy — a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high-quality programs of international education that share a powerful vision. The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The researcher takes this research to find out the online learning system applied by the teachers at Al-Firdaus Islamic Elementary school, identify the problems faced, and find out the strategies used by English teachers to cope with the problems.

2. METHOD

This is a qualitative research, which is defined as "the type of research that produce findings that are not achieved using statistical procedures or other means of quantification" Strauss and Corbin, (1990:17). A qualitative approach is used to study current phenomena that hinder the education system. The purpose of using qualitative research is to explore human behavior in the context of their natural occurrences (Hatch, 2002: 3). The research was conducted at Al-Firdaus Islamic Elementary School. The subjects of this study were all English teachers who were teaching English to the first grade until sixth grade students. The data were obtained using an interview transcript containing information about the strategy applied by the teacher, the problems faced by the teachers, and the strategies to cope with the problems in applying online learning usedby the English teachers. This observation was held twiceon 12th and 14thSeptember 2020 at Al-Firdaus Islamic Elementary School. This research used triangulation techniques to maintain the data credibility. This research conducted by interviews with three English teachers to collect data.

3. FINDINGS AND DISCUSSION

The research findings are divided into three parts, namely, the systems applied by the teacher, the problems faced by the teachers in applying online learning and strategies used by the teachers to cope with the problems in applying online learning at Al-Firdaus Islamic Elementary School.

The observation was held twice; Saturday 12th September and Monday 14th September 2020. The researcher observed and interview all of English teachersin Al-Firdaus Islamic Elementary School. The informans are three English teachers who teach the first grade until the sixth grade.

3.1 System Applied by the Teachers

The use of proper application can help teachers and students to succeed in the learning process. Based on the interview, the English teachers use an easy application in online learning. The applications used are Class Dojo and Zoom meeting to make it easy when online learning process. Following is the interview.

Researcher : *Apa aplikasi yang digunakan Al-Firdaus sebagai media pembelajaran online? (What the application does Al-Firdaus use an online learning?).*

Teacher : *ClassDojo, dan Zoom meeting. ClassDojo untuk pengumpulan tugas dan zoom adalah tempat dimana untuk diskusi pembahasan materi dengan siswa. Pertimbangkan untuk menggunakan platform ClassDojo, karenaClassDojoadalah platform yang tepat untuk mengumpulkan tugas siswa dengan cara yang baik. Tercatat dengan kualitas yang baik dalam bentuk video dan foto. Dan juga platform kelas dojo berbasis gratis. Sebagai pengajar, kami senang menggunakan aplikasi ini, karena mudah digunakan. (ClassDojo, and zoom meeting. ClassDojo for collect assignment student and zoom is a place where for discussion of material discussion with students. Consider using a class dojo platform, because class dojo is the right platform to collect student assignments in a good manner. Recorded with the good quality in the assignments form of video and photo. Also class dojo platform free based. As teachers, we are happy using the application, because easy to using).*

(Interview, September 12th, 2020)

3.2   The Problems Faced by the Teachers in Applying Online Learning

Based on the result, the researcher found three problems in applying online learning that is explained below.

3.2.1 The Limited Time

The time needed by students in the learning process at school usually is 5-7 hours. In normal situation, students can receive the material given by the teacher in class, but it is different condition in online learning that is limited time during the online learning process. This is the problem faced by the teachers which makes the goal of online learning difficult to achieve. It is supported by the results of the following interview.

Researcher : *Kendala/permasalahan apa saja yang di hadapi Bapak/Ibu Guru dalam kesiapan dan pelaksanaan pembelajaran online di Al-Firdaus? (What the problem faced in the readiness and implementation of online learning at Al-Firdaus).*

Teacher   : *Tidak ada masalah pada saat pengumpulan tugas, namun kurang efektif pada saat memeriksa tugas melalui aplikasi zoom dikarenakan terdapat batasan waktu yaitu 40 menit tidak seperti ketika pembelajaran secara langsung didalam kelas. (There is no problem when collecting assignments,but it is less effective when checking assignments via the zoom application because there is a time limit of 40 minutes unlike when learning directly in class).*

(Interview, September 12th,2020)

3.2.3 Internet Connection

Based on this research a bad internet connection in the application of online learning in schools can be serious problems that will be affect the learning system so that online learning process isn't optimal. The internet connection will decrease and even get worse when learning at the same time with other class. This is because school Wi-Fi network users exceed general usage limits.

6

Researcher : *Kendala/permasalahan apa saja yang di hadapi Bapak/Ibu Guru dalam kesiapan dan pelaksanaan pembelajaran online di Al-Firdaus? (What obstacles/problems did you face in the readiness and implementation of online learning at Al-Firdaus).*

Teacher : *Sistem jaringan yang digunakan sekolah dasar Al-Firdaus adalah sistem jaringan yang terpusat pada satu sumber internet. Kendala utama dalam hal ini adalah jaringan atau sinyal dirumah para siswa terkadang tidak stabil karena kondisi siswa dirumah juga berbeda-beda. Hal ini menyebabkan ketidak stabilan koneksi internet ketika pembelajaran online dilakukan secara bersamaan. (The network system used by Al-Firdaus primary school is a network system that is centralized to one internet source. The main obstacle, in this case, is that the network or signal at the home of the student is sometimes unstable because the conditions of the students at home also different. This causes instability in the internet connection when online learning is carried out simultaneously).*

(Interview, September14[th],2020)

3.2.4 Difficulty to Check the Students' Understanding

In the learning process, the existence of suggestion from students in the application of online learning is a challenge for English teachers at Al-Firdaus Islamic Elementary School. Lack of time in the online learning process; make students non optimal to accept materials there is no *face-to-face* learning process that the teachers have difficulty to know the students' understanding in online learning process at home. The answer between the researcher and Ms. A as teacher who teach first and second grades in the interview section below:

Researcher : *Kendala/permasalahan apa saja yang di hadapi Bapak/Ibu Guru dalam kesiapan dan pelaksanaan pembelajaran online di Al-Firdaus? (What obstacles/problems did you face in the readiness and implementation of online learning at Al-Firdaus).*

7

Teacher :*Sebagai pengajar Bahasa inggris dikelas 1 dan 2, minimnya kosa kata para siswa merupakan suatu kendala dan memerlukan waktu untuk mengatasi hal tersebut. Kendala pada pembelajaran online adalah para guru tidak dapat mengukur kemampuan belajar siswa hal ini karena tidak adanya tatap muka secara langsung. Guru tidak mengetahui ketika proses pengerjaan soal, siswa mendapatkan bantuan dari orang lain atau tidak. (As English teachers in grades 1 and 2, the students' lack of vocabulary is an obstacle and takes time to overcome it. The problem with online learning is that teachers cannot measure students' learning abilities because there is no face-to-face presence. The teacher does not know when the process of working on questions, students get help from others or not).*

(Interview, September14th,2020)

3.3 Strategies to Cope with the Problem in Applying Online Learning

3.3.1 The limited time

Dealing with the limited time, the problems faced the English teacher, the teacher who teach in the third grade and the fourth grade applied some strategies. The first is giving more assignment to students.

Researcher :*Bagaimana mengatasi masalah penerapan pembelajaran online di Al-Firdaus? (How to solve the problem of implementing online learning in Al-Firdaus?).*

Teacher :*Solusi yang saya lakukan untuk permasalahan ini dengan pemberian dan pengambilan tugas dalam aplikasi Class Dojo atau memperbanyak tugas speaking. Strategi pembelajaran yang saya berikan juga berganti-ganti karena biasanya 1 materi ada 5 kali pertemuan. Namun materi yang paling saya tekankan adalah speaking dan writing. (The solution that I did for this problem was by giving and taking assignments in the Class Dojo application or increasing the speaking assignment. The learning strategies I provide also alternate because usually 1 material*

has 5 meetings. However, the material that I emphasize the most is speaking and writing).

Other teachers applied different strategies. The teacher who teaches first grade and second grade apply the strategy to cope with the problem in online learning by separating the meeting into two (for boys and girls) in Zoom meeting.

Researcher : *Bagaimana mengatasi masalah penerapan pembelajaran online di Al-Firdaus?* (*How to solve the problem of implementing online learning in Al-Firdaus?*).

Teacher : *Dengan masalah yang ada saya mengambil solusi yaitu dengan membedakan waktu zoom putra-putri. Karena pembelajaran hari ini prosesnya dipisah saya bisa melihat antusias siswa dalam belajar dan menerima materi yang di ajarkan. (With the existing problem, I give my solution, with the difference zoom time between boys and girls. Because today's learning process is separated, I could see the enthusiasm of the students in learning and receiving the material being taught).*

3.3.2 Internet Connection

The teachers can easily access applications of learning with stable internet connection. The teacher can also more focus and maximize the material provided to students. The strategy given by the teacher to improve the online learning process is to fix bandwidth performance at school. To create an effective and an optimal learning process, this study the solutions given by the teacher are below:

Researcher : *Bagaimana mengatasi masalah penerapan pembelajaran online di Al-Firdaus?* (*How to solve the problem of implementing online learning in Al-Firdaus?*).

Teacher : *Ketika pihak sekolah mengetahui kendala koneksi internet, dilakukan perbaikan oleh bagian IT dan saat ini koneksi internet sudah mulai lebih stabil. (When the school found out about internet connection problem, the IT department made*

improvements and now the internet connection has started to become more stable).

3.3.3 Personal Approach to Students

English teachers observed progress of the students in online learning. Some of the students understood about the material taught by the teacher, but some didn't. The strategy used by the English teachers was personal approach to students. Before doing a personal approach, the English teacher coordinated with the Home Room Teacher to do personal approach with the students.

Researcher : *Bagaimana mengatasi masalah penerapan pembelajaran online di Al-Firdaus?* (*How to solve the problem of implementing online learning in Al-Firdaus?*).

Teacher : *Kami para guru sering berkomunikasi dan berkoordinasi dengan home room teacher. Saya pribadi lebih senang melakukan pendekatan secara langsung kepada siswa jika ada siswa yang tidak mengikuti pembelajaran melalui zoom, maka siswa tersebut tidak akan mengetahui tentang materi dan tugas pada saat itu. Jika hal tersebut terjadi, saya akan menyuruh siswa yang bersangkutan untuk menghubungi saya secara langsung sehingga saya bisa menjelaskan kembali tentang materi dan tugas kepada siswa yang tidak mengikuti pembelajaran online melalui zoom saat itu.* (*We teachers often communicate and coordinate with the homeroom teacher. I prefer to approach students directly. because if there are students who do not participate in learning through zoom, then these students will not know about the material and assignments at that time. If this happens, I will ask the student to contact me directly so that I can explain again about the material and assignments to students who did not participate in online learning via zoom at that time).*

Based on the findings above, the researcher concluded the interview with three English teachers. This research aims to find the problems and strategies to cope with the problems in applying online learning at Al-Firdaus Islamic Elementary school. The interview conducted were used to answer the research questions.

It can be seen from the results of the interview that the teachers always gave unplanned responses. Based on the results of the interview, the teachers attempt to give opinion in the interview. These data taken from the research that need to compare with previous researcher:

3.4 The Teacher Applying Online Learning

Implementing online learning conducted by the English teachers at Al-Firdaus Islamic Elementary School shows the similarities of the previous study. Chiarelli, Szabo, & Williams (2015) stated that ClassDojo works for teacher class because the teacher can use the technology. The researchers were happy with this application, which can easily provide the teacher in using and checking assignment use this application. Class management that given by this application to help the teachers monitoring students' behaviors. The visuals and audio of ClassDojo gives good feedback to students, so they feel interested while using this application.

3.5 The Problem Faced by the Teachers in Applying Online Learning

Based on the finding, the researcher found problems faced in applying online learning that is lack of time, internet connection, and difficulty to check the students' understanding. In this case, all of the English teachers gave the same answer the question. The teachers gave responses such as, problem faced and the strategies to cope the problems in online learning that was accepted by students. Based on above, this the research have similarities and differences with previous studies that the problems in applying online learning.

3.5.1 Limited Time

Based on the data and obtained from the interview, the researcher finds that lack of time, becomes the major problem in online learning. According to

Rasmitadila,.*et al* (2020), stated that the quality of learning during the School From Home period does not only the role of the teacher affect the quality of learning, but also the role of school. The teacher should be able to use a limited amount of time, which automatically affects the speed of learning and assessment of learning. The time of learning that is usually used by the teacher in offline learning is 1.5-2 hours, in online learning the time given by the application is short and limited. Itmakes the teachers only deliver the importance of subject to students.

3.5.2 Internet connection

Related to the previous study as the references for this study, there is similarity, especially on the internet connection when during online learning process. Bakalar (2018), stated that internet connections are not comprehensive enjoyed by all schools, especially in rural areas.

In addition to data packages, a bad signal is an obstacle in applying online learning. The students often are late in submitting and completing assignments, and even understanding the material has become a significant problem for students. Another change is that the involvement of parents with children has become more intense than in before online learning. Parents can assist children in understanding subject matter that is not understood or conveyed well by a teacher. Collaboration between teachers and parents in the schools is necessary for the implementation of online learning because parents mostly own support hardware such as cellular phones or laptops during online learning process.

3.5.3 Difficulty to Check the Students' Understanding

It has been answered by the participants that have similarity that found. The learning method refers to all methods in various learning situations with different motivational orientations, levels of mental processing, and learning effects. This includes not only learning methods and strategies that focus on the individual student level, but also a teacher and student learning methods (Pang & Ross, 2010). A teacher cannot be fair make an assessment that includes cognitive, affective, and psychomotor aspects of online learning.

Often teachers feel that assessment evaluations in cognitive cannot give with fair because parents also provide answers to the assignments/tests given by the teacher. Assessment of the psychomotor aspect is preferable.

Assessment of psychomotor aspects is better. Assignments such as singing and practicing is easily assessed by the teacher, with it show students' abilities without the intervention of parents when recording. In the other hand, teachers have difficulty in assessing the affective aspects. In the other hand, teachers have difficulty in assessing the affective aspects. That refers to students' behavior shows different attitudes at school and home. That is caused by the intervention of parents who do not see the actual condition of students (Rasmitadila et al., 2020)

3.5.4 The Teacher Strategies Cope with the Problems in Applying Online Learning

The strategy used by the teacher in providing solutions to applying online learning is the same with the previous study. Using the results of this study as a basis, it clearly shows similarities to previous studies. The previous research explained how online learning waseffective with the innovations launched in implementing online learning. Mohammadi, Ghorbani, & Hamidi(2011), stated that English Learning (EL) was improved because the internet had its language and logic and was not limited to one culture. Indeed; learning English via the internet challenges the traditional form of learning. As the world improves the use of e-learning, electronic devices, the internet, computers in the teaching and learning process increases synchronize with and improve our abilities to be able to work with technology to expand our knowledge. More teachers and learners got familiar with technologies. It can be used to combine with their teaching styles and the technologies give teachers practical and creative ideas And are also encouraged by theories related to the data presented by Zhou, Fangmei Li (2020), stated that the form of teaching organization is a liaison between teachers and students, and that is by carrying out teaching activities by the ideas, aims, content, and subjective and objective conditions in

teaching-learning. The emergence of online teaching in a pandemic depends on the strength of teachers in demonstrating practice in real.

The implementation of online learning during pandemic made teachers become creative in provides online learning. Use interactive learning process and application learning process to obtain the goals of learning. Even though, there are problems in applying online learning, but also teachers and parents should be able to work together to goal in learning process to overcome online learning during pandemic.

4. CLOSING

Based on finding and discussion, the reseacher found three problems faced by English teacher in online learning process. Based on results, the problems in the online learning cannot be found in the offline learning process. In this research, the English teachers have strategies to cope with the problems. It shows that the three strategies proposed by the teacher can solve the problems for the learning process at Al-Firdaus Islamic Elementary School.

Based on the research above, teachers and parents should be working together to achieve the goal of learning. The problems in applying online learning are: the limited time, internet connection, and difficulty of teacher to check the students' understanding.

Therefore, to cope with the problems above, dealing with the limited time, the teachers applied two strategies; giving more assignment, separating the meeting into two (for boys and girls), schools and parents should be work together to support the devices needed by students in online learning, and did personal approach. The researcher hopes from the third strategies these are given the best solution to cope the problems in applying online learning.

The teachers want the learning process like before the pandemic. In the end solution given by the English teachers at Al-Firdaus Islamic Elementary School hopes that the pandemic will end soon. The teachers don't have to be worry about the problems faced in online learning.

BLIBIOGRAPHY

http://alfirdausina.net/webalfi1/school/primary-years-program-2/profile-primary-years-program/. (2020). Retrieved from http://alfirdausina.net/webalfi1/profile/.

Bakalar, B. (2018). *Book Review: Justice on both sides: Transforming education through restorative justice* (Vol. 2). America: American Journal of Qualitative Research.

Chiarelli, M., Szabo, S., & Williams, S. (2015). Using Class Dojo to Help with Classroom Management during Guided Reading. *Texas Journal of Literacy Education*, 82-22.

Lestiyanawati, R., & Widyantoro, A. (2020). Strategies and Problems Faced by Indonesian Teachers in Conducting E-Learning System During COVID-19 Outbreak. *Open Journal System*, 80-81.

M.K, N., & Francis, D. R. (2019). DEVELOPING THE LEARNING MANAGEMENT SYSTEM (LMS) WITH WORDPRESS. *JOURNAL OF EDUCATION*, 1-7.

Mohammadi, N., Ghorbani, V., & Hamidi, F. (2011). Effects of e-learning on Language Learning. *Procedia Computer Science 3*, 464-468.

Pang, K., & Ross, C. (2010). Assessing the Integration of Embedded Metacognitive Strategies in College Subjects for Improved Learning Outcomes: A New Model of Learning Activity. *The Journal of Effective Teaching, 10*(1), 79-97.

Piedmont, E. V. (2020). Exploring COVID-19 in a Social Studies Methods Course: Pre-Service Teachers. *Journal of International Social Studies*, 113-126.

Rasmitadila, Aliyyah, R. R., Rachmadtullah, R., Samsudin, A., Syaodih , E., Nurtanto, M., et al. (2020). The Perceptions of Primary School Teachers of Online Learning during the COVID-19 Pandemic Period: A Case Study in Indonesia. *Journal of Ethnic and Cultural Studies*, 90-109.

Zhou, L., & Li, F. (2020). A Review of the Largest Online Teaching in China for Elementary and Middle School Students during the COVID-19 Pandemic. *Research Scientist, Engineering Research Center of Digital Learning Support Technology*, 551.